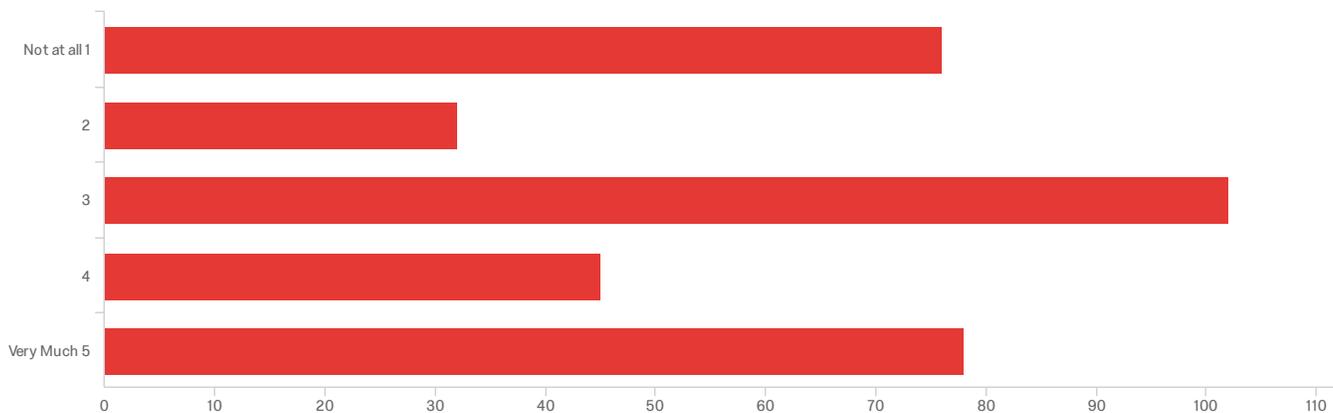


Default Report

Creating a New University-Wide Ethnic Studies Requirement (Faculty)

October 20, 2019 4:49 PM PDT

Q7 - 1. One suggestion we've heard is to define the learning objectives narrowly. Please rate how much you agree with this approach.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. One suggestion we've heard is to define the learning objectives narrowly. Please rate how much you agree with this approach.	1.00	7.00	4.59	2.16	4.66	333

#	Field	Choice Count
1	Not at all 1	22.82% 76
2	2	9.61% 32
3	3	30.63% 102
4	4	13.51% 45
5	Very Much 5	23.42% 78
		333

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Q8 - Comments on suggestion 1?

Comments on suggestion 1?

the learning objectives should be narrowed as to not interfere with academic freedom, but to not lose sight of what ethnic studies is and what it isn't (i.e. a diversity, multicultural class that teaches about differences, etc.). The definition of ethnic studies should be rooted in an anti-racist agenda as defined by a collective of scholars, students and community partners .

Can you please explain more what is meant by "narrowly"? Does this mean being very specific about what the Ethnic Studies requirement learning objectives are? For example, would the legislative bill state what the learning objectives are, or would the CSU Academic Senate determine what the learning objectives are? If it's the Legislature, I do NOT suggest they define learning objectives at all. If it's the CSU Academic Senate, I suggest explaining what it means to define learning objectives "narrowly" prior to obtaining input. If defining learning objectives "narrowly" means specifying learning objectives, I recommend objectives broad enough for each campus to interpret, but narrow enough to focus on Ethnic Studies as defined on p.2

I would like the objectives to both be narrowly defined to some extent, but also allow for collaborative solutions. I think the would be best for our students.

There should be a common set of learning objectives but doing so too narrowly (for example, limiting which groups that should be studied) would make it difficult to implement across multiple disciplines.

If by "narrowly" you mean only general Ethnic Studies courses taught by Ethnic Studies faculty, then, yes, I very much like this idea.

Yes, I agree. The learning objectives need to be narrowed down and in agreement with key folks that have been highly involved in making this day a reality for several years. I am excited about the new implementation of Ethnic Studies as a requirement but believe there needs to be a clear understanding of the history of ethnic studies and make the connections to today. What was occurring historically and how does that align or not with today's students of color. While ethnic studies is definitely beneficial for all students. It needs to be centered on the experiences of students of color and further invite white students to become allies making it a supportive initiative for the well being of all.

Not sure what this means

Yes, narrow is good.

Narrow learning objectives may limit students' options to satisfy the requirement.

It is unclear to me what is meant by this.

Given the specific dimensions of the ES discipline, the SLOs should be equally narrow.

Learning objectives should be broad and give the ability for the learner to interpret what the objectives mean to them personally.

Senate members may not be the best people for this task.

I feel I can't answer this question.

Not enough information has been given to adequately provide feedback on this.

Ethnicity can be anything.

Comments on suggestion 1?

If you don't narrow the LO's, the SJW professors will continue to indoctrinate impressionable young minds with any form of personal vendetta claptrap they choose to spew out in the classroom with total impunity. They'll do that anyway, no doubt, despite mandating what is supposed to be taught, but at least if you give strict learning guidelines perhaps they'll be forced to limit the time they spend bashing anyone they happen to disagree with and promoting whatever anti-white, anti-male, anti-conservative, anti-Christian, anti-responsibility, anti-logic nonsense they happen to hold dear, due either to having a dysfunctional, myopic upbringing, early exposure to those having the same, or a desire for the artificial respect given iconoclasts.

Based on the Task Force report and based on the range of departments and faculty members that teach courses that can contribute to this effort, a broad definition would allow us to meet the need and also to take advantage of the range of resources and expertise at CSUF.

should align with other ethnic studies courses ...is that the case by narrowing the SLOs

Given our campus culture of using SLOs to regulate what courses can go into a category and to assess whether courses are doing what they are supposed, having specific objectives would be an easy way to maintain the integrity of the requirement.

Yes, narrow is good.

No. We need to be more ambitious. Our current Z overlay is that it is too diluted. We need a carefully constructed Ethnic Studies component that accounts for the ability of social media to generate intolerance and hate. The current extremism, particularly that based on race and false information aimed at minorities and the "other," suggest a course that will: 1-Provide the ability to discern truth from fiction, particularly in the current media and information environment. 2- Have a carefully constructed curriculum that show the story of ethnicity, race, and immigration. 3-This courses should also show how social and legal structures (in a basic way) have traditionally enabled suppression.

Most courses in the disciplines specified (e.g. African American or Asian Studies) already have learning objectives reflecting the department, if not the college and university as well.

If this requirement were to be implemented, it needs to be distinct from other GE requirement learning objectives.

Narrowly defined learning objectives are useful in some settings but in others it can lead to an overly instrumentalized view of education. Developing concepts like cultural competence or broadening ones perspectives through exposure of diverse scholarly perspectives are difficult, or impossible, to express as narrowly defined learning objectives. There needs to be room for education to be a process of exploration where the learning and development occurs organically and different students takeaway different insights.

NA

I don't know what you're talking about. Give examples. This survey question is poor.

It seems subjective in terms of the larger idea of what learning objects are for GE's at all/how to apply specifically to ethnic studies.

Difficult to answer. Narrow objectives are good if they are not too narrow, that is, if they are not too rigid or leave out aspects that might not be priorities now but could become relevant in the future, or that are important for a discipline but not for others, etc.

I don't know what is meant by "narrowly" so it is hard to comment

I have no idea what "narrowly" means in this context and I suspect the people who will be responsible for the implementation either have no idea either or have yet to define it.

I don't understand what it means to define them narrowly. They should be defined in line with the ES description that you have provided and the goals that the requirement is to meet.

Multiple classes and departments are interdisciplinary and take different tactics on learning goals. By defining objectives narrowly you could exclude potential classes and departments from teaching many classes.

Comments on suggestion 1?

Ethnic studies is an evolving discipline(s) and a too narrow objectives may not reflect the changing nature of ethnic studies or capture the variation of approaches in different ethnic studies disciplines (like the differences in approaches and experiences between African Am studies or Asian Studies).

Need an example to clearly understand "narrow definition." But some level of balance seems important here - one rigid definition rarely works in academia, but too much variation means that a campus-community wide understanding won't really happen.

Make learning objectives clear and measurable

Narrow LOs ensure the course is a real ethnic studies course and not a more general cultural diversity course.

Don't have an opinion.

"Narrowly" means different things to different people.

Without an example, and since I don't have the time to study all of the supporting materials that go with this survey, I can't say whether this is a good idea or not. You want responses, prepare questions that don't rely so much on homework.

The CSU student population and society at large would benefit from knowing more about the colonization of African-American, Latino/a, Asian and Native American populations.

Ethnic Studies should define the learning objectives. It would be helpful to have that done by the ASCSU Task Force on Ethnic Studies together with all the CSU Ethnic Studies programs, in consultation with the community colleges.

It emphasizes the differences among people rather than their similarities. I think that strategies like this detract from the concept that all people should be treated based on their individual merits rather than their background.

A narrow focus would support the distinction of ethnic studies from examinations of diversity etc.

Our students cannot write or speak well. Additionally, their ability to work in teams and critically think is hampered by their addiction to social media. Additionally, its probable that the university will make the class a liberal and political issue, rewarding suffering and not success.

In order to true to the values and mission of ES, learning objectives must be narrow in scope.

When you put too much into a class nothing gets done very well.

Ethnic Studies is an area with little importance to the education of our youth. Imposing this requirement provides jobs for those who have majored in useless areas. What a shame! Defining learning objectives itself is a false premise to somehow use diversionary words to define something that is irrelevant and unnecessary.

Can you explain what you(we) mean by "narrowly"?

I think the learning objectives should be clear and specific, and should be collectively written by representatives from all departments who plan/hope to offer courses that fit this requirement

In order to preserve the rigor and effectiveness of such a requirement, this would be essential.

I am sure you could have a mix of specific and broad goals. A pro of having narrow goals is that you can specify clearly and show some linkages between activities and learning objectives. A pro of large objectives is that this is likely more realistic and just the start of students' journey to learning about Ethnic Studies. I would leave this up to those that will create the course. I'm fine either way.

Comments on suggestion 1?

Overall, I think it's most important to defer to the disciplinary experts here--our colleagues in Ethnic Studies. Other than that, I have two notes: first, it's important that "ethnic studies" specifically is distinguished from "diversity" broadly, and doing that may require narrow learning goals. But second, if it's allowed by the AB and endorsed by Ethnic Studies experts, I think that having courses that do a "deep dive" into a component of those LOs may be useful. For example, courses in Af Am Literature or Af Am History can be a component of Af Am Studies, but do not, to be sure, represent the entirety of the discipline. It may be desirable to have such courses count to fulfill the requirement.

As with any new initiative, clear learning objectives are powerful, however should also be flexible and willing to shift as the learning is garnered.

I don't understand the question or how to respond.

A narrow approach would seem to go against the final learning goal (#9) listed on the CSU Task Force on the Advancement of Ethnic Studies: to study "race and ethnicity in scholarly spaces, mass media, literature, art, music, science, the work place, societal institutions and other areas of life, with an increased respect for diversity, equity, social justice, and social change.

I don't know enough about the proposal to respond to this question.

In my 30 years of experience as an educator, one of the things I am "sure" of is how much things change, especially as we learn and grow. Narrowly defining learning objectives will limit our opportunity to be instructionally agile and truly meet the needs of the ever-changing world that we live in.

Potential issues associated with being overly restrictive.

I would prefer "precisely" to "narrowly."

Like all disciplines, Ethnic Studies has evolved over time. In addition to the 4 core groups, ES now embraces gender, sexuality, disability, and diasporic studies; at UC Berkeley it includes European Americans and Arab Americans. So I would like capacious learning goals that embrace all of these group.

Who would be doing the defining? It seems that discipline faculty should be defining the learning objectives.

Not so narrowly that you exclude information that is valuable.

I think professors should have leeway in determining course structure and specific topics covered.

This helps keep courses consistent across the CSU system.

I do not know what this question is asking. What does it mean to define the learning objectives narrowly? Give me an example of a "broad" objective versus a "narrow" objective for an ethnic studies course. As it is, I do not know how to answer this question.

There should be core learning objectives that are the foundation for any course. Otherwise, why offer the course for paid instruction? In addition, learning is an individual process and learning objectives should always expand to include other definitions that can be broad-based.

Don't know what the learning objectives would be.

Given that Ethnic Studies differs from cultural diversity/sensitivity/competence, it is important that we maintain the integrity and spirit of the field as we implement this requirement.

Depends upon what is meant by "narrow." If it means only certain ethnic groups are included, no. If it means that there should be clearly defined (and "narrow") learning outcomes, then a narrow approach could be very valuable; including perspectives used, relations of power, relation to US, and so on.

If we are serious about promoting ethnic studies, we probably need to define the learning objectives narrowly to focus on the issues of ethnicity and race in the US. Given the President's rant against Somali immigrants (and by implication other immigrants) and am wondering if we don't want a slightly broader definition than simply one that focuses on the traditional groups AF AM, CHIC, Native Americans, Asian Americans. We have quite a few students from Muslim communities as well even if their history in this country is much shorter.

Comments on suggestion 1?

Too narrow may limit the ways in which ethnic studies may be conceptualized and studied. The LO should be broad enough to consider the intersectionalities, complexities, and nuances of ethnic studies. At a minimum, they should cover theoretical, structural, and practical dimensions.

Narrow to start could be limiting

I suggest you leave it to students to determine who is a person of color and whether or not that is something of interest to study.

What does that mean? Very difficult to provide an opinion on that without some context as to what narrow vs broad means in the context of a learning objective.

I agree strongly to this in that ES objectives are quite specific and unique to ES and should be adhered to, but am also of the mind that whomever teaches the courses should have some degree of choosing what they will emphasize, especially given the one-semester limit of the course and the proposed requirement.

Narrowly on ethnic studies, so as not to dilute this into a generic diversity requirements. But not so narrowly as to make it impossible for departments outside ethnic studies to meet them. (Psych, Criminal Justice, History, Sociology)

As Gary Okihiro wrote in "The History of Ethnic Studies," its "allied fields [are] area, women, and queer studies." I would like to see this new requirement include courses taught by people with ethnic studies degrees in American Studies, Women's & Gender Studies, and Queer Studies. Intersectionality is important, both in the field and to our students.

This is a complex issue. Honor the complexity.

I need some examples of "Narrow" and "Broad" to answer this question. Given the lack of information, I am neutral.

I believe that the learning objectives of this course should be defined narrowly so that the spirit of the Assembly Bill, and the goal of the initiative, is not lost. I believe that whole country, and specifically the CSU system and its students, would benefit immensely from learning about the struggles of African American, Latino/a, Asian and Native American populations from an ethnic studies perspective. This is important because in general, the university curriculum is still heavily Eurocentric, and students do not get exposed to the worldview of colonized peoples. As a professor in education, the research also shows that Ethnic Studies courses help all students to become more culturally competent and better critical thinkers.

Narrowly defining the learning objectives can have a negative side effect of limiting the instructors creativity in the development of the course. It would also result in streamlining course material. Alternatively, more broadly defined goals would allow the university to offer a number of courses that may have different learning objectives for students to choose from. More choice is better.

Narrow learning objectives may "box" you in and force you to exclude objectives that later emerge as important; learning objectives that are too broad may leave too much to each individual's own interpretation.

Not sure what this means.

I am not sure what this means?

To conform to the GE requirements, the learning objectives should be clear and concise. Too much verbiage allows for misinterpretation of scope. Treat it like any other required GE.

I don't agree with making ethnic studies a mandatory requirement.

Should be about power but flexible enough to include other disadvantaged groups in society as well.

I think that open-ended learning objectives are important for a topical class where views may change quickly.

The learning objectives would depend on the profession or major the student is pursuing. Each has its context and focus.

Comments on suggestion 1?

If by narrowly you mean specifically or intentionally and in accordance with what ES is rather than conflating ES with issues of diversity, equity, and inclusion then yes, I agree.

I don't know what you mean by that

If objectives are defined too narrowly, such a course would risk becoming stagnant. As the state population continues to shift and diversify, to a degree our students are developing a more sophisticated understanding of ethnicity.

The US Census used to have only two response categories for what we would consider "race," and only first had a category for "race" in the questionnaire in 1890. Country of origin was considered the same thing as "ethnicity" until maybe 50-70 years ago. I don't like defining learning objectives narrowly on this because it is encoding whatever the dominant perspective on "ethnic studies" is in 2019 on our curriculum and our students. These things change, and just because a majority likes a thing, it doesn't make that thing good. If the learning objectives are narrow, I think it important to focus on concepts rather than particular groups of people that we think, in 2019, are important to cover.

What is the point of narrow definition? Specific objectives should include white fragility and institutionalized racism.

Narrowness alone is not a sufficient goal for learning objectives. The learning objectives need to be narrow and accurate based on academic and disciplinary definitions of ethnic studies.

If you are going to require such a class, then at least be very specific about what you want students to get out of the class.

Other social constructs equally important (i.e. gender, class)

Texts are inherently open documents. The GE experience has demonstrated that learning goals do more to water down curricula than protect it. The alternative is to insist on a DISCIPLINARY CREDENTIAL to deliver the curricula.

It depends on how the objectives are written, but they can be inclusive without being too broad. Maybe focus on specific types of take aways or goals so they are more adequately defined, clearer to the participant, and measurable.

Learning objectives should always include an ability to communicate effectively in writing. Our undergraduates are at a distinctive disadvantage because the CSU's do not have a significant writing component. Even worse, CSUF did away with the English Writing Proficiency Exam because a significant number of students were unable to pass the exam. Whether it is called "dumbing-down" or something else, we do not do our students a service by making it easier to graduate.

What does it mean to define learning objectives "narrowly"?

The 4 ethnic groups included in the Bill appear outdated and should include cultures specific to the Middle East. I.E. Arabs.

This is a broad topic, with likely different objective for different ethnic groups.

This question little meaning without some understanding of the planned content, the student audience (mandatory, elective, etc.)

The Ethnic Studies program should be the ones who take the lead in making the determinations as this is their area of specialty.

Specificity is good, but narrow learning objectives may provide too narrow of a learning bandwidth.

Issues of ethnicity, race, gender, and economic bias should all be explored systemically.

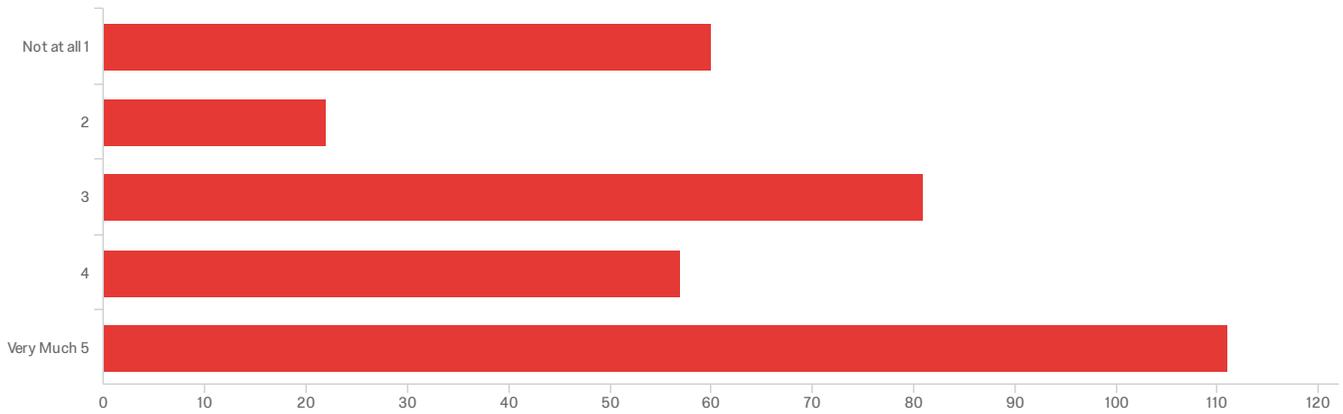
It's important to know and discuss what we want these courses to accomplish or what we want our students to learn.

Making sure to focus on clear social justice elements of marginalized communities.

Comments on suggestion 1?

The broader the learning objectives the less clear the learning outcomes

Q9 - 2. Another suggestion we've heard is to consider having disciplinary faculty define the learning objectives. Please rate how much you agree with this approach.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	2. Another suggestion we've heard is to consider having disciplinary faculty define the learning objectives. Please rate how much you agree with this approach.	1.00	7.00	5.05	2.12	4.48	331

#	Field	Choice Count
1	Not at all 1	18.13% 60
2	2	6.65% 22
3	3	24.47% 81
4	4	17.22% 57
5	Very Much 5	33.53% 111
		331

Showing rows 1 - 6 of 6

Q10 - Comments on suggestion 2?

Comments on suggestion 2?

Im not clear on what this is asking. only disciplinary faculty? as in no inter/multidisciplinary faculty involvement (such as ethnic studies, education, women and gender studies, american studies?) please clarify the question. If this is what is asking, no.

I believe faculty who teach in Ethnic Studies departments/programs and/or who have disciplinary training and/or scholarly/teaching intersections with Ethnic Studies should be involved in defining the learning objectives. I also believe engagement with faculty whose disciplines intersect with Ethnic Studies may contribute to a more robust sense of learning objectives for the Ethnic Studies requirement. In addition, I recommend that resources be provided for faculty who must determine learning objectives for the system-wide and university-wide requirement.

This answer reflects my belief that the question is referencing ethnic studies faculty

Again, I think disciplinary faculty should have a large say, but I also would like there to be room for input from other appropriate faculty to help foster collaborative solutions.

By disciplinary faculty does this mean only the faculty in Af Am, Asian Am, and Chicano/a studies? If so, I think this needs to be opened up across disciplines. Perhaps there needs to be a committee made up of faculty from across multiple disciplines who teach with an emphasis upon ethnic studies. If an ethnic studies requirement is going to be required across disciplines and schools, a broader input about the learning objectives will be needed.

If by "disciplinary faculty" you mean faculty from all disciplines, then, no. Ethnic Studies faculty are the only discipline that should define the learning objectives.

Yes, this aligns with my first suggestion. There needs to be key disciplinary faculty with an ethnic studies background centered on meeting the needs of students of color to create the leaning objectives.

I think its good to have input from many individuals

Unclear from what disciplines faculty would be drawn. Just Ethnic Studies? Most faculty in Ethnic Studies are trained in other disciplines (e.g., Sociology, History, Literature, Public Policy, etc.), so faculty should be selected based on their area of expertise, whether in research or teaching.

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The faculty who are teaching the course should be free to define their exact learning objectives given their interpretation of the course description.

