

FDRG Recommendation for the Ethnic Studies Competencies
Approved by the Model Curriculum Workgroup
April 3, 2023

Background

In Spring of 2021, Ethnic Studies faculty from across the state gathered to discuss the Social Justice TMC. C-ID learned the importance of developing an Ethnic Studies FDRG to move Ethnic Studies out of the Social Justice TMC where a student could earn a Social Justice ADT with an emphasis in Ethnic Studies without taking core classes in any of the four Ethnic Studies Disciplines.

By Summer of 2021, the California Board of Governors approved Title 5 regulations to require a course in Ethnic Studies for the associate degree.

Title 5

§ 55063. Minimum Requirements for the associate degree.

(e) Additional Requirements. The associate degree also requires demonstrated competence in reading, written expression, and mathematics, and satisfactory completion of a course in ethnic studies, as follows:

(3) Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.

In the ASCCC 2021 Spring Plenary Session, delegates approved resolution 9.02 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies. The resolution asked for the development of not only Ethnic Studies Competencies but also to develop professional development opportunities to assist college in the development of Ethnic Studies and its four core disciplines.

In the Fall of 2021, the CCC Ethnic Studies Task Force was chartered to discuss and provide recommendations for implementation of the new Ethnic Studies requirement in the CCC system. The CCC Ethnic Studies Task Force membership included the following voting membership:

- Two representatives from the Educational Services and Support Division of the Chancellor's Office
- Two representatives from the Academic Senate for California Community Colleges
- One representative from the California Community Colleges Ethnic Studies Faculty Council

- Four Ethnic Studies faculty from the four core Ethnic Studies disciplines (appointed by the ASCCC)
- One representative from the California Community Colleges Curriculum Committee (5C)
- One student representative and one alternate (appointed by the Student Senate for California Community Colleges)
- One Articulation Officer (appointed by the ASCCC)
- One Admission & Records representative (appointed by the California Association of Community College Registrars and Admissions Officers)
- One Chief Instructional Officer/Vice President of Instruction/Vice President of Academic Affairs (appointed by the California Community Colleges Chief Instructional Officers organization)
- One Chief Student Services Officer/Vice President of Student Services (appointed by the Chief Student Services Officers Association)

In addition, the California Community Colleges Ethnic Studies Task Force was overseen by the Vice Chancellor of Educational Services and Support and was coordinated by a leadership steering committee:

- the presiding Vice Chancellor of Educational Services and Support and a designated Dean of Educational Services and Support,
- the President and Vice President of ASCCC, and
- the co-chairs of the CCC Ethnic Studies Faculty Council.

By fall 2022, the CCC Task Force developed the Ethnic Studies Competencies and had been vetted through a C-ID process that provided review and recommendations from the field.

The FDRG Recommendations:

In Spring of 2023, the Ethnic Studies Core Competencies were forwarded to the Ethnic Studies Faculty Discipline Review Group (FDRG). The following are their recommendations:

The California Community College Ethnic Studies Competencies (CCCESC) should be housed in C-ID. When the Title 5 update is implemented, the CCCESCs should be part of a section at C-ID that will house systemwide competencies. The ES FDRG has reviewed the competencies and found that they are applicable to the CCC system.

The CCCESCs reflect the work that has been done by the CSU Ethnic Studies Council and the UC Ethnic Studies Working Group. The ES FDRG makes the following recommendations:

1. Adopt the California Community College Ethnic Studies Competencies
2. Have them housed in C-ID

3. Competencies need to be applied and found in Core Course Descriptors of the Ethnic Studies Disciplines Transfer Model Curriculum. (Each discipline has a different number of course descriptors i.e., African American Studies has 6 units, Chicano Studies has 9 units)
4. 3 of the 5 Competencies must be adopted into the course.
5. Competencies should ideally be in the Ethnic Studies discipline subject indicators (e.g. American Indian/Native American Studies - NAS; Chicano Studies, ChS; African-American/Black Studies - AFROAM, Asian American Studies - ASAM. If courses use the Ethnic Studies prefix EthSt the prefix ideally be used in courses that primarily focus in one discipline of Ethnic Studies, i.e., EthS Introduction to Chicano Studies, etc.). The preference would be that the Ethnic Studies Disciplines use their own prefixes and move away from the EthSt prefix.
6. California Community College Ethnic Studies Competencies stand alone and are separate from the CSU or UC ES Competencies.
7. California Community College Ethnic Studies Competencies do not need to be written verbatim.
8. CCC Core Competencies are to be mapped in accordance with course content.
9. A new Section of the COR would be developed to for courses that seek to meet the new CCC Ethnic Studies Requirement Or be placed in a prominent section of the COR.
10. CCC Core Competencies can be adopted as part of the Course Student Learning Outcomes, but such an adoption is not required.

CCC Ethnic Studies Core Competencies

Course Learning Objectives

Upon successful completion of courses, students will be able to analyze, distinguish and explain the culturally centered worldviews, philosophies, intellectual traditions, and lived experiences in the United States of people of color from one or more of the core four Ethnic Studies disciplines.

Ethnic Studies Core Competencies

1. Critically examine and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, anti-blackness, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in any one or more of the core four disciplines (American Indian/Native American Studies, African-American/Black Studies Asian American Studies, and Chicana/o/x/ or Latina/o/x/ Studies).

2. Apply theory and knowledge produced by one or more of the core four disciplines (i.e. American Indian/Native American Studies, Chicana/o/x or Latina/o/x/ Studies, African-American/Black Studies, Asian American Studies) that describes an understanding of epistemologies, critical events, histories, cultures, cultural identity, cultural philosophies, intellectual traditions, contribution, lived-experiences, generational trauma, and all manner of struggles of those groups with a particular emphasis on system oppression, identity formation, agency and group affirmation.
3. Critically analyze the intersection of race, racism, and white supremacy as they relate to class, gender, sexuality, sexual orientation, social status, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, in American Indian/Native American, African American, Asian American, Chicana/o/x or Latina/o/x Studies communities in the United States.
4. Critically examine, in historical and intersectional context, how struggle, resistance, racial and the quest for justice, solidarity, and liberation, as experienced and, enacted by American Indian/Native American Studies, Chicana/o/x or Latina/o/x Studies, African American Studies, Asian American Studies as people of color in the United States are relevant to current and structural issues. Such issues may be communal, national, international, and transnational politics, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist, abolitionist, anti-colonial, and anti-imperial thought, issues, practices, and movements in American Indian/Native American Studies, Chicana/o/x or Latina/o/x Studies, African American Studies, Asian American Studies as people of color in the United States seeking to build a just and equitable society.