Yes, I think it is important for the faculty who are the experts in this discipline to be the ones who take the lead in delineating the learning objectives.

Definitely. Who else would know enough about ES to write the LOs?

Faculty should definitely be empowered to form their own learning objectives since they are the subject matter experts in the discipline.

I do not feel qualified to answer this question.

Not enough information has been given to adequately provide feedback on this.

I don't even think it should be a required course. Appreciation of different ethnicities should already have been established in the pre-college years.

Comments on suggestion 2?

Hmmm... that would be letting the foxes guard the henhouse. There needs to be not only interdisciplinary representation in the development of the curriculum, but also true diversity on the development committee... meaning even including some who disagree with the need for this requirement at all. Diversity doesn't simply mean having a bunch of people who look different but have a lockstep point of view. It means including different points of view, including those at least initially diametrically opposed to one another and even to the objective. (By the way, my family qualifies as a minority family, so don't make assumptions about me and the origin of my opinions -- I simply believe our students deserve to be educated, not indoctrinated.)

The faculty involved should definitely be able to shape the learning objectives, but I hope that those faculty will include faculty members in relevant departments like Gender Studies, Anthropology, American Studies, Sociology, English, History, etc. These departments have courses and faculty that teach about racialization and the experiences/perspectives of marginalized groups, and can be an important part of this initiative.

is that not the case with other courses?

Unclear from what disciplines faculty would be drawn. Just Ethnic Studies? Most faculty in Ethnic Studies are trained in other disciplines (e.g., Sociology, History, Literature, Public Policy, etc.), so faculty should be selected based on their area of expertise, whether in research or teaching.

It's unclear to me from what disciplines faculty would be drawn. Just from Ethnic Studies departments? Most faculty in Ethnic Studies are trained in other disciplines (e.g., Sociology, History, Literature, Public Policy, etc.), so faculty should be selected based on their area of expertise, whether in research or teaching.

They are best poised since they have the expertise, but we should also consider how faculty and other fields such as biology might teach a component on race. This could easily be a shared course across departments.

It makes more sense than the first but I am not sure why there is a need for more learning objectives. In addition to having departmental learning objectives there may be general education and other learning objectives as determined by campuses.

I think disciplinary faculty should be a part of the conversation as subject-matter experts; however, having cross-divisional input could be helpful.

I disagree with this because I don't understand what "having disciplinary faculty define the learning objectives" means. I don't know what discipline we are talking about and I don't know who else besides faculty would define learning objectives anyway.

Unclear from what disciplines faculty would be drawn. Just Ethnic Studies? Most faculty in Ethnic Studies are trained in other disciplines (e.g., Sociology, History, Literature, Public Policy, etc.), so faculty should be selected based on their area of expertise, whether in research or teaching.

NA

Specifically, Ethnic Studies faculty.

Unclear from what disciplines faculty would be drawn. Just Ethnic Studies? Most faculty in Ethnic Studies are trained in other disciplines (e.g., Sociology, History, Literature, Public Policy, etc.), so faculty should be selected based on their area of expertise, whether in research or teaching.

If "disciplinary faculty" means solely Ethnic Studies faculty, NO -- it should include a broader range of faculty.

ethnic studies as I have experienced it in my education is very multi-disciplinary so I am not sure who is meant by "disciplinary faculty"

Faculty should be responsible for determining what it is exactly that students should learn, no matter what requirement.

Suggestion one does not preclude suggestion two.

Unless, we include faculty from many disciplines, the learning objectives could become too narrow and specific; ultimately limiting student choice and the diversity of classroom topics and activities.

Comments on suggestion 2?

Similar to above comments - a university requirement intimates that as a community, we might have common ground that would inform discussions across campus. As much as we need a definition to understand ethnic studies - we need the capacity to share ideas.

Make sure we hear the students voices, not just faculty.

As an academic discipline, the experts in ethnic studies should craft the appropriate LOs.

If it's meant to benefit all students, wider input is necessary.

If this is a general requirement, shouldn't people from all disciplines join in the discussion as to how it make the most sense as this is not creating a requirement just for the discipline.

Yes, of course it should be designed and taught by Ethnic Studies Faculty.

Same comment as above: Ethnic Studies should define the learning objectives. It would be helpful to have that done by the ASCSU Task Force on Ethnic Studies together with all the CSU Ethnic Studies programs, in consultation with the community colleges.

Disciplinary faculty are the content experts - I trust my colleagues

Many of my colleagues have never worked outside of academia and this is not good for students who need real world objectives. A more realistic approach is ask our cooperate partners and industry leaders instead.

ES faculty would be best suited to inform and shape learning objectives as this is their area of expertise.

We wouldn't ask the entire campus to define the learning objectives for a STEM or Business requirement.

Asking Ethnic Studies faculty to define learning objectives is like giving the house key to the burglar.

Input from interdisciplinary faculty should be considered by disciplinary faculty and they should provide a descriptive summary of this input along with how it will be integrated into the final learning objectives.

Again, can you explain who are disciplinary faculty?

It depends on what you mean by "disciplinary faculty," and whether that refers just to faculty within Ethnic Studies departments/programs OR all faculty across HSS with backgrounds in ethnic studies scholarship and teaching and its allied fields (American studies, gender studies, and more). I favor the latter, more inclusive approach.

I mean *Ethnic Studies* faculty, though, not just any "disciplinary faculty."

They are the ones qualified to make this determination. I can imagine that they might also invite others to participate, at their discretion.

Which disciplinary faculty? Those in Ethnic Studies? Those who feel knowledgeable in Ethnic Studies? I am not clear. Sorry. I suppose faculty should self-identify whether they are knowledgeable about Ethnic Studies and volunteer to set the learning objectives. I also approve of having learning objectives developed at a higher CSU wide level that then we would adhere too. I support not having this "watered down" to include too many courses that do not meet the objectives.

I think those who study Ethnic Studies should be the main ones involved in designing the learning goals. At the same time, it might be neat to link with Economists/Applied Mathematicians who dig into the US Census survey, the Current Population Survey, or labor statistics. Also, unrelated, I'm thinking of the book called "Evicted" by Matthew Desmond where he centers having a home to discuss the great racial and economic separations of Americans. It might be neat to take input from other faculty about a reading list that students of that class access for a project.

This is the absolute most important thing, in my view. If the CO or the Assembly passed a similar bill about, say, Physics, we'd be fools not to defer to our colleagues in the Physics department. The same logic should apply here.

I think this is a good idea, if disciplinary faculty also hear from other faculty, students and staff.

All faculty are idiots. We fight over meaningless issues in order to aggrandize our sense of self. Just choose for us and make us do it. That's what you'd like to do anyway, right?

As far as I can tell, in the departments of African American Studies, Asian American Studies, and Chicana/Chicano Studies, only two faculty members have doctoral degrees in ethnic studies. Moreover, such a requirement would preclude those with ethnic studies degrees in other departments from participating in the creation of learning goals for this category.

I don't know enough about the proposal to respond to this question.

I do think it would be helpful to include a diverse group of disciplines to work together to define learning objectives. These objectives need to be relevant to student learning across the curricula.

With participation of diverse faculty as well.

The disciplinary faculty, presumably those who would teach such a course, must be made clear.

Any faculty who want to teach the required course should define the learning objectives. Since this requirement will have huge enrollments, not one department can be responsible for teaching it. The learning objectives should be defined by a variety of faculty from different disciplines. After all, faculty with degrees in ES teach in many departments and colleges; faculty who teach in ES don't necessarily have ES degrees.

Some disciplines have ethnic studies more central to their field of interest/expertise than others. Having un-disciplined disciplines come up with learning objectives for ethnic studies classes circumvents the spirit of the movement while complying with the letter.

My feeling is each instructor should have discretion with regards to which topics are covered. It is a very large field and there is no way to cover everything in one class.

Generally a good idea, but sometimes you need broader perspectives.

Again, I do not know what this question is asking. If by "disciplinary faculty," you mean "faculty in the field of ethnic studies," then it seems obvious that they would be the most qualified to define the learning objectives for an ethnic studies course.

I was on campus as a student when the idea of ethnic departments such as Chicano Studies were implemented in the 1970s. Each area of studies was different. I would agree wholeheartedly that faculty versed in each area need to define their learning objectives based on their discipline.

I think this process should be a collaborative effort between faculty teaching and disciplinary departments.

I'm don't think this is mutually exclusive from the first. There are scholars across the university and country who bridge ethnic studies with other disciplines and fields (most of my PhD program would fall under this category). Let them lead the way (and hire them!)

Certainly having important input by ES faculty is important. But GE and other course objectives are decided by all faculty and the Senate.

I agree with the idea, and it will probably work out well given the interdisciplinarity of faculty in the disciplines, but we might want some other input from ethnic studies faculty in other departments.

It depends. Learning objectives should be determined relative to the aims of particular courses that focus on ethnic studies. To a certain extent, yes, that should be borne of discipline specific aims, but ethnic studies faculty may aid in shaping/nuancing these aims.

Comments on suggestion 2?

Better

No one from outside a department or program, even if they claim to be "inter-disciplinary," has any business dictating what someone in another department or program is teaching. As a teacher I would see that as a usurping of my authority by someone less qualified to teach my topic.

In general, yes, that's how it's done for any particular course or program.

Yes, those faculty that know the discipline best should be leaders in the definition of the learning objectives, in line with the language of AB 1460. Additionally, other experts in ES pedagogy should also be involved.

With the provision that the LOs are attainable for other H&SS or both departments.

Because ethnic studies has allied fields of WGST, AMST, and possibly others who study the racialization of power, I would like to see "disciplinary" defined broadly.

They are the experts. Respect them.

If by discipline, you refer to those with expertise in ethnic studies area, then by all means yes. They should define the learning objectives.

Absolutely. We wouldn't ask a professor in history to draw up a syllabus on biology, so why would we ask faculty in other disciplines to create a syllabus on Ethnic Studies?

If by this you are referencing the Ethnic Studies department. Then I agree. Those who are in the discipline and have expertise in teaching these courses are best suited to develop learning objectives.

Disciplinary faculty are better suited to define what is important to their respective disciplines.

they know the most.

Experts in the field can best set the learning objectives. This is very important given the lack of education for many faculty. Imagine asking people who haven't studied a field to describe the learning objectives in any field.

Administration should GET THEIR HANDS OFF pedagogy and curriculum in areas they have NO SPECIALTY OR TRAINING in. Too many administrators are interfering with faculty effectiveness and student "deep" learning. We are no longer a smorgasborg of learning - we are a 7-11 of scattered experiences that don't RELATE to one another UNIVERSALLY.

I don't agree with making ethnic studies a mandatory requirement.

They should have a disproportionate voice at the table but not the only voice at the table. Still they should have the most say.

Maybe. But this is going to be difficult to do for some majors.

Makes much more sense to have objectives meet the context of the profession the student is training for.

If by having disciplinary faculty define the learning objectives you mean ES faculty, then yes, I agree.

What do you mean? At the CSU level or the class level?

What constitutes disciplinary faculty? If an art professor concentrates their efforts in African Art, is that considered disciplinary? Certainly, such a field would have relevance.

I'm torn. On the one hand, the specific wording and nature of the objectives: yes. On the other hand, the overall large concept: no. The curriculum is owned by the faculty collectively. But, within that, we should defer to disciplinary expertise when it gets down to disciplinary questions. We should ask Math what appropriate learning goals are for math requirements, but whether or not we have ANY math requirements should be up to the whole faculty. For this, the whole faculty should choose what an ethnic studies requirement should look like in broad contours: US-specific or global? defined groups or a broad survey across groups? upper-division or lower-division? But, once those questions are answered, relevant faculty should do details

Isn't that generally how we get objectives?

I don't understand what the question means. Who are disciplinary faculty?

Ethnicity could play out differently across disciplines

Whatever. Learning goals never constrain anything.

I like the idea of faculty defining how it relates to their areas, but it still depends on how specific and well written the overarching objectives are to begin with. And, not all faculty have the same familiarity and comfort with ethnic studies, diversity, or cultural competence. There would need to be enough of a framework so adjunct who are less connected with the curricular intentions and faculty who are less comfortable translating these objectives still have appropriate framework/guidance to work within.

disciplinary faculty + affiliated faculty should define the learning objectives, in my opinion, though i understand why some may agree with the statement

I agree if "disciplinary faculty" refers to Ethnic Studies faculty.

Discipline experts will have the best knowledge of appropriate learning objectives.

Disciplinary faculty?? Do you mean interdisciplinary? Or, faculty already teaching in fields such as African-American studies, Asian-American studies? Which faculty? This question is not clear.

Don't know what disciplinary faculty are?

If what you mean by "disciplinary faculty" is that those in Ethnic Studies make the determinations, then I agree with this very much.

Disciplinary faculty should have a strong say. However, perspectives from faculty in other fields who utilize a similar lens need to be considered and incorporated.

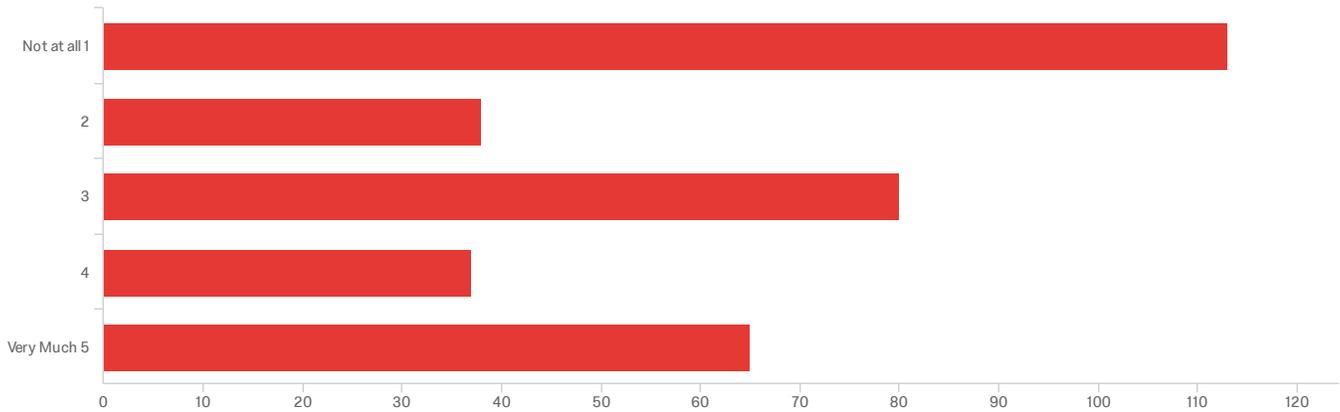
This needs to be explored through a multi-disciplinary scope.

Should be both overall goals that courses should be tailored to, but flexibility in how different disciplines or faculty implement those goals at the course level.

Especially faculty who have a personal connection or stake in the subject matter.

Faculty from various disciplines could contribute very effectively to these studies, so I am not sure how "discipline specific" we need to be.

Q11 - 3. Another suggestion we've heard is that this new Ethnic Studies requirement should be limited to lower division classes. Please rate how much you agree with this approach.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	3. Another suggestion we've heard is that this new Ethnic Studies requirement should be limited to lower division classes. Please rate how much you agree with this approach.	1.00	7.00	4.03	2.34	5.49	333

#	Field	Choice Count
1	Not at all 1	33.93% 113
2	2	11.41% 38
3	3	24.02% 80
4	4	11.11% 37
5	Very Much 5	19.52% 65
		333

Showing rows 1 - 6 of 6

Q12 - Comments on suggestion 3?

Comments on suggestion 3?

If students are already taking lower division arts/humanities/social science courses for their GE requirements, they should have the flexibility to take upper-division as an option.

I do not agree with this suggestion because CSUF welcomes both first-year students and transfer students. If, for example, an Ethnic Studies 101 (Introduction to Ethnic Studies) course may satisfy the requirement for students entering CSUF as first-year students, an upper-division course may satisfy the requirement for transfer students who may have already taken an ES 101 course at their respective junior colleges. In this case, creating an Ethnic Studies "overlay" similar to the "GE Z diversity" overlay may allow transfer student to complete the Ethnic Studies requirement.

I can see having deeper learning and discussion opportunities on the topic in an upper division setting.

I think that students should be able to fulfill this requirement with any designated ethnic studies class, whether upper or lower division. If we are asking students to take a class to fulfill this requirement, it seems that they should have options across all departments to take an approved ethnic studies class in their field, as well as an option to take a lower division course. In theory, all departments should have at least one class geared towards the goals of ethnic studies (and women's studies too, for that matter!)

I think it would be fine to have a lower and upper division option -- lower for first-time college students, and upper for transfer students.

This might be a bit challenging as we want to make sure all students currently enrolled take an Ethnic Studies intro course at all levels, specially as many students do not see the importance of such required course if they are not in social science. We need to be very intentional in all departments on understanding how ethnic studies is key for all students regardless of their major. Therefore, I think lower divisions are a must but we also need them in upper division courses.

No. Upper division is the best way to meet this requirement. Students may not have the maturity, experience, or knowledge base to draw from in their first two years of college.

Lower-division classes are often general in the coverage of their topics, as that is the nature of such courses. In contrast, upper-division courses allow for a deeper dive into a specific topic. Students should have the opportunity to focus on a particular topic of interest to them as a way to satisfy the Ethnic Studies requirement.

No. Upper division is the best way to meet this requirement. Students may not have the maturity, experience, or knowledge base to draw from in their first two years of college.

Flexibility is needed and offering graduate classes should be an option. Learning about our many cultural differences is a life long learning process and project.

Some departments may have upper division survey courses that just require other Gen Ed classes as prerequisites. Departments should be encouraged to have lower division courses that satisfy the requirements, but one or two specialized upper division courses wouldn't work.

I listed 3 as neutral because I think it is equally important to have an Ethnic Studies requirement and could serve students in both the context of lower and upper-division

Ideally, I think that all students should have to take an introduction to Ethnic Studies for this requirement so that they can understand the fundamental concepts of ES. Then, they can go on to upper-division ES courses with the firm grounding.

Ethnic studies should be introductory courses to students who are curious about the multi-disciplinary field.

Once again, I do not feel qualified to answer the question.Sure, why not

This will provide a fundamental appreciation for topics that will appear in upper division course and as such will be best addressed early in one's GE requirements.

I don't think it should be required at all. If a kid from a public school (as most are in the Cal State system) hasn't learned to honor and appreciate different ethnicities/religions by college age, they aren't going to change now.

If Ethnic Studies becomes a GE requirement, it will be better to expose our students to it later, when they are more mature in their own values and attitudes, instead of try to exploit their wide-eyed & off-balance state as 1st and 2nd year students when they're more likely to blindly follow the leanings of a godlike SJW professor who spouts subjective, one-sided, personal opinion like absolute, incontrovertible truth. (Because, based on my personal and academic experience, it typically would be this type of professor that would vie most vigorously for the privilege of teaching classes like this, rather than those with more balanced and less personally- and politically-motivated drivers.)

I think both upper and lower division courses could fulfill this requirement well.

Upper division is the best way to meet this requirement. Students may not have the maturity, experience, or knowledge base to draw from in their first two years of college.

No. Upper division is the best way to meet this requirement. Students may not have the maturity, experience, or knowledge base to draw from in their first two years of college.

I do not see the point of this. It could make the requirement more difficult for students to fulfill, especially for transfer students. Also, students should be able to choose topics of interest, and upper division courses should not be ruled out as options.

Puts an unnecessary gridlock on the curriculum. What if it ends up in GE Area C or D? The Upper-Division Requirement could be double-counted.

If there is going to be a requirement it should encompass both lower and upper division classes.

No. Upper division is the best way to meet this requirement. Students may not have the maturity, experience, or knowledge base to draw from in their first two years of college

NA

No. Upper division is the best way to meet this requirement. Students may not have the maturity, experience, or knowledge base to draw from in their first two years of college.

There is much that can be done at the upper division level that is possible more engaging and in-depth.

This requirement should NOT replace courses like AMST 201. A supplement might work, but displacing another GE is not acceptable.

I agree that if the choice were between upper and lower division then I would choose lower division. However I could also imagine allowing the requirement to be fulfilled by either a lower or an upper division course.

Personally I think it's a waste of time. In a culturally diverse population of students, just being around people of different societies would allow for a student to develop their own ideas and find out for themselves what other cultures are like by mingling with their fellow students. I don't think a course is at all necessary and a waste of the students time and money.

It is unclear to me how anyone majoring in a discipline other than those who will end up responsible for implementation could be expected to do upper-division-level work in this area.

This would exclude transfer students--who don't need lower division classes.

Comments on suggestion 3?

This suggestion has merit: I believe it should be a GE class and therefore a lower division class. It should act as an introduction into culture and ethnic concepts and therefore provide a range of topics for students to analyze. And, multiple departments, especially allied fields, should participate.

So none of our grad students would participate in this? If it's important enough for the university to prioritize, than it needs to be a university initiative. Not a lower division initiative.

I see no good reason to restrict it to either level. Allow both lower and upper division classes.

Upper division courses could benefit from lower division core/foundational courses.

There are a number of students who are interested in this area; make it an option for upper level students.

This should be a lower division class so that students can be introduced to this concept early in their college career. I would also want this class to be less rigorous and more enjoyable which I believe can be achieved by having it be a lower division course.

We have already a very packed upper-division curriculum. Adding another requirement will make the upper-division more than 60 units

I think there should be options for lower and upper division courses.

There is no good reason to limit the requirement to lower-division courses, generally speaking. If there were a specific reason--such as "fitting" the Ethnic Studies requirement into an existing lower-division GE category--it should be stated and considered. However, in general, if every CSU student is required to take an Ethnic Studies course for graduation, it's likely that the entire inventory of Ethnic Studies courses across local community colleges (lower-division) TOGETHER WITH the entire inventory of Ethnic Studies courses at CSUs (lower-division AND upper-division) will be necessary to meet student need.

If we believe that an understanding of race etc is critical to the mission of a liberal education we should place this course in the upper division to ensure that transfer students also benefit.

Please no more woke studies our students are failing math and English.

A lower division requirement for first year students and an upper division req or overlay for upper division and high unit majors would be the best option. You don't want to overburden the ES faculty who are already overburdened. You also don't want to leave ES in a vulnerable position where ES is dependent on any one GE category. That has not worked well for some depts. with regard to abrupt GE changes.

Too many of our students are transfer. We want control over how E.S&t; is defined.

Why? Why not? Seems rather arbitrary or capricious.

Trick question. The question assumes that it is going to be a requirement.

This might cause problems for transfer students.

It was not that it be limited to lower division classes, but that with the research showing improved attendance, engagement, GPA and graduation, it would be most beneficial to students if taken in lower division courses. However, upper division courses could also be made available for transfer students.

I would like to see our students receiving this kind of information early in their time here, giving them the ability to integrate them into higher-level concepts as their knowledge grows.

Then they could get this at the community college level. I am not qualified to know whether their curriculum can support this, although I think they could. I want to support our Ethnic Studies faculty, though, too.

It seems like more people would be able to take the class if it were lower division. For that reason, I'd start there. If you have funds to have an upper division version of the course, that sounds great too. I'd probably prioritize the undergrad version first, then expand once we have success with the lower division.

I'm not against this, but I'm also not for it, either. I'd need to learn more. To my ears, this sounds more like a narrow point about implementation and articulation than anything else.

There is no difference between Ethnic studies than English or History as it deals with the human experience.

Can we please just make this a component of a bunch of other classes? Seriously, adding another course to an already really long list of to-do's in order to graduate is counter productive to our time to graduation measure.

If we are forcing another mandate on students/graduation, we should give them as many options as possible to meet this requirement. If the requirement can be infused into an upper division course that also meets a department requirement I believe that we have an ethical responsibility to make this happen. Ultimately, this topic is something that can and should be able to be integrated into our fields of study to make it culturally and professionally relevant to our students.

Would seem to dilute Cal State Fullerton student experience.

I might agree, but I need to know why we would limit. Again, we're talking about a requirement that on our campus 40K students will need to fulfill; if we limit it too much, we will create a bottleneck. Surely we don't want to do this. I think ES could be any course: lower or upper division GE or through a major course.

There's an argument for some GE classes to be lower-level because GE are meant to provide students with a wide range of experience/knowledge and thus these courses should be accessible to many. However, there's no reason to limit the Ethnic Studies GE to lower-level classes as some disciplines may find it appropriate to offer sections of upper-level classes that fulfill the requirement.

I feel that once students have exposure in lower-division courses, they can elect to take a courses in upper-division.

There should be no Ethnic Studies requirement. This is awful and a decision that panders inappropriately to students.

I think this class would have to be taught at the 300 level with writing assignments to be effective.

Upper division classes should be for the student's major. And, if the proposed course has any value to the student, the student can benefit from it for the remainder of their college career.

Offering ethnic classes at a higher level of education can be extremely beneficial as students grasp possible career paths. Understanding other cultural identifications are a large part of the global business we interact with today at all levels. If the classes are only available at a lower division the importance of such education may be overlooked.

As an alternative GE course?

In a perfect world, we'd have two. I'm wary of farming out this requirement to the community colleges, but also note that my strongest students are often majors/minors/double majors in area studies. Its a great foundation for critical thinking in a contextual, holistic manner.

Upper division would not be a good approach for a requirement for all students (majors) - upper division should include lower division pre-requisites. How would it be possible to have an upper division course requirement in a discipline, w/out having a lower division pre-requisite in the same discipline. This problem thus also suggests that a very narrow disciplinary approach to ES will not be feasible (especially for upper division).

I am sort of neutral, but this would leave out transfer students from OUR requirements if they come in with a watered down requirement from somewhere else that will satisfy the category

Comments on suggestion 3?

This is absurd. There should be options for ethnic studies focused courses at all levels because like the fields of dance/psychology/geology, there are varying depths, degrees, and dimensions that can be addressed.

I could go either way on this.

The students should not be required to take such a theoretically unsound and highly politically charged course in the first place, but if our university wants to force the propaganda down their throats, the least it could do is let students choose when, where, and at what level to take the course.

Would like to see a pro and con piece on this issue. Not sure what the benefits/drawbacks are of this approach, so am not sure what my opinion is.

Accommodate as many student schedules as possible. Their majors require flexibility.

Yes, it should be a general course in lower division GE

I think it would be a good goal to have this course in lower division, because students would get exposed to this philosophy early on and it would then have an influence in their whole college career. However, I would also have an option for upper division courses for transfer students.

Students should have as much choice as possible. For example, a young black woman is interested in a Black Feminism course which is an upper division course, but only lower division courses meet the requirement. If she has little room in her schedule she may not be able to take such a course. The goal is to educate our students, but also to encourage them to seek out courses that they are particularly interested in.

Students fresh out of high school have very different life perspectives than students in upper division classes and may not be mature enough to accept disturbing topics.

Upper division can be more in depth.

Why leave out our transfer students and give this important work to community colleges?

Never thought of this - but it sounds good for native students IF a double-dip requirement (not a stand alone one). COULD add time to graduation for transfers who are lacking it (whereas if in upper division they could double-dip).

I don't agree with making ethnic studies a mandatory requirement.

I think that the sooner students take a class like this, the better. Plus, this will allow the community colleges the ability to teach this class.

We already have a course that teaches this in the context of health care, so do not need another course.

I agree that the course should be a lower division one, but the large amount of transfer students to CSUF should be taken into account. When will they complete the requirement?

A lower-division course risks being more information base than knowledge base. The development of fundamental critical thinking skills should be a prerequisite to such a class.

I like this idea. The community colleges could adapt to it. But, it also depends on what the goal is. If it's a way of thinking: yes. Lower division would enable classes in majors to build on that knowledge. If it's more specific literatures and advanced concepts: no. That REQUIRES some earlier work first. So, while I favor it, I would be against it if it became something more like the latter.

There should be lower division and upper division requirements, to include a capstone.

Without a compelling reason, I don't see how limiting the scope is helpful.

Comments on suggestion 3?

Would mean taking away from other General Education and lower-division major requirements

Can't we study race in an advanced way? Wouldn't limiting this to lower division students mean our transfer students wouldn't necessary have exposure to our version of the requirement?

Just adding more requirements to the undergraduate degree in the name of political racial agendas is not appropriate.

Lower division classes could make it easier for all students to access, particularly if their majors have a heavily loaded upper division requirement already. However, I would guess that a well designed upper division class could still be beneficial and of interest to students in general.

I'm not sure if this survey is assessing what you want it to assess. More information about each of these suggestions would have been beneficial. For example, what are the pros and cons of limiting the requirement to lower-division classes?

I do agree that this course should be lower division. This knowledge would be helpful to students while navigating the complexities of social interaction early rather than later part of their academic careers.

Why would it be limited in that way? It doesn't make sense.

Again, without understanding planned content or the reasons behind this suggestion, this question has little value.

I think that the requirement should be allowed in all classes that are designed to meet it, regardless of class level.

This may limit the rigor and complexity warranted to this course. We should have multiple lower and upper division courses.

This element should be included in capstone courses.

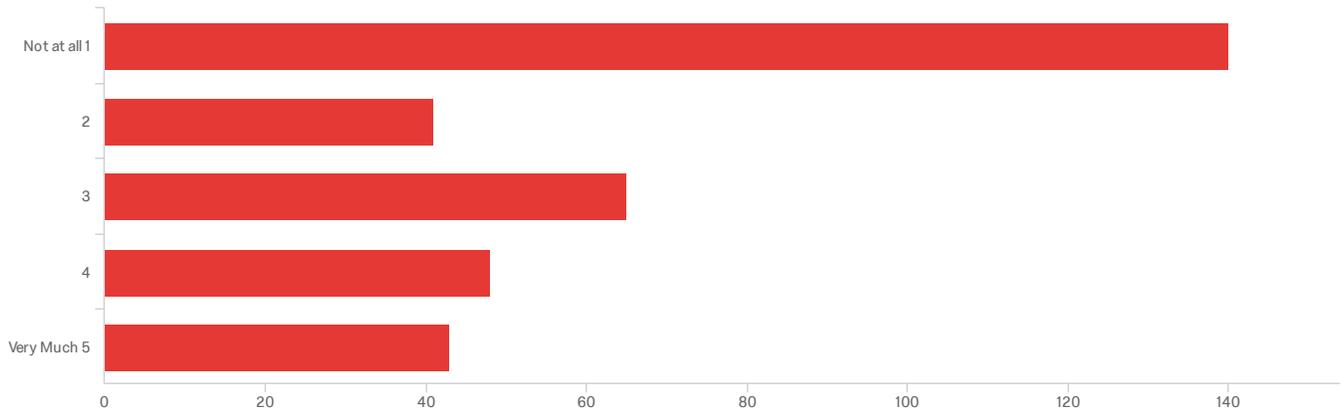
I don't see why.

Ethnic studies should be a requirement at every level of degree. Broader concepts can be covered in lower division classes whereas how ethnic studies impacts or otherwise interacts with the major should be covered in upper division classes.

I do not believe there should be an ethnic studies requirement.

Limiting it to lower division courses will exclude those students who transfer in to the University. We have a very large community college transfer population!

Q13 - 4. Another suggestion we've heard is that a new Ethnic Studies requirement should focus on the traditional four groups: Latinos, African Americans, Asian Americans, and indigenous peoples. Please rate how much you agree with this approach.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	4. Another suggestion we've heard is that a new Ethnic Studies requirement should focus on the traditional four groups: Latinos, African Americans, Asian Americans, and indigenous peoples. Please rate how much you agree with this approach.	1.00	7.00	3.61	2.35	5.50	337

#	Field	Choice Count
1	Not at all 1	41.54% 140
2	2	12.17% 41
3	3	19.29% 65
4	4	14.24% 48
5	Very Much 5	12.76% 43
		337

Showing rows 1 - 6 of 6

Q14 - Comments on suggestion 4?

Comments on suggestion 4?

At this time, I am of two minds regarding focus on the "traditional" four groups: 1) I absolutely support these four areas of study, as they currently have growing and/or robust lines of inquiry, historical origins, scholarship and teaching, and comprise Ethnic Studies in its current form. 2) I also would want to keep possibility for future foci to be flexible and expansive as our disciplines grow and mature in the coming century.

As long as the focus is marginalized racial/ethnic populations, it can fall outside of these groups

Could disadvantage other groups.

The traditional 4 groups may be the focus, but it should be possible also to incorporate other groups as appropriate.

The more groups included the more thorough and representative the course(s) would be - limiting would not be beneficial.

While the birth of the ethnic studies revolves around these groups, I think we will need to envision a broader more inclusive understanding of ethnic studies to suit contemporary circumstances, politics, and experiences. While I believe that these four groups should absolutely be a part of an ethnic studies class, I don't think we should limit it to just these groups (where, for example, to Arab Americans fit?)

Yes, this is a great starting point as these groups play a major role in student retention and graduation, therefore we should center on their history.

Ethnicity should be more broadly conceptualized to allow room for ethnic groups who do not fit within these four categories or who cross categories.

American society is comprised of more diverse groups than just Latinos, African Americans, Asian Americans, and Indigenous peoples. Especially with the current Islamophobic and Anti-Semitic political culture, it seems such groups as well should be represented in the Ethnic Studies requirement.

Ethnicity should be more broadly conceptualized to allow room for ethnic groups who do not fit within these four categories or who cross categories.

All forms of cultural diversity ought to be the learning option.

Middle Eastern should be included especially given their large population, contribution to this country and the discrimination they face.

Why should the ethnic studies requirement, which promotes inclusivity, then exclude voices from other ethnicities?

It seems important to keep the focus on the historically marginalized groups noted here. It will be of benefit for all students to have the opportunity to focus on the racialized experience of the four groups noted here.

I'm ambivalent about this. I used to feel firmly that this should be the case, but some comments at the forum by ES experts made me think that we may need to allow the group inclusion to evolve. That evolution should be driven by ES experts.

These traditional groups are those in which the students at CSUF would interact with the most, so concentrating on these groups is appropriate.

I don't see the reasoning behind this suggestion.

Sure, why not.

If added to the GE curriculum this should be broad enough to transform with the meaning of ethnic studies during time.

The whole thing idea of this requirement is condescending to our students. They are already an extremely tolerant group. Require a class in life skills instead.

So there's a pecking order among people groups now -- there are "preferred" groups more deserving of being focused on in our drive to foist Ethnic Studies upon our young people? What about Italians? And the Irish! I assume we'll be teaching historical information, not just contemporary, so why not have a class focusing on the Irish, a marginalized, downtrodden ethnic group subject to massive prejudice in the US below blacks and even the much-maligned Italians for many, many decades. (Or does a group qualify as "ethnic" only with a certain elevated melanin level? Hmm... but that would exclude many Asians.) And why did you not say "Latino Americans," when you clearly limited the other groups to only Americans? Interesting phrasing.

A broader definition, closer to multicultural studies (as per the report), would allow for related departments to contribute to the requirement, and would also live up to the interdisciplinary and intersectional spirit of ethnic studies.

that would seem to go against the purpose of inclusivity and social justice equity

It may be more important to study how cultures move, mix and evolve across the globe with conquering foreign powers, and how culture bearers protect their cultures against oppressors with layers. It is not correct to look at 4 cultures as separate. There are Asian Latinos, and African Latinos, and Indigenous Chinese, etc.

Ethnicity should be more broadly conceptualized to allow room for ethnic groups who do not fit within these four categories or who cross categories.

Ethnicity should be more broadly conceptualized to allow room for ethnic groups who do not fit within these four categories or who cross categories. I also would like some high-caliber courses that problematize whiteness included as part of this requirement.

I wonder how this taxonomy might marginalize some groups.

To start. But there are other groups not represented who are not covered by the above designations. It would be good if there was mandated need to expand the coverage.

I'm a little bit on the fence here, but it makes sense given our demographic. This goes to my previous point, we need a more encompassing and global course that will show the "big picture" regarding race and ethnicity before it narrows down more specifically.

These ethnic groups have been systematically marginalized in this country, and I think it is therefore appropriate to educate students about these experiences and their impact.

Please do not exclude white people. There are a lot of white people in the US. There needs to be greater understanding of white people too!

Why limit the number of ethnicities to four groups? It restricts the ability to add course options in the future.

Ethnicity is a fluid and dynamic concept and we should avoid limiting ourselves to categories that seem most relevant today because this might change in the future. Furthermore, the way that this is articulated assumes that whiteness is some sort of default from which other ethnicities deviate. Ethnic studies should have space to examine the construction of whiteness, the management and propagation of the concept of whiteness, and the fragility of whiteness.

Ethnicity should be more broadly conceptualized to allow room for ethnic groups who do not fit within these four categories or who cross categories.

NA

Be more true to California.

Ethnicity should be more broadly conceptualized to allow room for ethnic groups who do not fit within these four categories or who cross categories.

Comments on suggestion 4?

Keep it broad and open to larger ideas about culture/reflections on where our culture is at in a given moment. Don't narrow it to such a point that the curriculum gets limited.

The approach should be much broader than the 4 areas (limited to the 1970s)

Why eliminate global and cross-cultural approaches to ethnicity?

Do you mean that one course should focus on these groups and these groups only? Or do you mean that possible courses for fulfilling the requirement could focus on any of these groups? I personally think that if there is to be one required course then it should be as inclusive as possible. Personally I think such material should be addressed throughout the curriculum (at least the GE curriculum if not in every major) and that it is not ideal to create one "silo-ed" course that would be meant to teach all of ethnic studies and diversity in society.

If implemented as part of a lower-division course then I agree - four groups are more than enough for a survey course and these would be the obvious core. If this requirement turns into another "pick something from the GE buffet platter" then I completely disagree.

My understanding is that within ES, the edges of these four groups have broadened. But this is something that experts in the discipline would be responsive to.

Again, the ethnic studies requirement should be approached as interdisciplinary. It should act as an introduction into culture and ethnic concepts and therefore provide a range of topics/cultures/ethnicities for students to analyze. However, we don't want to exclude anyone.

I think it should allow for other subpopulations, like Islamic experiences, anti-Semitic issues, LGBT populations, ect.

What's the purpose of ethnic studies? This leaves no room to talk about 1) being white, and 2) changing demographics and categories over time.

Allow the ethnic studies experts to decide what encompasses their field.

It should be broader and more diverse. For example, this list does not include peoples of Middle Eastern descent.

There are other groups that should be considered in Ethnic Studies.

There are other ethnic groups as well-

We are experiencing xenophobia in this country. Cutting ourselves off in this way as "US" is ignoring the realities of what's going on at our borders, what's happening as a result of our wars and interferences, and it ignores the fact that we live in a global culture. For one thing, religion needs to be part of this, as well as issues of immediate political relevance.

Why only the narrow approach

Yes!

It's my understanding that this is an outdated approach in Ethnic Studies. An Ethnic Studies course requirement should be structured and defined in such a way that allows the CSU Ethnic Studies courses taken by our students for graduation to change and grow with the field.

This is the focus of Ethnic Studies. Want to study some other groups? Then study some other groups, but Ethnic Studies scholars should have the academic freedom to define their own field. (FFS. That should be obvious to anyone in the academy.)

This is the fallacy behind this sort of thinking. Where do you draw the line? Every person has a different ethnic background. Why shouldn't their be courses on their backgrounds? Why stop at Latinos? There are differences among Latinos based on whether they're from Mexico, Cuba, Central America, etc. Let me repeat - these sort of courses reinforce the desire that people be treated differently because of their ancestry.

I would defer to the experts in the field, but I would think we should be open to changes that may occur

I think ethnic studies should be defined more broadly to include minority groups that are not part of the "persons of color" category. Such as persons who are Jewish or Muslim. These groups are often assumed to be solely religious but absolutely have an ethnic component to their identities.

And blame all their problems on male white privilege? No...this sounds like a course taught by AOC.

There are other marginalized groups that should be included. For example, Arab Americans and Jewish.

Need to also include Middle Eastern groups. Understanding the traditions of this group will contribute to lower rates of prejudice and stereotyping.

Too exclusive. Should be able to adapt course to all ethnic groups.

Understanding the power structures that caused the racial faultlines for these groups gives students the tools to apply to understanding other oppressed groups. It will be watered down if trying to encompass every ethnic minority.

Wouldn't it be best for those in the field to decide? I have a rather limited knowledge of the field, but you are asking as if my knowledge is at the same level as others who have made this topic their career.

Trick question again. The question traps me to answer a fallacious question. NO! This is a bogus question.

We have students from the Middle East etc. use the information on CSUF student enrollment combined with traditional approaches.

Middle-Eastern people are often left out of ethnic studies because they are considered "caucasian" in census data, thus, often making them invisible. I would like to see this group included as well.

This approach would limit the university's ability to address race and ethnicity as demographics change and definitions of race / ethnicity reflect new populations.

Should consider other groups including Arab Americans.

The definition of which groups "count" as ethnic is a tricky and ever-shifting one. These four categories, for instance, leave out Pacific Islanders, Arab Americans, and other categories. The history of the US census demonstrates that what counts as "ethnic" in a given place and time is contested, so rather than limiting these courses to four (or any number) specific groups seems misguided to me.

I think Ethnic Studies faculty should decide this one, but there are other oppressed peoples missing from this list (like Jewish Americans).

Again, it is not about focusing on the "traditional" groups but these groups have been historically marginalized from mainstream curriculum.

As long as generous groups are created (e.g. Latinx or Black, depending on what people prefer to be called). Those target important groups of people. A quick look at the CSUF demographics (<http://together.fullerton.edu/about/demographics.aspx>) shows Multi-race as an ethnicity. That might be neat to have that category. The US Census did not allow people to select "multiple races" on the census through the 1990s. (https://en.wikipedia.org/wiki/Race_and_ethnicity_in_the_United_States_Census). To me that's wild.

These groups are, indeed, the historical core of Ethnic Studies. And it's my understanding that they're also required by the draft of the bill.

For now, with a willingness to learn and see how these areas address multiple ethnic realities.

What does it mean to be ethnic? Can a religious ethnic group be part of cultural diversity... YES!!!

The study of these four groups is absolutely essential to an understanding of the development of American society and culture, and to an understanding of the dynamics of social and culture change. It is also essential for an understanding of "diversity, equity, social justice, and social change." But this excludes other ethnic groups. Moreover, the approach to courses in this category would need to be cross-cultural and include the study of the interaction of several ethnic groups with each other and with dominant American institutions, beliefs, and patterns of behavior, and not just examine the experiences of one group.

I think it is important for any ES mandate to focus on the epistemologies and histories of historically underrepresented and marginalized groups.

This, in and of itself is not culturally sensitive nor relevant. There are so many different cultures out there and limiting content to these groups is biased. I would also boldly suggest that we not overlook Ethnic Studies of Caucasians.

Unsure.

For whom are these "the traditional four groups" ?

UC Berkeley's American Cultures Program includes European-Americans, Arab Americans; it also extends to gender, sexuality, disability, and diasporic studies. This information was presented in the Senate meeting by a recent UC graduate. ES has evolved from the 4 disciplines.

As much as reifying traditional ethnic categories is deeply problematic in a philosophical/theoretical sense, it seems appropriate for this situation. These are groups that have been traditionally disenfranchised in the US and the focus should be on these groups without providing chances for colleagues to dilute the concept of "ethnic studies" beyond usefulness. Whoever wrote this question needs an Ethnic Studies course. "Latino/as" please and "Black Americans" is a more appropriate term considering not all Black Americans identify with Africa (e.g., Haitian Americans, Jamaican Americans).

I think it's perfectly valid to include a course on whiteness in America- since it would not be possible to teach whiteness without taking into account the perspective of the traditional four groups.

Why limit it so?

Huh? How can you limit this to four groups? That's not fair to other groups.

My feeling is each instructor should have discretion with regards to which topics are covered. It is a very large field and there is no way to cover everything in one class.

Broader is generally better. This is too narrow.

It seems to me that a general course in ethnic studies should not exclude any ethnicities from discussion. If you are going to have a general course in ethnic studies, it should cover all ethnicities.

I don't think we have enough faculty to dedicate beyond these groups at this time.

Focusing on the four traditional groups is fine as long as within the curricula each area is explained what each cultural term means in depth. For example, latinos identification may include ethnicies from Mexico, Guatemala, El Salvador, etc. African American culture can be identified as black ethnicies identified with other regions of the world other than Africa, etc.

Certainly a traditional approach and probably the one with the most texts and classroom material. But it somewhat outmoded considering how many different ethnic groups are now prominent in the U. S. and/or have matters in world news. At the least I suggest adding "immigrants" or "Islamicms" to these groups and thus encompassing the changing demography f America.

I don't think it should be codified so stringently. This risks ossification. There is a way to develop a curriculum that can be responsive to a changing student body. That said, these areas are the most developed and cogent.

Comments on suggestion 4?

Any ethnic group should be allowed - there has been "ethnic cleansing" all over the world throughout thousands of years. As long as such issues relate to similar issues facing our citizens today, they can/should be permitted. This would also include religious differences, because those differences typically masked the ethnic differences (and still do). Much of the history of Europe and the US is filled with religious conflict (with significant underlying ethnic conflict). All such controversies are relevant, especially if they can be traced to issues facing society today.

Please expand the understanding to include all ethnicities. Iranians and Arabs are forced into the white racial category but have no connection to Europe. South Asians are distinct from East Asians and Pacific Islanders are distinct as well.

See my answer to question 1. Iraqi immigrants (including teenagers) who have never experienced life in Iraq and don't know any of the languages spoken there are being deported; the POTUS went after Somali refugees last night. We have many Muslim students who live in fear. We have had antisemitic slogans plastered on what appears to be the campus and other incidents in the larger community. This needs to be thought through carefully in terms of what we hope to accomplish.

It seems odd not to consider Arab Americans as a focus. I don't think the focus should be limited.

This might create a "my ethnic group is more marginalized, important valued etc...than yours" attitude.

If by "indigenous" you will also allow students to study white groups of people indigenous to places like the USA, then I agree. Since you probably don't mean this - nothing like telling a white person they're not indigenous to anywhere, right? - then I highly disagree.

Pet peeve of mine is using the term "ethnic" when what it looks like what we mean is something more akin to "pan ethnic" Historically, ethnicity has been bounded up in articulations of geography and national identity. And it should be clear how wanting such a term is when we speak of "Asian Americans" for example as an ethnic group.

Yes, I do believe that content of the course/s should focus on these groups, but the way this is stated is confusing. Does this mean only these four groups, does it mean teaching a course focused on only one at the same time, does it mean focusing on all 4 in the same course?

These are the groups that are discriminated against.

The scope seems very limited. What about other ethnicities? This suggestion reeks of exclusion.

Yes, of course. The goal and objectives of Ethnic Studies is to shed a light on how the experience of the colonized peoples still has an effect in our society today. If the course focuses on other populations, the goals of this policy will be watered down. It is of utmost importance for our students to get exposed to the history and experiences of these four groups; as an educator, this is something that is sorely lacking in our students k-12 education.

Again, more options are best. Limiting to these four groups is a terrible idea. While I specialize in teaching about African-Americans, courses on black people across the African Diaspora are equally as useful for students. This requirement would make the courses US centric at a time when learning about ethnic relations on an international scale is the direction we should be headed in.

If this program is going to be effective, it should have a broad focus.

I would include even more groups.

Intense exploration of modern cultural experiences are vital to citizenship in this day and age, and understanding the challenges and perceptions of our PEERS is more valuable than studying the history of how we got here.

I don't agree with making ethnic studies a mandatory requirement.

Focus is fine but not limited to only those four.

Why limit to just these groups? What about other groups?

Comments on suggestion 4?

We treat individuals from all ethnicities and backgrounds. This would not work for health related professions.

This question is outdated and doesn't account for how ES has evolved since the 1960s so I cannot answer it.

Considering the increase in hate crimes among Jewish and Muslim people, in relationship to the demographics of our campus, focusing on the pluralities may not be the best option.

First, the question is vague. Is this asking if the requirement would be ALL of those four groups? Or a requirement to take ONE of the four groups? Those are two very different questions. I would lean in favor of the first version, provided that makes sense from a disciplinary perspective. The second version begs the question: why would we insist that a student learn something, then be very vague on what it is they should learn? If the answer is that any of those courses would teach X while focusing on group 1, 2 or 3, then that begs the question: why can't we have a class that teaches X, explicitly?

There are other groups such as those of Middle Eastern that are important in the world picture today.

Add Asian Americans as a key group

If you want to focus on those groups, then it is no longer Ethnic Studies, it is the study of those particular groups.

Other ethnicities are left out

More importantly, it should not be a springboard for some groups to justify their bias against other groups (example: Palestinians and Israelis). Providing some limit will help this enormously. But I find it odd that the victims of the most obvious genocide of the last century -- Jews -- are conspicuously absent from this list.

Focusing on all groups except for caucasians is exclusionary racism. Hispanic are a 2 to 1 majority over all other groups in K12 education in CA. Caucasians are a minority in CA. What are the reasons for excluding the ethnicity of Europeans and Russians as well as other groups?

Even within these traditional groups there are many groups that are different. For example, the Asian American population in the US has drastically changed in the past 20 years and discussing this group (like many others) does not adequately highlight disparities that exist among the group. Plus, this does not seem inclusive of our multi-cultural society.

"Traditional"? It is our job to teach inclusivity, not exclusivity. All of us identify with a certain ethnicity. To exclude a group simply because it is not one of the "traditional" groups, whatever that means, is absurd.

i would think that those of middle eastern descent should be focused on in conversation with panethnic asian americans but also separately as their own group. a separate focus on mixed-race identity might also be helpful.

While I think it's fine for the upper division courses or additional courses to focus on this it seems like a broad intro to ethnic studies would include some attention to religious diversity and culture (e.g. Jewish, Muslim, Hindu) as it relates to ethnicity and culture in the US

Should absolutely include those of Middle Eastern decent.

There are many ethnic groups. We should not be promoting some over others.

One would certainly need to limit the course content somehow. Limiting to these groups would be able to draw on existing scholarship, and avoid some of the controversy surrounding the politicizing of other groups. However, limiting in this way would certainly exclude a substantial segment of our student population.

Allow Ethnic Studies to make this determination.

Too limiting and not forward-thinking, especially with the increasing diversity in the US.

Systemic issues of these groups plus income inequality, gender, gender identity, sexual orientation, and other oppressed groups should be explored holistically.

I would need to be persuaded as to why this should be the case (study of what constitutes "whiteness," for example, sounds valuable for understanding America). I do think most of the material would fall into these areas, though.

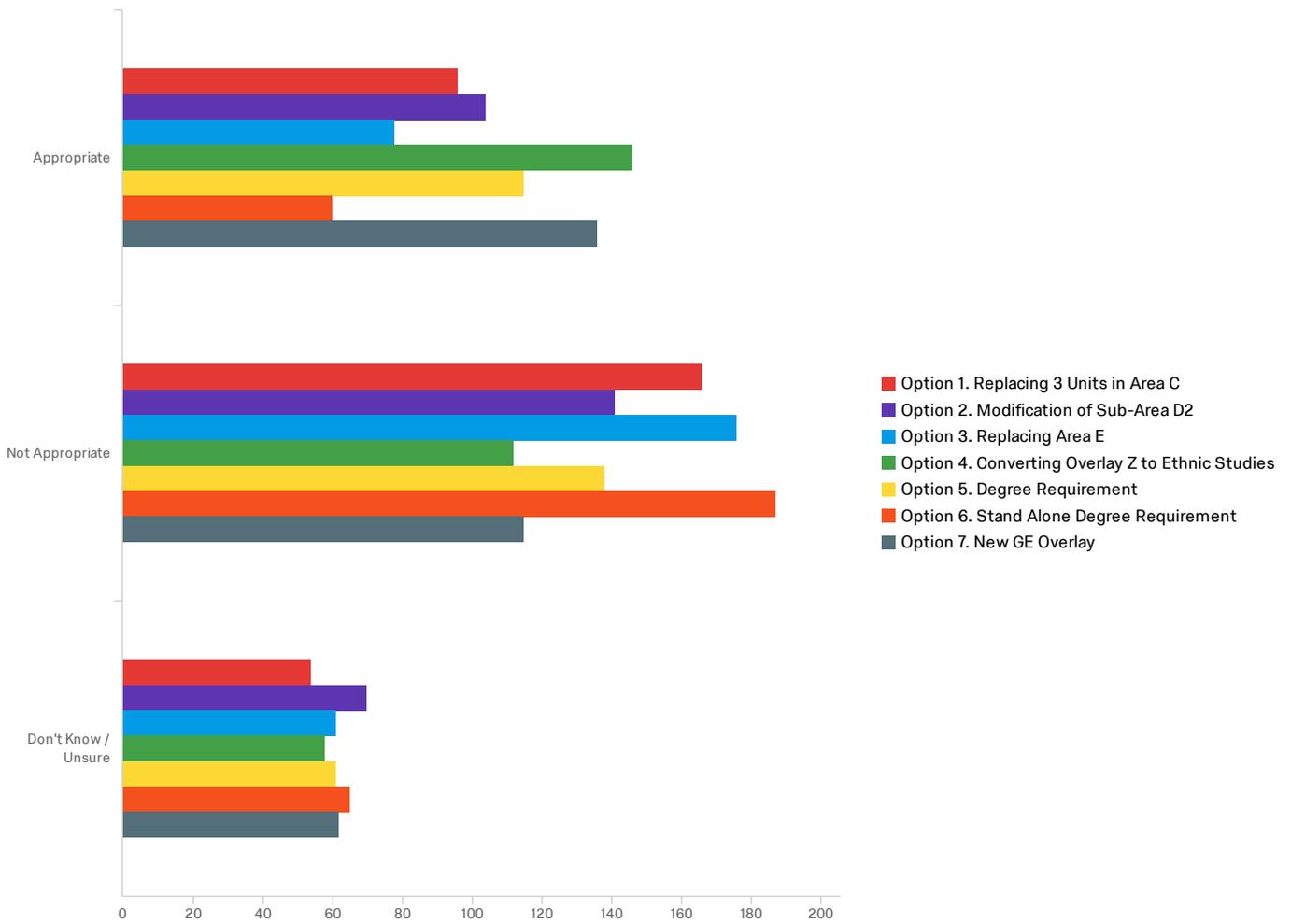
These classes should cover a range of different ethnicities as well as how those identities intersect with class, gender, and sexuality. I'd like to seem Middle Eastern communities represented as well especially given how vilified the demographic is.

In southern California we are a majority minority society. I do not believe we need to focus on this issue since the majority of our students have grown up in very diverse settings.

I believe it would be valuable to look at European Americans. In actuality, it might remind us of our own immigrant status in this country and might foster empathy and understanding if we understand our own historical European immigrant challenges (prejudice against the Irish, etc).

It should be broad and general enough to apply to all ethnicities - whether they are minority or majority demographics.

Q18 - 5. Which of these options do you think are appropriate?

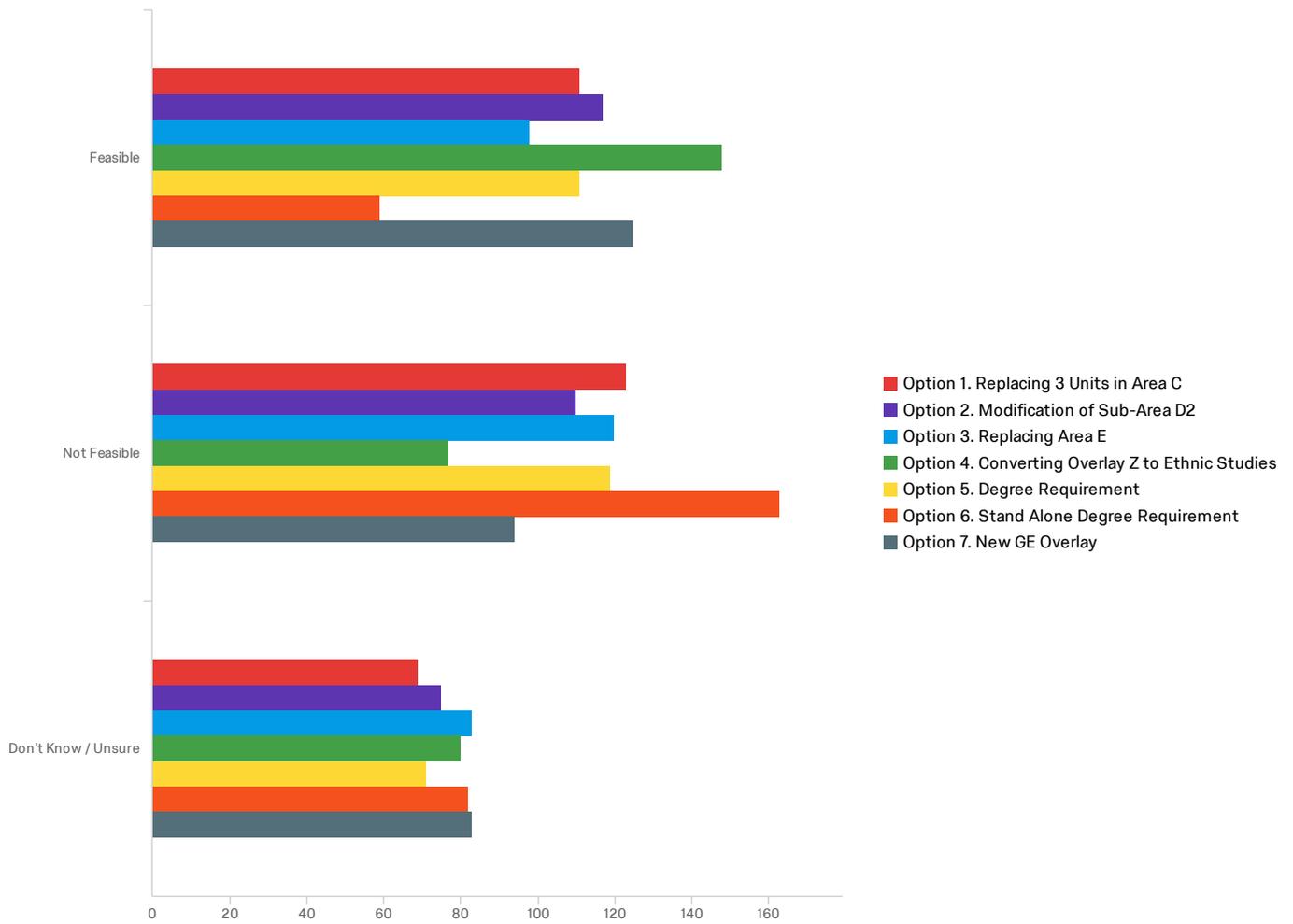


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Option 1. Replacing 3 Units in Area C	1.00	3.00	1.87	0.68	0.46	316
2	Option 2. Modification of Sub-Area D2	1.00	3.00	1.89	0.74	0.54	315
3	Option 3. Replacing Area E	1.00	3.00	1.95	0.66	0.44	315
4	Option 4. Converting Overlay Z to Ethnic Studies	1.00	3.00	1.72	0.75	0.57	316
5	Option 5. Degree Requirement	1.00	3.00	1.83	0.73	0.53	314
6	Option 6. Stand Alone Degree Requirement	1.00	3.00	2.02	0.63	0.40	312
7	Option 7. New GE Overlay	1.00	3.00	1.76	0.76	0.58	313

#	Field	Appropriate		Not Appropriate		Don't Know / Unsure		Total
1	Option 1. Replacing 3 Units in Area C	30.38%	96	52.53%	166	17.09%	54	316
2	Option 2. Modification of Sub-Area D2	33.02%	104	44.76%	141	22.22%	70	315
3	Option 3. Replacing Area E	24.76%	78	55.87%	176	19.37%	61	315
4	Option 4. Converting Overlay Z to Ethnic Studies	46.20%	146	35.44%	112	18.35%	58	316
5	Option 5. Degree Requirement	36.62%	115	43.95%	138	19.43%	61	314
6	Option 6. Stand Alone Degree Requirement	19.23%	60	59.94%	187	20.83%	65	312
7	Option 7. New GE Overlay	43.45%	136	36.74%	115	19.81%	62	313

Showing rows 1 - 7 of 7

Q19 - 6. Which of these options do you think are feasible?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Option 1. Replacing 3 Units in Area C	1.00	3.00	1.86	0.76	0.57	303
2	Option 2. Modification of Sub-Area D2	1.00	3.00	1.86	0.79	0.62	302
3	Option 3. Replacing Area E	1.00	3.00	1.95	0.77	0.60	301
4	Option 4. Converting Overlay Z to Ethnic Studies	1.00	3.00	1.78	0.84	0.70	305
5	Option 5. Degree Requirement	1.00	3.00	1.87	0.77	0.59	301
6	Option 6. Stand Alone Degree Requirement	1.00	3.00	2.08	0.68	0.46	304
7	Option 7. New GE Overlay	1.00	3.00	1.86	0.82	0.67	302

#	Field	Feasible		Not Feasible		Don't Know / Unsure		Total
1	Option 1. Replacing 3 Units in Area C	36.63%	111	40.59%	123	22.77%	69	303
2	Option 2. Modification of Sub-Area D2	38.74%	117	36.42%	110	24.83%	75	302
3	Option 3. Replacing Area E	32.56%	98	39.87%	120	27.57%	83	301
4	Option 4. Converting Overlay Z to Ethnic Studies	48.52%	148	25.25%	77	26.23%	80	305
5	Option 5. Degree Requirement	36.88%	111	39.53%	119	23.59%	71	301
6	Option 6. Stand Alone Degree Requirement	19.41%	59	53.62%	163	26.97%	82	304
7	Option 7. New GE Overlay	41.39%	125	31.13%	94	27.48%	83	302

Showing rows 1 - 7 of 7

Q21 - 7. What are your thoughts about Option 1--Replacing 3 Units in Area C?

7. What are your thoughts about Option 1--Replacing 3 Units in Area C?

GE Area C represents an invaluable opportunity for our students to learn and experience an important breadth and knowledge in Arts & Humanities. An Ethnic Studies requirement should not replace one of these areas because a possible Ethnic Studies requirement's learning objectives may focus on some but not all of Area C's learning objectives.

Currently, Area C has a section of "One additional C course" this would be a perfect place to put Ethnic Studies without disrupting any sections. And Area C is an appropriate place due to the humanities component.

Dislike. I don't want to affect other departments enrollment and shift demand at community colleges for students looking to transfer.

This could allow for creative collaboration in providing a good student experience.

This would risk removing core courses students should be taking for their GEs

I think it odd to place ethnic studies into a the arts and humanities GE. Isn't ethnic studies relevant across all categories? Why put it into category C? This seems to muddy/diminish the importance of this requirement.

This is good in that it won't do damage to existing GE courses. This is bad in that the Ethnic Studies requirement is not really Humanities, as it is also Social Science.

Not all courses that relate to Ethnic Studies fall in Arts and Humanities. Even if placed in its own subcategory, an Ethnic Studies course would still have to meet the Overall Learning Objectives for Area C. Creating a stand-alone category within Area C would deviate from the structure prescribed by EO 1100R.

This would steal enrollment numbers from the other Arts and Humanities disciplines, which already struggle to maintain and grow enrollment numbers. I could easily see more competition and less collaboration among the disciplines in the Arts and Humanities. Moreover, I could see many adjuncts losing their employment due to lowered enrollments because of students being funneled into Ethnic Studies.

Not all courses that relate to Ethnic Studies fall in Arts and Humanities. Even if placed in its own subcategory, an Ethnic Studies course would still have to meet the Overall Learning Objectives for Area C. Creating a stand-alone category within Area C would deviate from the structure prescribed by EO 1100R.

I find this option insensitive to the fact that Ethnic Studies incorporates the humanities, but it is not solely a humanities discipline. Nor are most of the ES experts on campus humanists. Unless those three units were moved out of C, this would be terrible idea.

Ethnic Studies should not be a strict GE requirement.

Not the best idea; students are already short in these areas.

I think this is a great idea, that provides a natural fit with course already offered.

No, don't replace it -- why are we looking at piling Ethnic Studies on top of Cultural Diversity since there would be so much obvious overlap? If Ethnic Studies must be added, either replace Cultural Diversity with Ethnic Studies OR OPTION #8 (hasn't anyone thought of this?) would be to give students a choice between a Cultural Diversity Overlay and an Ethnic Studies Overlay. I vote for the latter.

Allow departments with existing courses in this area to offer ethnic studies required courses.

Since there are 12 units to work with, and Ethnic Studies can reasonably be considered part of the Humanities discipline, this option seems appropriate and feasible.

7. What are your thoughts about Option 1--Replacing 3 Units in Area C?

Not all courses that relate to Ethnic Studies fall in Arts and Humanities. Even if placed in its own subcategory, an Ethnic Studies course would still have to meet the Overall Learning Objectives for Area C. Creating a stand-alone category within Area C would deviate from the structure prescribed by EO 1100R.

Not all courses that relate to Ethnic Studies fall in Arts and Humanities. Even if placed in its own subcategory, an Ethnic Studies course would still have to meet the Overall Learning Objectives for Area C. Creating a stand-alone category within Area C would deviate from the structure prescribed by EO 1100R.

Difficult to implement.

No

Not to excited about this one.

counterproductive. Robbing Peter to pay Paul and administratively challenging in terms of advising.

This is a core area of GE and has already been undermined. Leave it alone

It seems like an easy change. I am not sure how Arts and Humanities would feel about this however.

How would this option impact transfer students?

3 units out of 12 units in this category is the easiest solution

Not all courses that relate to Ethnic Studies fall in Arts and Humanities. Even if placed in its own subcategory, an Ethnic Studies course would still have to meet the Overall Learning Objectives for Area C. Creating a stand-alone category within Area C would deviate from the structure prescribed by EO 1100R.

NA

Good idea

Not all courses that relate to Ethnic Studies fall in Arts and Humanities. Even if placed in its own subcategory, an Ethnic Studies course would still have to meet the Overall Learning Objectives for Area C. Creating a stand-alone category within Area C would deviate from the structure prescribed by EO 1100R.

Not appropriate -- not all ethnic studies courses would use a humanities approach. It would likely shrink the arts & humanities component of the degrees.

Ethnic Studies courses shouldn't be limited to Humanities

ES is not strictly a Humanities discipline. Placing the requirement here would reduce, again, our GE offerings from the humanistic disciplines.

I think this makes sense. The current GE requirement is to take one course in Arts, one course in Humanities and a third course in either Arts or Humanities. This option would not gut an existing category.

Terrible idea.

This would make good use of the extra 3 units in Area C.

7. What are your thoughts about Option 1--Replacing 3 Units in Area C?

Why replace humanities with a social science?

I strongly disagree. A course in this area enhances humanities and arts studies and vice versa. It should not replace it. The manner of thinking, studying, creative development that courses in the arts and humanities builds is vital for students and should not be treated as "optional." This would be doing a disservice to the students.

Yes! As there are 12 units, reallocating 3 would be possible.

Since currently Area C does have a flexible 3 unit, it would be easy to implement this option.

This is a good idea. Ethnic Studies is a field of the Humanities, in the College of HSS, and it's best for the Ethnic Studies costs and benefits to be handled by HSS. It can be articulated with community colleges, as a lower-division course, and GE-certified. An ES monopoly in a single GE category is easier to articulate and administer (advisement, schedule, \$, hiring) to meet student need.

Best, most fair option. Most of these classes are housed in Humanities anyway, so it's the least harm, least foul.

Probably the easiest to install and require without increasing # of units for students to take

I think this would be a huge service service to the arts and humanities. It will lose some of the breath that is required

Recent tests shows CA students failing math and English- this is not going to help our students get jobs or succeed in life. It also assumes only certain segments are discriminated against.

Because Ethnic Studies is interdisciplinary, ES can be part of the Humanities and Social Sciences. This category does not capture that properly.

I think this is the best option.

Area C encompasses important knowledge that cannot be replaced by an ES requirement

Don't know. What would be given up?

I believe the requirement is appropriate as it stands.

N/a

The whole GE requirement game itself is a make work guarantee for certain faculty. Give students the option to widen their horizons by taking courses they feel relevant and not imposed by people who want to profit from such requirements.

Narrows are C too much.

Ethnic studies is not a good fit or complementary fit for Area C.

This feels like a natural place for this requirement because students are required to take an extra C.1 or C.2. Instead, this can be replaced by Ethnic Studies.

Students NEED a humanities and arts curriculum. Do not mess with this.

The problem is that not all ES courses are arts and humanities courses. Students should have the option of taking social sciences courses as well.

I do not think it is wise to bump or change existing GE requirements

7. What are your thoughts about Option 1--Replacing 3 Units in Area C?

I don't know how this will affect those units that have courses in this area.

My #1 choice! This fits most closely with what we already have and supports our current Ethnic Studies faculty and courses. Ideal!

I'm wondering how this might affect Arts and Humanities. Will they feel robbed?

Any further losses to the historical core of GE--Areas A through D--seems like a bad idea.

I don't think Ethnic studies fit in Area C (Arts and Humanities).

It would crowd out classes in long-standing disciplines, and the learning goals of "ethnic studies" is quite different from the existing disciplines. Very unwise.

This seems like the best idea.

As an English major/Humanities I feel there are so many important courses that students should be able to have choice exposure to that forcing them to take an Ethnic Studies class in lieu of one of these other courses may diminish some of the learning benefits/critical thinking we are trying to develop specifically in these areas.

We cannot erode traditional GE categories any more. That is not the spirit of the new requirement.

I have no idea what classes in "Explorations of Arts and Humanities" that ethnic studies would be replacing. Also, would there be a single Ethnic Studies class that would replace these 3 units like Intro to Ethnic Studies or would there be multiple (e.g. Intro to Asian American Studies, Intro to African American Studies..)?

While ethnic issues come up in a variety of humanities courses (history, literature, etc.), they constitute but one of many issues, spanning all of human experience. It is a disservice to our students to limit much of their GE experience in the humanities to this one area.

Do not under any circumstances replace art and music with ethnic studies.

I think this option is more likely because it wouldn't disrupt the current requires as much.

There should be no Ethnic Studies requirement.

This seems like the most appropriate and feasible option.

I don't support this. GE needs to be well-rounded and the current Areas C should not be replaced.

You might not have to replace it. The History Department still has Hist. 190, U. S. History with Emphasis on Minorities, which was created in 1969 and initially was run by 3 departments. It meets the U. S. history requirements (though making it meet the only the ethnic studies one might not be appropriate).

Introduction to humanities should be in a typical humanities class.

Best of an unnecessary change

Select courses within Area C to satisfy the ethnic requirement.

Most appropriate option in my mind.

7. What are your thoughts about Option 1--Replacing 3 Units in Area C?

Don't do it.

This is a way to implement a requirement that is being imposed, but there are many, many outstanding Ethnic Studies classes that are not in the Humanities category. If one is speaking about reducing the number of courses in the category and adding a new ethnic studies category, that would be a different discussion

This seems most appropriate and feasible. It doesn't add any extra units to what the students already have to do, and it simply restructures an already-existing requirement.

Inequitable - why not put it in A, B, or D?

Traditional schooling in the Arts and the Humanities should not be sacrificed to the altar of post-modernism and academia's desperate attempt to breathe life into it.

I anticipate major turf wars there.

How does cultural diversity differ from Ethnic Studies? It seems cultural diversity is more appropriate than studying generalized stereotypes of a select few cultures or ethnic groups.

C has already been recently compressed, with former C3 courses becoming C4 after Fall 18. But there are existing C courses with a Z overlay, so this could be feasible and appropriate.

This would make GE in Area C more confusing and more of a mess than it already happens to be.

not a good option.

Good option.

I do not think this is an appropriate course of action to take.

This is a good option

I strongly oppose this option. While some C area courses may have overlapping learning objectives with Ethnic Studies courses, crucial learning objectives pursued by other C area courses could not be replaced by an Ethnic Studies course.

How is culture (sociology) now an Art? This seems stupid. Sociology is where it should be placed, if categorizing.

Purpose of the bill is not to destroy other areas of learning but to enhance. Ethnic Studies isn't only in the Humanities so this would not work.

This seems unfair to Arts and Humanities.

What's wrong with using C3?

Current GE requirements are necessary. Don't replace. Add to the current curriculum.

This would definitely be an apples for oranges replacement.

Too much sacrifice of necessary skills for college degree

7. What are your thoughts about Option 1--Replacing 3 Units in Area C?

GE is under enough duress that we should resist any additional external intrusion. We are already crowding out essential curricula, exempting entire colleges from GE requirements, and watering down the curricula with an emphasis on learning goals rather than disciplinary rigor. This external mandate must not come at the expense of more GE chaos. If the legislature wants a requirement and is painfully misguided about the 4-year graduation focus, we do our students and faculty a huge disservice by imposing this misdirection on our GE curricula.

The best and most appropriate option

not all ethnic studies courses are in the arts + humanities (they exist in the social sciences, too, and could potentially exist in the hard sciences), so this would be inappropriate

Very, very bad

Too restrictive and complicated.

Seems appropriate for Arts and Humanities.

This seems the most logical, especially since the current "additional C.1 or C.2" requirement is confusing to many students.

Depends on which departments are affected.

I think it's inappropriate to cut from Arts and Humanities when these areas are already under tremendous pressure and facing falling enrollments. Having people replace what they're currently required to do and thus do LESS in the humanities in arts undermines the well-roundedness of their education. If the proposal was to replace one of the unit requirements in the Math Science area (notice how that's not even proposed as an option) or the Social Sciences or within any current GE area, then maybe there could be debate.

I don't like the idea of taking away requirements from the Arts and Humanities

Art and Humanities are vital in their own right. Do not replace.

From personal experiences in the Humanities classes, I don't know that all professors in this field are equipped to handle the responsibility of these classes.

Generally speaking CSU students lack a meaningful understanding/appreciation for the humanities and the role of the humanities in the overall education. By replacing a humanities course with an ethnic studies class you are undermining the role of the humanities in a modern liberal arts education.

Q22 - 8. What are your thoughts about Option 2--Modification of Sub-Area D2?

8. What are your thoughts about Option 2--Modification of Sub-Area D2?

GE Area D.2. represents an invaluable opportunity for our students to learn and experience an important breadth and knowledge in American History, Institutions, and Values. An Ethnic Studies requirement should NOT be used to modify this sub-area because a possible Ethnic Studies requirement's learning objectives may focus on some but not all of Area D.2.'s learning objectives. In addition, I believe our students absolutely need more exposure to our nation's history and modifying G.E. D.2. would decrease that exposure and our students' learning.

Dislike. I don't want to affect other departments enrollment and shift demand at community colleges for students looking to transfer.

This could allow for creative collaboration in providing a good student experience.

Not sure I understand how this would impact required courses and units - unclear

I don't think this would work. This GE seems so overcrowded that it would be difficult to make space for ethnic studies. Again, this option seems to diminish the importance of this requirement.

This is a bad idea, as it will own the category and devastate the courses currently in the category. In particular, this will do further damage to History.

Ethnic studies courses should be taught by ethnic studies scholars. This option would seem to take it out of their hands.

D2 courses meet the American Institutions requirement and should not be used to double-count for Ethnic Studies (triple-count since D2 courses also count for GE). Under no circumstances should the Ethnic Studies requirement replace American Institutions, since this is also a graduation requirement established by law. Making ethnic studies a requirement in GE cannot mean the elimination of other GE requirements that are the product of long deliberation and collaboration across CSU campuses. Students who receive AP credit for U.S. History should have the option to take more advanced courses on Ethnic Studies. Ethnic Studies as a field and discipline transcends national borders. Ethnic Studies requirement should be met at the UD level wh

As I am unsure how this would impact the History Department on campus, I hesitate to offer any thoughts. I definitely would not want their department to lose enrollment numbers and for adjuncts to be fired just to promote a certain image.

D2 courses meet the American Institutions requirement and should not be used to double-count for Ethnic Studies (triple-count since D2 courses also count for GE). Under no circumstances should the Ethnic Studies requirement replace American Institutions, since this is also a graduation requirement established by law. Making ethnic studies a requirement in GE cannot mean the elimination of other GE requirements that are the product of long deliberation and collaboration across CSU campuses. Students who receive AP credit for U.S. History should have the option to take more advanced courses on Ethnic Studies. Ethnic Studies as a field and discipline transcends national borders. Ethnic Studies requirement should be met at the UD level wh

OK.

I also find this option insensitive to Ethnic Studies. As shown by the 190s, one can teach American History using an Ethnic Studies approach, but putting this requirement in this very restrictive Title V area, where the courses must cover key historical moments and institutions, does not properly value the breadth of the discipline or the expertise of the ES faculty on campus.

This seems simple to effectuate and does not affect the current GE requirements.

Not a great idea.

indifferent

8. What are your thoughts about Option 2--Modification of Sub-Area D2?

No, don't modify this -- why are we looking at piling Ethnic Studies on top of Cultural Diversity since there would be so much obvious overlap? If Ethnic Studies must be added, either replace Cultural Diversity with Ethnic Studies OR OPTION #8 (hasn't anyone thought of this?) would be to give students a choice between a Cultural Diversity Overlay and an Ethnic Studies Overlay. I vote for the latter.

Allow departments with existing courses in this area to offer ethnic studies required courses.

Since there are 12 units to work with, and Ethnic Studies can reasonably be considered part of the Social Science discipline, this option seems appropriate and feasible. However, I prefer to select from specific Ethnic Studies courses rather than other courses with an Ethnic Minority component.

D2 courses meet the American Institutions requirement and should not be used to double-count for Ethnic Studies (triple-count since D2 courses also count for GE). Under no circumstances should the Ethnic Studies requirement replace American Institutions, since this is also a graduation requirement established by law. Making Ethnic Studies a requirement in GE cannot mean the elimination of other GE requirements that are the product of long deliberation and collaboration across CSU campuses. Students who receive AP credit for U.S. History should have the option to take more advanced courses on Ethnic Studies. Ethnic Studies as a field and discipline transcends national borders.

Courses in this subarea meet the American Institutions requirement and should not be used to double-count for Ethnic Studies (triple-count since these courses also count for GE). Students who receive AP credit for U.S. History should have the option to take more advanced courses on Ethnic Studies. Ethnic Studies as a field and discipline transcends national borders. Ethnic Studies requirement should be met at the UD level when students have the maturity, experience, and knowledge to grapple with the complexity of the issues.

Terrible idea. It would end up reducing the amount of learning in American Institutions/History/Ethnic Studies rather than augmenting it.

No

Uncertain

counterproductive. Robbing Peter to pay Paul and administratively challenging in terms of advising.

Same as above. Do not chip away further on these essential courses

This is too limiting in terms of content.

A good option, feasible, and makes sense with some of the current existing courses. The biggest concern is how would the other courses within this sub-area be modified to fulfill the requirement?

This is possible but not quite sure about how closely it can be related to.

D2 courses meet the American Institutions requirement and should not be used to double-count for Ethnic Studies (triple-count since D2 courses also count for GE). Under no circumstances should the Ethnic Studies requirement replace American Institutions, since this is also a graduation requirement established by law. Making ethnic studies a requirement in GE cannot mean the elimination of other GE requirements that are the product off long deliberation and collaboration across CSU campuses. Students who receive AP credit for U.S. History should have the option to take more advanced courses on Ethnic Studies.cends national borders. Ethnic Studies requirement should be met at the UD level wh

NA

D2 courses meet the American Institutions requirement and should not be used to double-count for Ethnic Studies (triple-count since D2 courses also count for GE). Under no circumstances should the Ethnic Studies requirement replace American Institutions, since this is also a graduation requirement established by law. Making ethnic studies a requirement in GE cannot mean the elimination of other GE requirements that are the product off long deliberation and collaboration across CSU campuses. Students who receive AP credit for U.S. History should have the option to take more advanced courses on Ethnic Studies. Ethnic Studies as a field and discipline transcends national borders. Ethnic Studies requirement should be met at the UD level wh

D2 is the most important category, in my mind, so how can it be diluted even more?

8. What are your thoughts about Option 2--Modification of Sub-Area D2?

Why just sub-area D2 in this option? Why not make it similar to option 1? : "Replacing 3 Units in Area D"? Other sub-areas could be appropriate homes for the requirement.

Could be OK

Limiting the presence of ES to a US History course would insufficiently represent ES, US History, and the GE area.

This GE requirement should not be altered it should remain a basic US institutions and values requirement. Ethnic studies is an important part of America, but it is a unique part and needs it's own space in the GE requirement.

This would orphan the existing non-cross listed courses. I think a better option would be to change the LOs for the existing D2 to include Ethnic Studies issues.

That is a very good idea that would really add important content to this category that should be covered anyway.

It's no appropriate to restrict the courses to just US History.

Hate changing it, but this makes the most sense in terms of theme and subject.

The course seems more aligned with this area, but not being familiar with the courses that this includes, I hesitate to support a replacement.

Doesn't see to be appropriate

This is a great idea. It would serve Title 5 and ES and GE simultaneously. It would revitalize U.S. History in G.E. and make it more relevant to social justice, civic engagement, and other issues of relevance to democracy in the U.S. today. It would encourage the growth of existing collaborations between History and Ethnic Studies. It can be articulated with community colleges, as a lower-division course, and GE-certified. An ES monopoly in a single GE category is easier to articulate and administer (advisement, schedule, \$, hiring) to meet student need.

History has been hammered by the CSU, so maybe throw them this bone and they can REHIRE ALL OF THE P/T FACULTY THAT THEY SO CALLOUSLY FIRED.

Sounds like this is limited to just History courses while I think there are a variety of disciplines that could offer an Ethnic Studies type of course

This is a possibility but I think the experts in this field should have more input

No

This is a History course focused on ethnic minorities- it's better than nothing.

Students already have the option to take an American history course focused on ethnic minorities. I fear replacing this with a course focused on a particular group would remove too much of the basic history students should be exposed to.

Area D encompasses important knowledge that cannot be replaced by an ES requirement

Don't know. What would be given up.

n/a

Horrible.

8. What are your thoughts about Option 2--Modification of Sub-Area D2?

Narrows sub-area D2 too much.

This is a very good option since ES fits very well in Social Sciences and is an integral part of American History.

I think this area makes sense as well. Ethnic minority experiences are a part of our American history.

Not sure if the history course offerings are focused enough on race / ethnicity to meet the needs of 40,000 students

Category GE D2 is too discipline-specific. Students should have the option of taking other ethnic studies courses than history. Other history courses could potentially lose GE D2 status.

I do not think it is wise to bump or alter existing GE requirements

I don't know how this will affect those units that have courses in this area.

This also works for me if done properly.

This sounds feasible to me.

Any further losses to the historical core of GE--Areas A through D--seems like a bad idea

If I had to choose a GE category that best fits Ethnic Studies, I would choose D2. Since there is 12 unit requirement in Area D, there should be some flexibility to include 3 units of Ethnic Studies. Is it possible to teach D2 (American History, Institutions, and Values) within the context of Ethnic Studies? Make American history, institution, and values core requirements for this Ethnic Studies course.

Ethnic studies is a distinct subject from history, so this does not seem consistent with the spirit of the proposed ethnic studies requirement.

I am concerned this wouldn't ensure the type of epistemological shift required to do this well.

This seems to be where the requirement best fits in and will least likely take-away from learning in other key GE areas

We cannot erode traditional GE categories any more. That is not the spirit of the new requirement.

I am not familiar with how GE requirements operate- can a student take all 12 units in Social Science and thus avoid taking Ethnic Studies? If so, then I vote no to this. If not, then this might be the best option.

Slightly more sensible than Option 1 but subject to the same reservations.

Second most appropriate of all options

This is also a good option because it is less likely to disrupt current requirements.

There should be no Ethnic Studies requirement.

I don't support this. GE needs to be well-rounded and the current Sub-Area D-2 is diverse and should not be replaced.

Same as above, depending on whether U.S. history is used in Area C or D.

Since this appears to be focused on America, I think, this seems obviously the most appropriate choice.

8. What are your thoughts about Option 2--Modification of Sub-Area D2?

No

Select courses within Sub-Area D2 to satisfy the ethnic requirement.

Next best option.

This could be a solution, but with the lack of historical knowledge that is clearly shaping bad policies, I am reluctant to say that making US history ethnic studies is a good idea although clearly most good history classes should be incorporating race and ethnicity in their classes.

This does not seem like an appropriate option at all, most notably because US history includes the histories of individuals who would not be considered ethnic minorities. For instance, the history of queer individuals in the US would not count for such an ethnic studies requirement.

Inequitable - why not put it in A, B, or D?

If such courses are already steeped in post-modernist rhetoric and students are being forced to take such courses, then I can't imagine this option would do any more harm.

D-2 would boost the history department in cooperation with ethnic studies, following the blow it suffered in the EO from 2017.

There are very few D2 courses at CSUF. The existing D2 courses do not have a Z overlay, as far as I know. This would be less feasible or appropriate. Modifying D3 or D4 might work better.

Leave the history major alone.

Not a good option.

This option is the worst of all the options. It would limit students to courses focused on History, thus limiting out the number of professors that would teach these courses. There are many professors whose courses can be cross-listed with ethnic studies, but not with History. In addition, how many minority professors with specializations in ethnic studies would be locked out of teaching this requirement because they do not teach history courses.

This seems like the best fit.

I'm very much opposed to this option. History is an important topic, and the focus should not be Race/Ethnic differences. Instead studying history, especially from others perspectives, helps develop critical thinking, pattern recognition, and an understanding of human nature. It is also helpful to understand current events. By narrowly focusing on Race/Ethnicity the benefits of studying history are reduced.

I think this is an excellent option that would not disrupt existing courses, nor impose even more requirements upon our students who are already struggling to complete requirements in a timely fashion.

Again, this HIST 110A/B issue is stressing Eurocentric agenda, and we are still mucking with units we easily toss out. Perhaps there are too many units here to begin with!

Purpose of the bill is not to destroy other areas of learning but to enhance. Ethnic Studies isn't only in the Social Sciences so this would not work.

This could work.

It's close to what SDSU does. This requirement there is a nightmare; I've never been able to quite figure out what courses, exactly, a student should take. It's also taking a run at Title V's American Institutions requirement. I'm really unsure of the wisdom of trying to fend off the legislature by....messing with state law. Much as I am angry at CFA for pushing this through legislative means, we absolutely do NOT want to invite the fox into the henhouse. Once you invite the legislature into the curriculum, they won't leave. Bring them in to win one battle for you, and others will use them to win other battles. It's a very, very, very bad idea. This is an attempt to head off the legislature, yes. But don't do it by pissing them off.

8. What are your thoughts about Option 2--Modification of Sub-Area D2?

Current GE requirements are necessary. Don't replace. Add to the current curriculum.

Probably the best option.

Would require students to sacrifice other important social science content

GE is under enough duress that we should resist any additional external intrusion. We are already crowding out essential curricula, exempting entire colleges from GE requirements, and watering down the curricula with an emphasis on learning goals rather than disciplinary rigor. This external mandate must not come at the expense of more GE chaos. If the legislature wants a requirement and is painfully misguided about the 4-year graduation focus, we do our students and faculty a huge disservice by imposing this misdirection on our GE curricula.

Does not fit

not all ethnic studies courses are in the social sciences (they exist in the arts + humanities, too, and could potentially exist in the hard sciences), so this would be inappropriate

Ethnic studies options shouldn't be limited to history.

Seems appropriate as Ethnic Studies could be integrated within the subjects.

This will result in adequate coverage of both topics.

Seems reasonable

I don't think this is a good idea. You're taking an area that's tangentially related to Ethnic Studies and making it the focal point of an Ethnic Studies requirement. Why History? Why not Sociology, or Philosophy, or English Literature? If there's going to be an area it should first be determined if the department to address it is Ethnic Studies, not another department.

Maybe. I would hope every American History course would address ethnic studies type content throughout.

History is vital in its own right. Do not replace.

I worry that the lens through which these classes are taught may skew towards a white-centric focus.

Q23 - 9. What are your thoughts about Option 3--Replacing Area E?

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Q24 - 10. What are your thoughts about Option 4--Converting Overlay Z to Ethnic Studies?

10. What are your thoughts about Option 4--Converting Overlay Z to Ethnic S...

While this may initially seem to be a straightforward solution, I do not recommend converting Overlay Z to Ethnic Studies because the concept of "cultural diversity" is often conflated with "Ethnic Studies," when in fact they have important distinctions. Ethnic Studies certainly centralizes its scholarship and teaching on cultural diversity, and its history, implications, and relationships with multiple areas of study. Ethnic Studies also has expanded on this scholarship and pedagogy to examine and address issues of race and racism, individual and systemic manifestations of hierarchical, racialized, gendered power, privilege, and inequities. Not all cultural diversity classes do the latter.

Area Z is already confusing to our students. Some students pick a class that double dips with other sections. Some complete Area B, C, and D before they look at Z and realize they didn't pick an overlay class and then have to take an additional class. Plus Area Z is the Cultural Diversity area (a vital topic in today's society), and not all the classes in area Z have a heavy emphasis of cultural competency, sensitivity, and diversity. And where as these topics are different from Ethnic Studies, an Ethnic Studies course could more easily incorporate these topics more fully.

Dislike. I don't want to affect other departments enrollment and shift demand at community colleges for students looking to transfer.

This could work, although I prefer the idea of including an Ethnic Studies requirement in C/D2 plus diversity in Z. I like the idea of something more narrow in C/D2 and something more open and diffused throughout the curriculum in Z in which students can apply the lens acquired in C/D2 Ethnic Studies.

Replaces cultural diversity would change the focus of this area, and since culture and ethnicity are different, I do not believe this is the best approach because it would be eliminate this focus.

I think this would work, as well. It seems the most similar to Ethnic Studies so the transition here to converting Z to ethnic studies might make the most sense. I also like that students can take lower and upper division courses here.

The Z overlay for Diversity should remain, and cover Diversity other than Ethnicity, as it does now, e.g., gender, sex, class, religion.

Not all Z courses meet the goal or definition of Ethnic Studies. Cultural Diversity is still an important goal and should remain, since it is where many global courses are located.

Similar to Option 1 and 3, this option would result in departments losing enrollment to Ethnic Studies and thus adjunct faculty being fired. I'm all for having students take Ethnic Studies courses, and at the same time, I am against departments having their enrollment stolen by other departments and faculty members losing their employment.

Not all Z courses meet the goal or definition of Ethnic Studies. Cultural Diversity is still an important goal and should remain, since it is where many global courses are located.

I think this is the easiest option.

Cultural Diversity course requirements are fine as they are and should not be altered in this way.

This could be a natural fit.

Yes, this is an option. If Ethnic Studies must be added, either replace Cultural Diversity with Ethnic Studies OR OPTION #8 (hasn't anyone thought of this?) would be to give students a choice between a Cultural Diversity Overlay and an Ethnic Studies Overlay. I vote for the latter.

Allow departments with existing courses in this area to offer ethnic studies required courses.

10. What are your thoughts about Option 4--Converting Overlay Z to Ethnic S...

Given there are only 3 units in this segment, I'm against removing the small degree of flexibility the students have in their GE choices.

This campus defines the "Cultural Diversity" overlay in part as global diversity. Therefore, not all Z courses would meet the goal or definition of Ethnic Studies. Cultural Diversity is still an important goal and should remain, since it is where many global courses are located.

This would seem to be the best option, but I don't know enough about it to give an informed opinion.

Not all Z courses meet the goal or definition of Ethnic Studies. Cultural Diversity is still an important goal and should remain, since it is where many global courses are located.

Overlay Z should be revised for quality, but I think cultural diversity and ethnic studies are two different things. Cultural diversity includes global diversity, while ethnic studies is more narrowly American. I do not favor losing Overlay Z.

No

Not o excited about this one.

This makes a lot of sense, but our current Z requirement is too much of a hodgepodge to be truly effective. We need a more unified offering, and one that addresses the challenges of a resurgence in racism and intolerance. The current Z category has too many "fluff" courses that do nothing to address the intolerance that creates church and synagogue shootings.

There is some overlap here. This might be one of the less disruptive approaches.

This could work as many courses in this category are already about ethnic studies.

It's along the same vein, so it could make sense to convert it; however, I am unsure of the direct impact of doing so.

This option will also increase the degree units requirement from 120 units to 123 units.

Not all Z courses meet the goal or definition of Ethnic Studies. Cultural Diversity is still an important goal and should remain, since it is where many global courses are located.

NA

Not all Z courses meet the goal or definition of Ethnic Studies. Cultural Diversity is still an important goal and should remain, since it is where many global courses are located.

Not appropriate. We should keep a diversity requirement that does not exclude other forms of diversity: gender, disability, class, etc.

This actually makes the most sense and seems the most feasible to me

I don't like the idea of a "Cultural Diversity Requirement," primarily because it's vague enough that it can be used to justify almost anything. Replacing it with "Ethnic Studies Requirement" gives the overlay a context and purpose it is otherwise missing.

We are required by the CO to have a cultural diversity requirement. Ethnic Studies may speak to cultural diversity, but it is not the same. And cultural diversity is certainly not equivalent to ES.

This too would disenfranchise too many valuable courses, including our cultural diversity courses.

That would mean narrowing another choice. We should not narrow GE choices but broaden them.

10. What are your thoughts about Option 4--Converting Overlay Z to Ethnic S...

This would be the easiest and most fair to implement. No courses are removed from GE. The focus of Overlay Z simply shifts.

Among the options, I think this is the most reasonable and feasible.

They aren't the same thing, or so the survey said at the beginning.

This is most logical and seems to meet with the intentions of both areas.

Students need both

Or combine both

This is an ok idea. The existing cultural diversity courses would lose their "Z" status, but they would still remain in other categories in the GE program. The cultural diversity learning objectives could be added to other GE categories and would continue to encourage consideration of cultural diversity issues broadly in the GE curriculum (but would be optional, b/c the preponderance of LOs must be met in other GE categories). The downside would be that ES would remain in lots of different GE categories and would hurt the enrollments of other courses that aren't ES courses in GE; ES and other GE enrollments would be more difficult to plan and manage than an ES monopoly (e.g. Option 1, 2 or 3), in order to meet student need.

I assumed that this was the natural answer, however, I definitely like Option 1 better than this – it allows cultural diversity—wider, broader than Ethnic Studies—to continue to be part of the mandatory curriculum.

I don't think these two things are synonymous; therefore, I wouldn't suggest replacing one with the other.

Seems very logical as there is some overlap between Ethnic Studies and Cultural Diversity. Probably easiest for all CSU campuses to follow this option.

Once again I don't think this is a good idea because Then you are losing other important content that is critical

No

Leaves ES vulnerable/beholden to this GE category.

I'm not sure what this would look like - I'd need to see a more specific plan to have an opinion.

Most of the area Z do not touch on ES

Seems best option. Z overlay isn't working from what I have heard about assessment results. Adding overlays seems to dilute the individual elements.

I am unsure of his option as there are already several different courses of value.

This option will require students to take this courses, which are different and more in-depth than general Diversity courses.

Horrible.

Ok

Cultural diversity is independent of ethnic studies so this should not be considered a viable option.

I think cultural diversity is an incredibly important part of the curriculum and should not be replaced by Ethnic Studies. I believe there is room for both.

10. What are your thoughts about Option 4--Converting Overlay Z to Ethnic S...

Have taught GE - Z courses and it's important we understand cultural diversity as extending beyond ethnic studies. What about courses that address gender, sexuality, social class, health disparities, (dis)ability, etc. as their primary course topic? Are they not addressing cultural diversity as well?

This seems more feasible and appropriate if the learning objectives of GE Z could be modified to focus on ethnic studies objectives. Other GE Z courses would lose their status.

It's not clear to me how the overlap would change the spirit of category Z or alter which courses are able to count under it

I don't know how this will affect those units that have courses in this area.

Fear this would dilute the mission of Ethnic Studies requirement, let too many classes in.

That sounds feasible. Will folks teaching the Cultural Diversity program feel robbed? I think you would have to ask them about it (and not someone like me from outside that course).

This seems like a questionable tradeoff to me, especially because it has the appearance of valuing some markers of diversity (race/ethnicity) over others (gender, LGBTQ studies, etc). This choice may seem attractive, but may be more divisive than it seems.

Although Cultural Diversity is different than Ethnic Studies, could students have the same appreciation for diversity after taking Ethnic Studies overlay instead of Cultural Diversity overlay? I think this is possible. I think both overlays will help students see culture and history from different perspectives and appreciate the differences.

The current definition of Z is distinct from ethnic studies, however they are in the same realm so this could be agreeable.

Cultural pluralism and ethnic studies are quite different, and BOTH need to be included.

Makes sense to combine the requirement in this area as there seems to be great overlap in this learning.

Most flexible and easy to implement.

I am reluctant to replace Overlay Z since my impression of Ethnic studies is that it is focused on the US and that the current Overlay Z also includes international options.

A sensible option indeed.

Most appropriate of all options

Since this area is closer to the current requirement. This is more likely to not disrupt the degree requirement or cause confusion for our students.

There should be no Ethnic Studies requirement.

This seems like the third most appropriate and feasible option, behind Options 1 and 7.

I don't support this. GE needs to be well-rounded and the current Sub-Area Z provides students with a broad view of Cultural Diversity and should not be replaced.

It seems like an elective, and as such taking it would depend on whether the student wants to add it to his degree makes the degree requirements more cluttered.

Sure.

10. What are your thoughts about Option 4--Converting Overlay Z to Ethnic S...

No

This seems the most natural change. My strongest support is for this option.

NO!

Cultural diversity, while it can include ethnic studies, the courses are broader and can add to broadening and diversifying a student's perspective.

Unless any new ES requirement would permit many/most of the current courses in this area (e.g., with a broad approach to ES --- including gender, religion, etc.) converting Z to ES does a major dis-service to many of the current and valuable courses in Z

Third best option.

This seems like the most appropriate option as it doesn't detract units from the more traditional categories

I have long argued for a specific Domestic Diversity Overlay that is separate from something we might call a Global Diversity Overlay. I think Global Diversity is important, but there are a lot of courses in the category that barely fit the learning objectives that are there. I also strongly believe that we should be doing way more than we are with the issues and challenges of Domestic Diversity (Ethnic Studies). Much of the university literature emphasizes students getting a global understanding or an education that will allow them to work in a global world. If we do decide to do this here, I think we also need to think about ways students will get some kind of global class/es

Again, this does not seem like an appropriate option, most notably because cultural diversity refers to so much more than just ethnic diversity. For instance, learning about LGBTQ+ communities would be considered cultural diversity but not ethnic diversity.

Given that diversity is different than ethnic studies - this makes no sense. we should be augmenting understanding, not diminishing it.

6, 1/2 dozen, or the other. What's wrong with the current courses? They all regurgitate the same post-modernist propaganda anyway. Does it really matter what you call it?

In principle I would disagree with offering any ethnic studies requirement in any way that double counts with another requirement. Any such move appears to diminish the importance of such an undertaking

This would raise the question of what to do about the other forms of diversity. Would they no longer have a place in GE?

As the field of "Cultural Diversity," our existing Z overlay courses are the closest to Ethnic Studies. This is the best option, especially if we permit courses in allied fields such as WGST and AMST if they meet the goals of Ethnic Studies.

This seems more reasonable.

I think this would be a good option, but numbers 6 and 7 are better.

I think this is a bad idea. We should keep the Cultural Diversity course and add an Ethnic studies requirement. To tradeoff one for the other indicates that the university is only interested in paying lip service to diversity and difference. Given we are a MSI I don't think we should find it difficult to increase our students knowledge about difference.

This is an interesting idea, but I would want pure ethnic study courses (that don't fit in the other categories) to be included. It wouldn't make sense to have Z and an Ethnic Studies requirement elsewhere.

This is a good option

10. What are your thoughts about Option 4--Converting Overlay Z to Ethnic S...

I think this is an excellent option that would not disrupt existing courses, nor impose even more requirements upon our students who are already struggling to complete requirements in a timely fashion.

I don't know what you are proposing that is different from current practice, other than to rebrand it by renaming... Sorry.

Good but not if an additional overlay about globalization is added. The campus commitment to preparing students for a global education shouldn't be lost.

I was never sure what "Lifelong Learning" actually means, so this seems appropriate to me.

Diversity is more than ethnicity. I don't think we want to promote ethnic studies to the detriment of other diversity studies.

It makes the most sense. But, it's EXPLICITLY violating our university learning goal for global knowledge, because it cuts out the way in which we do that. If we want to change the university learning goal, fine. But, at a minimum, our next WASC/WSCUC report will have to read "yeah, we decided not to do that any more."

Current GE requirements are necessary. Don't replace. Add to the current curriculum.

Might as well.

Overlay idea too confusing to students

GE is under enough duress that we should resist any additional external intrusion. We are already crowding out essential curricula, exempting entire colleges from GE requirements, and watering down the curricula with an emphasis on learning goals rather than disciplinary rigor. This external mandate must not come at the expense of more GE chaos. If the legislature wants a requirement and is painfully misguided about the 4-year graduation focus, we do our students and faculty a huge disservice by imposing this misdirection on our GE curricula.

Does not seem to be appropriate

the current area Z focus on "diversity"-- however problematic of a word that is -- includes a focus on marginalized identity groups (the status of women and gender non-conforming individuals, queer individuals, disabled individuals, religious minorities, etc.) that often intersect with the study of ethnic minorities but not necessarily so

While feasible, cultural diversity includes many things beyond ethnicity, so this would again limit courses and student intellectual curiosity.

This would blend well with Overlaying Z.

This is feasible but would remove a valuable diversity focus. As mentioned in the preamble to the survey, these are not equivalent things.

seems reasonable

This makes sense, though it will have to be done very carefully as a number of departments offer courses in this area that address diversity but might not be specific to ethnic studies. This would work but the planning would have to be very carefully implemented.

That was my initial thought. Could work.

This is the most appropriate. The issues of oppression should be included in multiple courses and disciplines in order to provide a holistic context for their causes and remediations.

Seems like the easiest way to do this without disrupting current arrangements or putting too many burdens on students.

Q25 - 11. What are your thoughts about Option 5--Degree Requirement?

11. What are your thoughts about Option 5--Degree Requirement?

I would be open to the possibility of examining this Option, particularly if ES 101 is a requirement for first-year incoming students and if transfer students could complete the requirement by taking courses that have an Ethnic Studies overlay. In terms of long-term curriculum development, I think Option 5 presents flexibility, but needs further examination of feasibility and alignment with Ethnic Studies values and mission.

Don't do another overlay, logistically it is just confusing to our students.

Fully support

Not feasible.

Double-Counting units does appear to be fair to any other majors and their requirements, and would probably result in students not taking a course that they would benefit from in the GE course list.

I do not think this is feasible. If we are concerned about time to degree and keeping the cost of college education down, this runs counter to those goals.

It's not clear to me what "overlay" is being discussed. I think option 6 is similar and much more clear.

Unclear what this would look like. The first sentence says "outside of GE," but the last sentence says "inside or outside the GE Program." The first sentence says "add 3 units" (which seems to be option 6), but the next sentence explains that this would take the form of an "Ethnic Studies overlay."

I'm attracted to this idea only because it means that other departments would not lose enrollments and faculty members would not be fired. It's most likely that more faculty would need to be hired.

Unclear what this would look like. The first sentence says "outside of GE," but the last sentence says "inside or outside the GE Program." The first sentence says "add 3 units" (which seems to be option 6), but the next sentence explains that this would take the form of an "Ethnic Studies overlay."

I don't totally understand this one. Sorry.

The double-count option has little impact on the current GE requirements, so it is feasible.

Further extends the NSM majors which already are high unit degrees.

No, this effectively removes from a student other, more compelling areas of personal and elective interest and replaces them with YET ONE MORE MANDATED NANNY STATE REQUIREMENT. And why are we looking at piling Ethnic Studies on top of Cultural Diversity since there would be so much obvious overlap? If Ethnic Studies must be added, either replace Cultural Diversity with Ethnic Studies OR OPTION #8 (hasn't anyone thought of this?) would be to give students a choice between a Cultural Diversity Overlay and an Ethnic Studies Overlay. I vote for the latter.

Making Ethnic Studies part of the degree requirement adds gravitas, which is good. Down side: it will put a burden on each college to offer a suitable course or identify one from another college (which gives FTE credit to another college, I think, which will be unpopular).

This option is unclear. The first sentence says "outside of GE," but the last sentence says "inside or outside the GE Program." The first sentence says "add 3 units" (which seems to be option 6), but the next sentence explains that this would take the form of an "Ethnic Studies overlay."

Unclear what this would look like. The first sentence says "outside of GE," but the last sentence says "inside or outside the GE Program." The first sentence says "add 3 units" (which seems to be option 6), but the next sentence explains that this would take the form of an "Ethnic Studies overlay."

11. What are your thoughts about Option 5--Degree Requirement?

Difficult to understand.

No

This is feasible

I don't think it's especially valuable.

It makes a lot of sense. It seems like more course offerings would be available, and it would not impede the timing of graduation.

This is not appropriate. Degree requirements should primarily be focused on discipline-specific requirements.

If this option is similar to the Writing Requirement where an existing course within the curriculum is identified as satisfying the requirement, then yes. It seems a bit redundant though if that's the case.

Unless this can be double counted for the category of C or D, it will also increase the degree units to 123.

Unclear what this would look like. The first sentence says "outside of GE," but the last sentence says "inside or outside the GE Program." The first sentence says "add 3 units" (which seems to be option 6), but the next sentence explains that this would take the form of an "Ethnic Studies overlay."

NA

Unclear what this would look like. The first sentence says "outside of GE," but the last sentence says "inside or outside the GE Program." The first sentence says "add 3 units" (which seems to be option 6), but the next sentence explains that this would take the form of an "Ethnic Studies overlay."

Not sure. It would depend on several factors.

Not sure I understand how this would work or the efficiency of this approach

I am against any change that would disproportionately increase graduation requirements on STEM majors compared to humanities and social science majors.

I'm not sure I understand. If you are saying that there would be a requirement that could be met in GE or outside GE, could be an overlay if it is in GE, then this option would be an improvement over option 6 as it would not allow for waivers--there would be ways for every student to meet the requirement.

I'm OK with this, but prefer the overlay option because it doesn't add additional units for completion of degree.

I do not like to add any new unit requirements, but at least this version would offer some flexibility. Not my preferred choice.

This is likely feasible, but higher unit majors would need to examine their options carefully to make it work.

Eh, ok?

This seems logical, but I'm not sure how feasible it will be in terms of adding more courses for the students.

This is the best option

not appropriate

11. What are your thoughts about Option 5--Degree Requirement?

Bad idea. It would increase course requirements for most students. ES would remain in lots of different GE categories and would hurt the enrollments of other courses that aren't ES courses in GE; ES and GE enrollments would be more difficult to plan and manage than an ES monopoly (e.g. Option 1, 2 or 3), in order to meet student need. Pros: It won't require changing the GE Program structure. It would not immediately displace other existing curriculum from existing GE categories.

This is the best option

Probably more complicated than its worth.

This is a necessary component of all college grads today

Strongly opposed to this as this creates a barrier to graduation based on course availability at each institution - opposite of our GI 2025

I would need more information.

No

Doable but the reqs should be different for first-year students vs transfer students.

This would hurt our STEM students whose degrees already require a lot of credits, and who are unlikely to have a course outside of GE that would double count.

Too onerous

I don't object to it but bill in its current form says it has to be part of GE.

I believe that this should be a degree requirement.

n/a

Horrible.

Ok

Displacing department specific degree requirements is unacceptable.

It does not seem feasible to get all departments on the same page with this one.

Most feasible and will harm existing curricula the least

If the goal is to require students to take one ethnic studies course, then it should not matter if the course is double-counted toward their 120 unit degree requirements.

seems like it could work

I will simply say that Options 5 and 7 seem best to me.

This seems like a straight forward way to address this issue.

11. What are your thoughts about Option 5--Degree Requirement?

This is also possible.

That sounds feasible.

I'm not sure I understand the differences between #5 and #6, but this seems reasonably painless. (Famous last words.)

No, this goes against our University Strategic Plan.

This seems complicated and could be an advising liability. The current set of requirements (major, GE, writing, unit limits, etc.) already seem overwhelming to students. Adding further complexity will make it even more difficult for students to plan effectively.

There are so many important degree requirements - to "add on" or even change one to fit in this GE requirement may be "forced" and may diminish the content of needed coursework in major areas.

Most flexible and easy to implement.

I don't understand how this is different from Option 6.

There are already too many degree requirements in many majors, so this not feasible in many majors.

If we do options 1, 2, Z it's an automatic degree requirement.

There should be no Ethnic Studies requirement.

This does not seem appropriate or feasible at all. Certain majors (particularly the STEM fields) are already over-extended. There is absolutely no room in the curriculum for an additional course.

This is a great idea! I would like to see this as a choice for students that does not replace current GE requirements.

I am in favor of making ethnic studies a degree requirement and available at lower and higher division levels.

Our curriculum is already impacted. Any erosion of our degree requirements will diminish our department's degree.

This adds another degree requirement at a time we are trying to make a degree more achievable.

This will irritate many students, and require a lot of waivers, and generate a lot of work for everybody.

Stupid

NO!

High unit majors that have many discipline specific requirements may have trouble meeting this requirement.

Our students are already super constrained in their major classes. Replacing another 3 units in their degree with what I consider a GE seems inappropriate as it will lead to even less education in their field of study.

This is not an acceptable option, particularly for high unit, non humanities/non social science degrees.

11. What are your thoughts about Option 5--Degree Requirement?

This seems like a good solution, but the requirement will have to be written in such a way that it clearly articulates what we want in an Ethnic Studies class.

This would be very difficult for majors with high unit requirements.

This makes the most sense, and would allow for the cultivation of discipline focused courses related to ethnic studies - how cool would that be!

Our degree requirements are utterly greedy and nonsensical as it is. But if we are going to force students to take classes they neither need nor want (not part of the GE, minor, major, certificate, etc... but just the stray pure units we force students to acquire if they come up short numerically), then it's insult to injury to presume to tell them what those courses must be.

See point 10

Not sure

Students do not need anything that delays their path to graduation.

I don't like the idea that the state of California is mandating a degree requirement for all the CSU campuses. These ideas should come from the faculty and we know much more about the issues than any politician would. They simply pander to their constituents. Let's get politics on a broad scale out of the university.

I think this would be a good option, but number 6 and 7 are better.

Generally, I believe the CSU system has more GE requirements than most universities, and I would be opposed to anything that increases GE requirements at the expense of Concentration specific classes. We need fewer GE requirements, not more.

I oppose imposing additional degree requirements upon students given that many students already struggle to complete requirements in a timely fashion.

Again, not sure how this is different than current requirements. Sorry.

This is an awful idea. There is already too much pressure to keep units down for high-unit majors. It would negatively and unnecessarily impact those majors/colleges.

Ok and GE is now 3 units smaller than a couple of years ago. Plus with unlimited double counting in GE further reducing the units someone has to take outside the major, this shouldn't be a problem.

Absolutely not. Our major is currently at 120 units, so adding 3 units would require us to cut 3 units from our major for classes that the students need for their careers. This would weaken our program and make our majors less desirable to employers, and would make it more difficult for our students to obtain state certifications, which allow them to advance in their careers.

If I understand this option correctly, there would be more courses that qualify for the requirement and more upper level classes. In that case, there would likely be more smaller classes which might be a more engaging environment.

I'm fine with it. I'm worried that we have to police Z better in that case; I'd be worried about a course that is D4 & Y & Z (calling the new ethnic studies overlay "Y"), because those courses would simply choke out all the non-Y courses. I'm also concerned that we have these "super classes" that can apparently teach everything. If we went this route, I'd want Z reformed to make it exclude Y; could be either or neither, can't be both.

Ethnic studies should be added to the requirements not in lieu of something else. This is the best option since it shows the stand alone need of this requirement.

Bad

11. What are your thoughts about Option 5--Degree Requirement?

overlay confusing to students; would slow student graduation time; also not sure if all community colleges have sufficient classes in this area

Don't get how this is different from stand alone.

Not appropriate

i support it

Doable without disrupting the current GE plan, but cost to students and graduation time should be considered.

Not sure

This is feasible, but a bit odd to have a degree requirement that is neither GE nor major.

seems reasonable

I'm not sure how this would work. I think it might be possible, and I do think it would be beneficial to have departments that usually respond with a "that's not what we do here" in response to something like Ethnic Studies or diversity to have to develop curriculum in this direction, but I'm not sure the results would be optimal. Defer to the Ethnic Studies department regarding their thoughts on this one.

This seems like a good, flexible approach.

Excessively complex

Similar to comments on option 4 (seems like the easiest way to do this without disrupting current arrangements or putting too many burdens on students).

Q26 - 12. What are your thoughts about Option 6--Stand Alone Degree Requirement?

12. What are your thoughts about Option 6--Stand Alone Degree Requirement?

Much like Option 5, I strongly support this Option 6 if we could require first-year, incoming students to complete, for example, an Ethnic Studies 101, Introduction to Ethnic Studies, course. The learning objectives would complement our GE program, but not replace any of the existing areas or courses.

If this is considered, do not allow this course to be waived. It is a vital topic and it should not be able to be waived.

Dislike. I don't want to affect other departments enrollment and shift demand at community colleges for students looking to transfer

Not feasible.

If the major would benefit from this course, then I believe this would be a viable option, and perhaps the best option that will not impact other majors.

I do not think this is feasible. If we are concerned about time to degree and keeping the cost of college education down, this runs counter to those goals.

This is a very good option. High unit majors can pursue a waiver in this or another area.

Exempting certain majors from the requirement would seem to undermine the purpose of the requirement. One could argue that those high-unit majors are the ones who would probably benefit the most from an Ethnic Studies course, since they are unlikely to take anything remotely like it.

I hesitation with this option is that it would mean students would need to complete more units. Students already resent degree requirements not related to the field in which they seek employment; this would only add to their resentment.

Exempting certain majors from the requirement would seem to undermine the purpose of the requirement. One could argue that those high-unit majors are the ones who would probably benefit the most from an Ethnic Studies course, since they are unlikely to take anything remotely like it.

There are enough similar courses in the GE requirements so that we don't need to add credit requirements

If I were not nervous about High Unit Majors and future standardization by the CO this would be my favorite option. I would want every student to take an introduction to Ethnic Studies course, outside of GE, in order to graduate.

Adding another 3 units of required GE is again too drastic.

No.

Further extends the NSM majors which already are high unit degrees.

No, this will reduce our graduation rate even more by piling on YET ONE MORE MANDATED NANNY STATE REQUIREMENT. And why are we looking at piling Ethnic Studies on top of Cultural Diversity since there would be so much obvious overlap? If Ethnic Studies must be added, either replace Cultural Diversity with Ethnic Studies OR OPTION #8 (hasn't anyone thought of this?) would be to give students a choice between a Cultural Diversity Overlay and an Ethnic Studies Overlay. I vote for the latter.

Seems to much emphasis on this topic compared to the overall degree, and is a burden on high-unit majors.

Exempting certain majors from the requirement would seem to undermine the purpose of the requirement. One could argue that those high-unit majors are the ones who would probably benefit the most from an Ethnic Studies course, since they are unlikely to take anything remotely like it.

12. What are your thoughts about Option 6--Stand Alone Degree Requirement?

Exempting certain majors from the requirement would seem to undermine the purpose of the requirement. One could argue that those high-unit majors are the ones who would probably benefit the most from an Ethnic Studies course, since they are unlikely to take anything remotely like it.

Too many people could get a waiver out of it. It defeats the purpose of the law.

No

Too much to be in this category

given the slack in our degree program created by double counting, this makes sense.

This could impeded the timing of graduation.

This is not appropriate. Degree requirements should primarily be focused on discipline-specific requirements.

A lot of majors don't have "free electives" to be able to do this option and we would have a lot of petitions on our hands.

his option will definitely increase the degree units requirement from 120 units to 123 units.

Exempting certain majors from the requirement would seem to undermine the purpose of the requirement. One could argue that those high-unit majors are the ones who would probably benefit the most from an Ethnic Studies course, since they are unlikely to take anything remotely like it.

NA

Exempting certain majors from the requirement would seem to undermine the purpose of the requirement. One could argue that those high-unit majors are the ones who would probably benefit the most from an Ethnic Studies course, since they are unlikely to take anything remotely like it.

not appropriate. Students in high-unit majors could be exempted, which defeats the purpose of a university-wide requirement.

Not sure I understand how this would work or the efficiency of this approach

I am against any change that would disproportionately increase graduation requirements on STEM majors compared to humanities and social science majors.

In the best of worlds, this would be the most appropriate option. What makes it untenable is the option for waivers. This is not a requirement that students should be "waivered out of."

Not sure what the difference between option 6 and 5. If the difference is that 6 adds 3 units above the 120 then I do not like this option.

No unit requirements should be added!

What's the point if higher unit majors need waivers anyway.

Not sure what the difference is from 11. Again, write questions that help the reader answer them.

This seems logical, but I'm not sure how feasible it will be in terms of adding more courses for the students.

not appropriate, a lot of degree programs do not have additional units to accommodate this requirement

12. What are your thoughts about Option 6--Stand Alone Degree Requirement?

Bad idea. It would increase graduation requirements for most students and exempt high-unit majors. If ES is important, why require it of some students and not others? It is unfair and makes no sense. Putting it in GE makes better sense, within the existing GE Program structure. A careful analysis of high-unit majors would be required to identify where in the curriculum the needs of their students could be met, instead of simply exempting them. For example, hypothetically, if engineering students all must take a C3/Z course, but are otherwise exempted from most other GE requirements, then offer enough C3/Z/ES courses to meet the engineering student needs. It'd require thoughtful planning to figure out how to make it work.

Not a good idea. All you'd get is the sciences and engineering (often those who need to work on critical thinking and social understanding skills the most) getting yet-another exemption from GE.

I am concerned that high unit majors may or may not receive the waiver. That also means that those students will not benefit from the course - a lose-lose situation.

Strongly opposed to this as this creates a barrier to graduation based on course availability at each institution - opposite of our GI 2025

I would need more information.

No

Doable but the reqs should be different for first-year students vs transfer students.

This is a terrible idea. It would particularly impact students in degree programs with a lot of required units (like engineering).

Too onerous

Law seems to require it in GE. Would totally object, but there are ramifications in high unit majors.

n/a

Absolutely horrible.

Ok

I think this is appropriate, but I am not sure of the logistics or the feasibility of executing this option.

If high-unit majors can seek a waiver, then we might end up with at least half the student population who don't have to take this requirement, which defeats the purpose.

On paper, seems like the easiest option, but many departments will resist this option because it may delay graduation for majors

A university ethnic studies requirement of 3 units within 120 units is feasible now that EO 1100r has freed up elective units. Now students can take on minors and even secondary majors; there is room for students to use elective units taking an ethnic studies course.

seems like it could work

This is my least favored choice, as lots of students would just be "waived" out of an important learning experience.

This seems like it would work, except that there's the statement that students with high unit majors will have to opt out which goes against the purpose of this bill. So it doesn't seem feasible.

12. What are your thoughts about Option 6--Stand Alone Degree Requirement?

I do not think anyone wants to add more units or time to degree.

This sounds more challenging if it might take a class away from majors. (Every department wants to keep their own classes, I imagine).

I'm not sure I understand the differences between #5 and #6, but this seems reasonably painless. (Famous last words.)

No, this goes against our University Strategic Plan.

This has the same complexity and advising problems as option 5. In addition, the extra 3 units would put high-unit majors over their 120 unit limit. While those majors could perhaps be waived out of the requirement, that undermines the whole idea of a requirement; and those students would benefit from learning about ethnic studies, too.

I feel strongly that this should not be another "add on" for students. We need to figure out what to take "off the plate" or what to refine so that it does not create an additional cost of time for them in graduating.

Haven't we given enough waivers? Can we stop supporting the idea that GE doesn't matter?

I am not in favor of changing the curriculum to add credits to degree requirements. I am in favor of adding an Ethnic Studies component and would not like to see some students in high unit majors being exempt from this requirement.

There are already too many degree requirements already.

No, White students, staff and faculty would object. No need to challenge them they are set that these groups do not matter to their success.

There should be no Ethnic Studies requirement.

This does not seem appropriate or feasible at all. Certain majors (particularly the STEM fields) are already over-extended. There is absolutely no room in the curriculum for an additional course.

This is a great idea! I would like to see this as a choice for students that does not replace current GE requirements.

Our curriculum is already impacted. Any erosion of our degree requirements will diminish our department's degree.

Same as above

See above.

Stupid

NO!

High unit majors that have many discipline specific requirements will have trouble meeting this requirement.

Same as option 5.

I suppose this would work, but I suspect a lot of high unit majors will be exempted and that there is a risk that it becomes a watered down major course.

This would be very difficult for majors with high unit requirements.

12. What are your thoughts about Option 6--Stand Alone Degree Requirement?

not feasible. would seem perhaps burdensome, not ok

Because our students aren't forced to take enough courses? One would think people in ethnic studies would be more sensitive to the power dynamics at play here. Are we going to oblige a single black mother to take 3 units Black Ethnic Studies so she can graduate? Do we listen to ourselves when we come up with these "good" ideas?

See point 10

There will be a flood of waivers from departments who need their students to actually receive this education.

Students do not need anything that delays their path to graduation, and students in high-unit majors will not benefit from opting out of ethnic studies. Engineers need to understand power, too.

Ethnic Studies needs some kind of category to make it more coherent.

I think this would be the best option.

It would be nice to do this without adding to the total number of hours a student needs to graduate.

Generally, I believe the CSU system has more GE requirements than most universities, and I would be opposed to anything that increases GE requirements at the expense of Concentration specific classes. We need fewer GE requirements, not more.

I oppose imposing additional degree requirements upon students given that many students already struggle to complete requirements in a timely fashion.

NO! We have too many units in GE (we just CUT units to conform to peer practice and public outcry to graduate in four). Why????????

This is an awful idea. There is already too much pressure to keep units down for high-unit majors. It would negatively and unnecessarily impact those majors/colleges.

Ok and GE is now 3 units smaller than a couple of years ago. Plus with unlimited double counting in GE further reducing the units someone has to take outside the major, this shouldn't be a problem.

Absolutely not. Our major is currently at 120 units, so adding 3 units would require us to cut 3 units from our major for classes that the students need for their careers. This would weaken our program and make our majors less desirable to employers, and would make it more difficult for our students to obtain state certifications, which allow them to advance in their careers.

If the university's goal is to help students graduate in a timely manner, this seems counterproductive.

We should not be making it harder to graduate and taking focus away from in-major classes.

I'm extremely worried that high-unit majors would opt out of it, and we'd be left with a requirement that largely affects H&SS majors...who are already getting a lot of this stuff in their courses anyway.

This is alright. Don't like the waiver idea. High credit degrees (STEM especially) have very poor track records in treatment of minorities. They need this requirement the most, as do the professors.

Bad

would slow student graduation time; also not sure if all community colleges have sufficient classes in this area

12. What are your thoughts about Option 6--Stand Alone Degree Requirement?

Meets the mandate, highlights the importance of studying racism, and forces a serious focus on the issue instead of a watered-down overlay flaccid tacking on of learning goals to existing requirements.

No

i don't support it

Not a good option, especially if high unit degrees would need to seek waivers. These are the folks that likely benefit from the GE diversity most.

Appropriate as Ethnic Studies is high importance.

This is feasible, but a bit odd to have a degree requirement that is neither GE nor major.

threatens to add confusion and paperwork for waivers.

As presented above, there was the need to create "opt out" options for high unit majors. It's pointless to have requirements that students can opt out of. Why should they not receive the benefits of the education that others are receiving? I know there are already "opt outs" in some majors--it's a bad practice to increase.

Seems like it unnecessarily constrains options.

These issues must be explored holistically. Stand Alone requirements will not appropriately address the issues.

Q27 - 13. What are your thoughts about Option 7--New GE Overlay?

13. What are your thoughts about Option 7--New GE Overlay?

Also similar to Option 5, I strongly support Option 7 as a new Ethnic Studies overlay, not a replacement for the existing G.E. Z. overlay, so that we may allow transfer students to complete their Ethnic Studies requirement with other ES classes.

Again, don't do another overlay, logistically it is just confusing to our students.

Fully support

Too complicated, not feasible, leading to too much campus conflict and ill will. We need to preserve collegiality within our campus climate. This is crucial to long-term sustainability. If Ethnic Studies in GE is being given to HSS, then the replaced units should come out of HSS. To do otherwise would create a tragic inequity in terms of limiting different disciplines from participating in the GE program. Adding another overlay for Ethnic Studies would take away a portion of GE from every other college and transfer it all to HSS. Again, this would be a tragic inequity. HSS already has GE courses throughout the GE curriculum, including some monopolies, which is a tremendous advantage not shared by other colleges.

I do not believe that adding another section is the answer to adding this type of course to GE requirements especially if the course will only focus on 4 "traditional groups." The precedent would also place this type of course above others which are more important for students to learn from and to use in the future to be successful in their careers.

This is an option but I don't see how we can do this without adding another class to student requirements. If this adds another class to the graduation requirements, I don't think this is feasible.

Yes, I like this the most. It is clear and logical to implement and does not damage the existing GE structure or courses. This could include lower and upper division options. The only thing to be sure is to have courses in a number (at least three) of GE categories.

Yes! Best option. No increase in units, no structural change to GE, least disruptive. Everyone has an opportunity to start off on a level playing field in defining the objectives of the overlay, and courses should be carefully screened to make sure they meet the objectives.

I think there are enough general education requirements, and many (but not all) students already resent the GE courses they have to take.

Yes! Best option. No increase in units, no structural change to GE, least disruptive. Everyone has an opportunity to start off on a level playing field in defining the objectives of the overlay, and courses should be carefully screened to make sure they meet the objectives.

I like this idea. I would suggest that one of the overlays be Global Citizenship to ensure students have some sense of the World.

Again, an overlay has minimal impact on GE requirements, which is what I am in favor of.

These are too confusing to students and further increases the achievement gap as UMR often do not have people really encouraging to find these "loopholes".

No, this effectively removes a student's experience of already-existing great classes from Options 1-3 above by establishing YET ONE MORE MANDATED NANNY STATE REQUIREMENT. And why are we looking at piling Ethnic Studies on top of Cultural Diversity since there would be so much obvious overlap? If Ethnic Studies must be added, either replace Cultural Diversity with Ethnic Studies OR OPTION #8 (hasn't anyone thought of this?) would be to give students a choice between a Cultural Diversity Overlay and an Ethnic Studies Overlay. I vote for the latter.

Not sure how this option would work. Will defer to those more knowledgeable than me.

This is the most fair and equitable and least disruptive option, since there's no increase in units and no structural change to GE. Everyone has an opportunity to start on a level playing field in defining the objectives of the overlay, and courses should be carefully screened to make sure they meet the objectives.

13. What are your thoughts about Option 7--New GE Overlay?

Best option. No increase in units, no structural change to GE, least disruptive. Everyone has an opportunity to start off on a level playing field in defining the objectives of the overlay, and courses should be carefully screened to make sure they meet the objectives.

It's the best option. It does not increase in units. There is no structural change to GE, so it's the least disruptive. Everyone has an opportunity to start off on a level playing field in defining the objectives of the overlay and courses should be carefully screened to make sure they meet the objectives.

Not interested.

Administratively this would be the simplest thing. But I think it suffers from the same issue as our current Z requirement.

I think it works as there are many ethnic studies courses in this category already. But there are non ethnic studies courses as well and removing these as an option may foster resentment.

It's complicated enough just trying to explain one overlay, we don't need another one.

his option will likely to increase the degree units requirement from 120 units to 123 units.

Yes! Best option. No increase in units, no structural change to GE, least disruptive. Everyone has an opportunity to start off on a level playing field in defining the objectives of the overlay, and courses should be carefully screened to make sure they meet the objectives.

NA

Yes! Best option. No increase in units, no structural change to GE, least disruptive. Everyone has an opportunity to start off on a level playing field in defining the objectives of the overlay, and courses should be carefully screened to make sure they meet the objectives.

It could work. Probably the best solution.

Not sure why this would be better than replacing the Z overlay

I am against any change that would disproportionately increase graduation requirements on STEM majors compared to humanities and social science majors.

This would allow for a unique set of learning objectives and a set of courses approved (by an appropriate committee other than the GE committee?); the courses could be distributed throughout the categories to represent the humanities and social science parts of ES and distribute the FTES accordingly.

This is seems like the best solution. This would include the many departments on campus to which these changes apply. Again, Ethnic studies is interdisciplinary and many departments house instructors and classes that aim to include multiple ethnic narratives. This new GE requirement should include all the stakeholders; especially the allied departments.

I am OK with this as long as there are enough courses that are peppered across GE, so that it would truly be an overlay and not require addition courses for degree completion.

That option might be okay, because it still allows some flexibility. However, it would still narrow some choices, so it is not my favorite option.

Adding a second overlay looks easy at first but is actually fraught with problems, especially for transfer students. This perhaps isn't feasible.

Sure, why not.

This seems logical, but I'm not sure how feasible it will be in terms of adding more courses for the students.

13. What are your thoughts about Option 7--New GE Overlay?

Better to combine with Z

Bad idea. It would increase graduation requirements for many students and exempt high-unit majors. If ES is important, why require it of some students and not others? It is unfair and makes no sense. Putting it in GE within the existing GE Program structure makes better sense. It would discourage students from taking GE courses that aren't Z and aren't ES; what if a student wants to take courses in foreign language, or philosophy, for example? We know that students now take an extra course to satisfy Z, because they choose non-Z courses of interest to them and relevance to their educational trajectory, or because the overlay requirement is confusing; an additional overlay would mean additional units for many students.

Another one that is probably more complicated than its worth.

I have also never understood the significance/benefit of GE overlays since courses certified for this must qualify for another category first.

None

I need more information

No

Doable but the reqs should be different for first-year students vs transfer students.

Possible

Bad idea. Starts to dilute or overwhelm current offerings. How has the current overlay worked? What does assessment say?

n/a

Horrible.

Ok

I think this is a good alternative option to the option 2, although I would prioritize option 2 over this option.

This seems like the most feasible direction as it will provide a variety of options that might work for multiple stakeholders

Also a good option

A new GE overlay is both appropriate and feasible, since ethnic studies as an interdisciplinary field can not/should not be restricted to any one disciplinary category, and it would allow GE Z to remain a separate category on cultural diversity.

seems like it could work

This seems like a compromise for everyone and may work.

Do not want requirement to cover too many classes or be watered down,

That sounds feasible.

Options, 5, 6, and 7 seem most in the spirit of what this bill is trying to do, and also seem not-impossible to implement.

13. What are your thoughts about Option 7--New GE Overlay?

From the academic program perspective, this would be the path of least resistance. This option keeps status quo and only adds a new component within an existing course. However, are overlays enough to satisfy the Ethnic Studies requirement?

This seems like an easy solution, but waters down the idea of an ethnic studies requirement. The distinction between "areas" and "overlays" is already confusing, and adding additional overlays with similar but different charges will only make this worse. Changing area Z to become ethnic studies seems less objectionable because that at least holds the line at only one overlay.

I feel strongly that this should not be another "add on" for students. We need to figure out what to take "off the plate" or what to refine so that it does not create an additional cost of time for them in graduating. Same as Option 6...

What's the difference from the existing overlay?

This is currently my preferred option since it doesn't really add any degree requirements (I am concerned about time to graduation- particularly for transfer students), it would just influence which GE classes students would choose. However, since I don't teach any GE courses I don't know how difficult it is for a course to meet the requirements to be a GE course. My one concern with this option is that existing Ethnic Studies classes may not currently be GE certified.

Yes, this option is less intrusive and disruptive.

There should be no Ethnic Studies requirement.

This seems like the second most appropriate and feasible option, behind Option 1.

This is a great idea! I would like to see this as a choice for students that does not replace current GE requirements.

This might be a way to require a unique type of ethnic studies course, but it should not be put in if we think the variety of appropriate courses already available is sufficient.

See above.

Bad choice

This seems like the second best option.

NO!

The effect of this remains to be seen. It may be feasible depending on which courses meet the requirement. Again, high unit majors in particular may be negatively affected depending on which courses meet the requirement.

About the only feasible approach; though even this could create havoc with students being able to fulfill such requirements. But done with care (and then cleaning up Area Z), this could work.

I am not 100% sure what this would look like, but sounds fine.

This could obviously work, especially if students could satisfy it in both upper and lower division classes, but I like 5 better, as it gives students more options.

maybe

Sounds the best of the options

13. What are your thoughts about Option 7--New GE Overlay?

Fine option, if the Ethnic Studies classes are not required. Otherwise I see this as a dying field's attempt to stay relevant and feed off the money of our students a little while longer.

See point 10

Not

An overlay waters down this new requirement.

This seems more reasonable and gives ES some legitimacy.

I think this would be a good option.

Generally, I believe the CSU system has more GE requirements than most universities, and I would be opposed to anything that increases GE requirements at the expense of Concentration specific classes. We need fewer GE requirements, not more.

I oppose imposing additional degree requirements upon students given that many students already struggle to complete requirements in a timely fashion.

Again, you are merely rebranding the same old thing. It's a "pig in a prom dress:" it may be in a prom dress, but it's still a pig. Cut, focus and DEVELOP appropriate curriculum to satisfy your stated objectives.

Good but not if an additional overlay about globalization is added. The campus commitment to preparing students for a global education shouldn't be lost.

This seems like the most parsimonious solution.

I would be cautious about allowing students to meet this requirement by taking courses that only tangentially address ethnic studies. Any classes counting toward this requirement should be taught primarily with an ethnic studies focus rather than addressing it alongside the main course material.

I like this the best - allows different fields to address the issue in their own way.

I'm not fully clear on how this is different from #5?

This one is a maybe, but it seems like a cop out: adding and subtracting classes like cogs in a machine to abide the "current" interest (this is a permanent issue for people of color and should be for all) and not really acknowledge the serious nature and need for the requirement.

Bad

too confusing to students

Dear God please no.

Not appropriate

this seems like a weak but decent compromise

Best of all options. Doesn't add to the units, but requires students to take an ethnic studies course within other areas. Keeps their options wide and would have the least impact on intellectual curiosity and graduation time.

13. What are your thoughts about Option 7--New GE Overlay?

Not sure

Overlays minimize units but result in less clarity.

seems reasonable

This would also be a decent option. New courses could be developed and/or existing GE classes could be developed to meet the requirement. Students would need to be advised well and there would need to be major support for this creation and development, but it makes sense.

Seems okay, but again, with a restriction that Option 5 doesn't have and I don't see why it would have to be GE.

This is appropriate. The issues of oppression should be included in multiple courses and disciplines in order to provide a holistic context for their causes and remediations.

Q28 - 14. Are there any other options, not included here, that you feel would be appropriate and feasible? Please be as detailed as you would like.

14. Are there any other options, not included here, that you feel would be...

As stated above, if we actualize an Ethnic Studies requirement at CSUF: 1) Ethnic Studies requirement outside GE 2) First-year, incoming students: Ethnic Studies 101 3) Transfer students: ES 101 or Ethnic Studies overlay for select ES 200-400 level courses.

I fully support options 5 and 7.

No.

How could this course requirement (or adding another to compliment this subject) be more inclusive of all races? Somehow, narrowing ethnic studies down to only 4 groups, and not including any other major races does not seem fair and also appears to simplify this concept of ethnicity. How can the university compliment this course with one about the majority race as well?

What if there was a designated UNIV lower division ethnic studies course that students could take in addition to the ones offered across all disciplines? This would give them the option to take one or the other. An ethnic studies course could be taught by faculty across disciplines but a number of these sections could be offered every semester. A common syllabus would need to be worked out but this seems like a possibility.

NA

No

I think Option 5 is the best option.

-

Nope.

Yes -- OPTION #8 (hasn't anyone thought of this?) would be the LOGICAL APPROACH: Don't mandate Ethnic Studies, but if it's that important to throw into the mix, just give students a choice between a Cultural Diversity Overlay and an Ethnic Studies Overlay.

This may be the least worst option, but still no

No

A good example would be Washington State University's newer GE component on the historical roots of contemporary world problems.

Not sure

NA

Ideally, I would love to see a mandatory Ethnic Studies requirement ADDED to existing ones (Option 6, above), but I suspect the Chancellor and Legislature won't have the guts to cough up the money for that. Heck, I'd love to see a mandatory LGBTQ course added, as well, but -- like peace in the Middle East -- that probably won't happen soon!

14. Are there any other options, not included here, that you feel would be...

Convert 3 units from GE area D, social sciences. This is the area where ethnic studies fit more naturally. It could be approached from a number of disciplines that offer courses in this GE area.

The ethnic studies LOs could be incorporated in the existing Title 5 courses. Government and history courses could be required to include issues of social and political inequalities experienced by ethnic minorities in the US and California.

All university courses must address the learning objectives that cut across ethnic studies goals.

Have the students been asked which courses they find most useful, what they view as the significance of this course and how it may or may not replace or work in tandem with other courses? We need to understand the situation from their experience.

No ES requirement is an option that should be discussed.

This is important content, especially in our current climate— therefore I'm going to suggest we approach this By Any Means Necessary.

N/A

I like the idea of just requiring all students have to take at least one class in ethnic studies, as long as it is more broadly defined, and just make it an elective.

No

A required lower div course (as part of new GE category) for first year students and an upper div overlay or course for transfer students would be the best option.

no

Not that I can think of. We are probably going to have to sacrifice a current component for this component.

no

No

The option is simple- abolish ethnic studies as a 'scholarly' pursuit. We already have a successful board game 'Trivial Pursuit' and so, that too is not an option.

Identify all existing GE courses that meet ethnic studies goals and allow them to count in lieu of the new requirement.

First of all - pedagogy goes in short term (fads) or movements. This course may or may not work. It is not very defined and it needs work. Use it as a stand alone course to work out curriculum, goals etc and get information about student response and needs THEN figure out where to put it for the long term

N/A

Institutional research on ethnic studies at SFSU demonstrates that ethnic studies minors have higher graduation rates than those without an ethnic studies minor. This suggests that taking more than 3 units of ethnic studies courses contributes to student success. We should consider a minimum of 6 units for the ethnic studies requirement.

No

14. Are there any other options, not included here, that you feel would be...

- poll undergraduates about it - pilot the class online / with faculty / with small subset of students first.

Could we re-imagine the lower-division writing requirement as a hybrid writing-intensive ethnic studies course? Or area D4 American Government, could we explore ethnic studies and American power structures in parallel in one course?

No.

There should be no Ethnic Studies requirement.

NO.

Option 2 is the best. Although an ethnic studies class not focused on the US would be even better.

Students need a degree that matters there is no need to expand general education

Either Options 1, 2, or 4 would be feasible.

Perhaps have some general and appropriate course objective(s) (ethnic/gender/religious relationships along with relationships of power and authority and just government) in several current GE requirement areas would work. That way ES done well could be across several areas w/out creating a new overlay.

Even if it isn't part of the requirement per se, I believe University 100 and other 1st year experience courses should have a serious ethnic studies component. From what I have heard, some of the mentoring stuff is pretty bad in these classes

Yes, the option to make this not a requirement. If the ethnic studies courses are so critical, important, and practical, then students will sign up for them of their own accord, most likely with encouragement from faculty within their programs. The "requirement" as it's being sold now will backfire.

Make EVERY department offer at least one course that would satisfy the requirement. That would allow the requirement to FLEXIBLY be met, and feed the students' natural inquiry and curiosity.

More clarification about how Ethnic Studies fits within the overall Social Sciences realm; it is not a separate discipline. Also, how do Ethnic Studies classes fit within the overall university learning outcomes/goals, as well as college and major goals.

We need to be honest and say that if we have a new campus-wide requirement for ethnic studies we need more ethnic studies professors. The real question isn't this navel-gazing about where to stick the requirement but how to give the requirement teeth and make this vital curricula substantive.

If our graduates are unable to communicate well, the classes that they take will not make a bit of a difference. We need to focus on students that can communicate effectively. Until we start doing that, and stop making it easier for students to graduate, such as by eliminating the English Writing Proficiency Exam, we do not properly serve our students.

Don't do any of it. Adding an ethnic studies requirement will further water down an already thin curriculum.

N/A

It appears that the CSU does not have a solid idea of what is already being taught. I suspect we already have many classes that meet this requirement. I also think that if an Ethnic Studies class is an elective the student population will self-select into those who are already interested in culture studies and cultural competency. If it is a required course, it will serve to increase the "ethnic fatigue" that some of our "dominant culture" students may be feeling, negating the value of the class at best, increasing anti-ethnic feelings at worst.

Q29 - 15. Do you have any other comments or suggestions? Please be as detailed as you would like

15. Do you have any other comments or suggestions? Please be as detailed as...

As an Ethnic Studies faculty member, I only support passing AB 1460 if we do the following: 1. Enfranchise PRBC to study the resources needed from the legislature to the Chancellor's Office to support this SYSTEM requirement. Current resource allocations often result in the Provost's office telling Colleges to negotiate with their departments, placing the burden for serving the system/univ on the college and department. 2. Allocate commensurate and sufficient resources and support to ensure Ethnic Studies faculty and staff health, sustainability, and retention. Research shows that high levels of "cultural taxation" work often lead to women and faculty of color leaving universities due to health issues and burnout.

Let's make it happen!

I fully support options 5 and 7.

We need to preserve collegiality within our campus climate. This is crucial to long-term sustainability. If Ethnic Studies in GE is being given to HSS, then the replaced units should come out of HSS. To do otherwise would create a tragic inequity in terms of limiting different disciplines from participating in the GE program. Adding another overlay for Ethnic Studies would take away a portion of GE from every other college and transfer it all to HSS. Again, this would be a tragic inequity. HSS already has GE courses throughout the GE curriculum, including some monopolies, which is a tremendous advantage not shared by other colleges.

I feel like there needs to be balance of courses offered.

Ethnic studies is essential for all students and I agree wholeheartedly that it deserves a prominent space in the education of all CSUF students. A thoughtful approach that does not extend student time to degree, but also gives importance to ethnic studies is needed. I'd hate to see the requirement get slotted into an existing GE requirement as an afterthought. I like the idea of having it as an Area E or Z so that it stands out as a committed approach to teaching ethnic studies across all fields. If we treat this requirement with the respect that it deserves, students will also value the importance of learning about themselves and the communities that surround them.

Thank you.

No, I do not have any suggestions.

We do not support taking away 3 units of GE elsewhere to accommodate the new requirement.

It seems to me that the most difficult aspect of implementing this requirement is achieving the diversity and inclusion that it is intended to achieve without causing departments to lose enrollment numbers from the currently existing degree requirements. I sincerely hope that the campus administration is as committed to its faculty keeping their employment as they are to achieving diversity and inclusion. Especially given that part-time faculty tend to be more racially and ethnically diverse than their full-time counterparts, making a decision that results in part-time faculty being fired would be counterproductive to the goal of diversity and inclusion.

-

Good luck! And thank you for soliciting feedback from the campus community.

Although I think Ethnic Studies is an interesting field, I do not believe it should be of paramount concern as a GE requirement for this University. I am more in favor of increasing requirements for STEM courses, and implementing overlays with Business courses.

This is so confusing and I am worried that most of the faculty do not understand the implications well enough to have an opinion. I am not sure it was wise to put this survey out there without proper voter education. The sources that were attached were outdated or not at all informative.

15. Do you have any other comments or suggestions? Please be as detailed as...

I am really glad that the CSU is looking to expand students' engagement with Ethnic Studies. I am concerned about having the departments that can contribute to this be resourced for this change, and hope that allied departments and programs will be included in this.

This campus should not support taking away 3 units of GE elsewhere to accommodate the new requirement.

The ethnic studies dept have no idea what they're in for. Right now, the only students taking their course are students who want to, not students who have to. There is a BIG difference in this. Also, because they don't serve any of these requirements, they don't face the constant and miserable scrutiny that other depts face. Why would they want to give up this autonomy?

We live in a new era. Students are exposed to a "hyperreality world" due to social media and communications that we did not have. Much of the current extremism, particularly that based on race and false information aimed at minorities and the "other" call for a unified carefully constructed course that allows for: 1-the ability to discern truth from fiction, particularly in the current media and information environment. 2-Take carefully constructed and carefully taught course that combines that with the history of race and immigration. 3-These courses should also cover the history of social and legal structures (in a basic way) that have enabled racial, ethnic, and gender suppression.

The idea is fine, but to accomplish it you must give up something(s) which may be equally valuable or even more valuable. Be careful.

Having four different GE patterns seems like overkill. Advising students is extremely complicated now. A lot of misinformation is happening due to multiple GE patterns occurring simultaneously. Students are becoming more confused about degree requirements. Enrollment management can be an issue (as we saw with HIST 110A and HIST 110B). Transfer students (a huge population at CSUF) might be affected by this change. What about the "orphaned course" issues that we saw with the previous emerging GE patterns? Essentially, negative consequences can happen, even with good intentions.

Option 1 seems to be the best.

NA

This survey is poorly designed. I shouldn't have to flip around up and down a hundred times to answer a question. Provide all the info in the question.

Why are legislators attempting to dictate to us what we teach? This sounds like a liberal counterpart to conservative dictates in conservative states -- both a wrong approach. This legislation is unnecessary. If the legislature really wants to help students get a more quality education in the CSU system, pay for more instructors to lower class size!

All college graduates should have at least 3 units of ethnic studies. This is important for individuals participating in a democratic society with great ethnic diversity. This is also important in an interconnected world, of even greater diversity. A concern is that it could be defined too narrowly, leaving out -- once again-- people or aspects that are considered less relevant.

If this was the Alabama State Legislature mandating that all students in the University of Alabama system complete a Bible Studies requirement, our faculty would be up in arms. This is 100% an academic freedom issue, and that fact that many of our faculty agree with the ultimate outcome does not justify the means by which we are being coerced into doing it. If the faculty think that it is important to institute this requirement, then the faculty should propose and implement it, not the state legislature.

I object to the general idea of adding more specific requirements to GE. There are many subjects that are pet issues to certain constituents, but we should not open the door to more and more requirements. Why not adding a gender issues requirement or a sustainability requirement? Worthy issues both, but let's leave it to the students to choose their GE courses as much as possible. We are a university, not a high school.

I think it is very important to have as broad as possible a concept of ethnic studies to reflect the true nature of diversity in California as well as be up to date on current academic scholarship and research, which has largely moved beyond the limited, narrow model being proposed. Really, the narrow vision proposed here is very out of date with the scholarship, reflecting trends from the 1960s and 1970s more than today. Teachers and instructors should be given as wide a latitude as possible to teach ethnic studies given the specific and unique nature of his or her specific campus, community, or expertise. My graduate training at USC in the History/Ethnic Studies program emphasized the broadest possible conception of ethnic studies.

Just offer variations and alternatives without compelling students to sit through the class.

15. Do you have any other comments or suggestions? Please be as detailed as...

I believe knowing other ethnicities and culture is very important. However, forcing through as a course requirement on already overburdened students is a very bad idea. Even ethnic students think it's not a good idea. A better approach would be to have a mandatory session for incoming students. Also, I think it is more important for the school to foster a culture of respect and encouraging students to know other cultures and ethnicities.

The campus should be asked if they support an ES requirement, or not.

I'd suggest that Academic Senate at CSUF and statewide stop disrespecting Ethnic Studies and 75% of our student body and embrace the study of social justice for marginalized communities. You're making yourselves look a fool with your pushback.

Let's concentrate on preparing our students for careers no more political or social awareness and more math, science and English.

If the intention is to retain and graduate students, an Ethnic Studies CSU requirement would support that goal especially with regard to our first-generation students of color. The research literature is very clear in this regard (in addition to another host of benefits). This is why you see more and more school districts across the state (and country, e.g., Philadelphia, Connecticut) adopting Ethnic Studies requirements in high schools. It does not make sense that as a higher education institution we are lagging behind our secondary counterparts.

no

Ethnic Studies equip all students with necessary background about major populations segments, it must be a stand-alone requirement.

Yes. Add Differential Equations as a requirement for graduation.

It is high time for the CSU campuses and CO to vigorously push back against politicians trying to write the university curriculum. Academic freedom is being eroded to an almost totalitarian degree. If there is no push-back, politicians will soon proceed to tell us what to teach in our majors/disciplines/fields, reducing the CSUs to little more than high schools.

I feel that our students already solid options and requirements in Area D that already overlap ES. It is unnecessary to make this a requirement and instead should just modify appropriate courses in Area D to cover the learning objectives of ES.

Given the racial demographics of CSUF and of CA in general, we should redefine what a liberal education means in the 21st century. Ethnic studies should be core to a liberal education just as English, math, history, and science are.

I think it's great to add this sort of requirement as every student should be exposed to some form of ethnic studies in college. I would just like to know that the many faculty across departments who teach courses and material within ethnic studies, many of whom are outside formal ethnic studies departments, would be a part of the process of designing and offering these courses

I do feel that it's necessary to have student voice on this issue. We don't know how this will affect them, and it's not brought up at all in this survey.

I support our current faculty in Ethnic Studies and current curriculum there. I would support ways of keeping those programs funded.

A Q&A session explaining each option would be helpful. It's a good thing that we have many options on where this could fit. That shows how important Ethnic Studies is, connected to all facets of learning (Arts and Humanities; US History; Lifelong Learning; Cultural Diversity). I'm wondering if we should poll students. That might be powerful to see if they would like to take that course. Maybe a purposeful sample from a variety of courses across campus. I'm sure they'd like to give feedback. In sum: I'm all for this class (and want to take it as a faculty member -- maybe you could pilot it with us!). I'm less sure of exactly how it gets implemented as I'm still figuring out how universities work and affect students. Thank you!

It seems that Ethnic Studies should eventually take a more central position so that it doesn't continue to be on the periphery of a European lens which continues to dominate the narrative and everything else becomes its appendage. History, for example, is often what is referred to when we discuss the story of European movement, so what we are really saying is European History and should call it that. Unless, the category is History and all the courses under it are given a truer name to their course of study: European History, History of the United States, etc.

This survey is overly complex.

15. Do you have any other comments or suggestions? Please be as detailed as...

I am not convinced that this new requirement is needed. Whatever is done, it should not increase the total unit requirement.

There needs to be far more education of the campus re: what ES is, and what this proposal is, in order to be useful.

Who would be entitled--considered qualified--to teach such a course? Who would certify courses proposed to meet the requirement?

My ideal option: 1. Does not require an additional class so as to not increase time to graduation nor would students in high unit majors be exempt. 2. Does not place an administrative burden on professors teaching existing Ethnic Studies classes to get their classes GE certified. Some nice side effects would be if existing GE classes (say, an American History class) incorporated an Ethnic Studies perspective in order to fulfill this requirement.

Find currently existing classes that could satisfy ethnic/cultural studies requirement such as jazz or world music instead or creating new ones in a different department.

Two courses in lower and upper divisions are too much. One 3 units of low division course will be proper.

No.

There should be no Ethnic Studies requirement.

If this legislation is passed, its implementation cannot impact time-to-graduation. Replace existing units if you must, but do not create additional requirements above what already exists. The students in my department are already over-extended as it is. Adding an additional requirement on top of everything else will only adversely affect them and delay their graduation further.

I feel STRONGLY that the current GE requirements are broad-based and effective and should not be replaced for this study option. It should either be a separate degree, minor, or GE choice but NOT a replacement for the current GE requirements.

Don't really get what this class will cover exactly.

Students do not need this requirement

Ethnic studies should not be a CSU requirement.

These are good options to accomplish a significant goal! There will be collateral damage that needs to be looked at carefully with a genuinely holistic view of what students should learn while they are in a major university, a place of excellence!

It seems we would want to generate a proliferation of possibilities across disciplines

This is an absolute and utter farce on the part of the university. It is no more than academic virtue signaling, and a slavish devotion to a theoretical view of the world which has been rejected by many academics of all walks of life. How many people of color were actually on the committee for this? Will students of color be given a waiver for this requirement? Or do you presume to mask your attempts at indoctrination and reeducation by saying, "well, everyone takes a course in it!"?

I understand the need for a general introduction at the beginning of this survey, but that was framed in such an openly advocating manner, that it was hard not to feel that what this survey was designed to do was gather support for a viewpoint that has already been largely formed by the senate. it really didn't feel like a genuine request for feedback---and that's coming from someone who is generally in favor of an ethnic studies requirement.

We have faculty with degrees in Ethnic Studies who are teaching in American Studies, Women's and Gender Studies, and Queer Studies. Their courses should be part of this new requirement.

Note that "Ethnic Studies" is quite different from the concepts of "Diversity" and "Cultural Competence." very confusing

15. Do you have any other comments or suggestions? Please be as detailed as...

Why are we limiting the course to only four groups? In an age of "diversity and inclusion" this approach seems to be embracing just the opposite of what is trending. ES will exclude groups now and in the future who may feel "invisible". We need to keep the focus of the course fluid.

The University should take this seriously and we have a responsibility and mandate to make this course a new or separate one, and one that all students are exposed to.

This is such an important area for students to learn about. I hope you will find a way to let experts teach it and recognize how valuable it is for today's diverse society.

Given that ethnic studies is inherently interdisciplinary, and given that many of the approaches, methods, and concepts can be learned in disciplinary fields, I oppose adding an Ethnic Studies requirements outright.

I think adding units is ridiculous! You are stealing "professional/career" required training and replacing it by TRYING to cultivate a sympathetic view to others who don't "look like us." White privilege/racism. The original intention of the courses seemed to be to expose homogeneous people to the cultures that are more and more vital and PREVALENT in our country today. Also, international business is a reality, so understanding other cultures' experiences will help groom culturally-sensitive collaborators. I believe the intent as PRACTICED actually lets students of color explore their own reality and history...so may not be serving the expected purpose...unless you insist they take courses from without their own identified cultural origin.

The state legislature should never dictate curriculum to the universities no matter how "noble" the cause might see. That is an absolutely dangerous, reckless and historically ignorant precedent to set.

Should be a new requirement and not a replacement for or a fundamental redesign of existing requirements.

This should be left to each department to determine how best to incorporate the information.

It seems likely that, with an ethnic studies requirement in place, there will soon be demand for it to be joined by a gender studies requirement, and possibly other similar stuff. The change should be structured in a way that, when this inevitably happens, all the new classes can overlap rather than adding a long list of additional requirements to the degree.

To have a true informed opinion, I'd like to see pre-existing pros and cons with the current options.

Keep the legislature out of the curriculum. You do NOT want them in there. Once they are in there, if you were worried before that we were simply producing the cubicle workers of tomorrow, today, you ain't seen nothing yet. Once the legislature gets into curriculum, we will be doing job-training. "Ethnic studies" requirements will become "diversity training" requirements. "Gender studies" becomes "sexual harassment training." "Math" becomes "Intro to Excel." I think that we should do what we can to head off the legislature. I also think that people need to tell CFA to get the everloving \$*&# out of curriculum. They are playing with @#*&\$ fire. And we are going to get burned.

This should be an addition, not a subtraction from the curriculum. Profs need this training/education as well.

My understanding is that, by EO 1100, we are going to be decreasing the GE unit count to 48. So, how does that fit here. Also, have we considered telling the state to stop legislating what our students have to take?

Please do not follow overlay options.

In a nutshell, it is foolish to assume we can provide a rigorous ethnic studies experience by figuring out which existing category to smooch it into, or hoping that instructors with no background in ethnic studies can superimpose some learning outcomes into their syllabi and do anything like a rigorous treatment of the subject. We need to hire the faculty that can truly deliver this curricula, insist that a disciplinary degree is necessary to teach it properly, and make it a meaningful requirement but not an overlay.

There are a variety of distractions in education. First, there is an absurd focus on graduation rates that completely ignores the issue of the quality of an education. Indeed it is arguable that such a focus actually decreases the quality of an education. We have been threatened with a cut to our budget if we do not increase the pass rate for our students. That makes it the obligation of the faculty to pass the students, rather than requiring students to exercise discipline and work hard. Until we focus on providing our students with a quality education, the kinds of classes that we offer, including the topic of those classes, is of secondary importance.

15. Do you have any other comments or suggestions? Please be as detailed as...

Don't do any of it. Adding an ethnic studies requirement will further water down an already thin curriculum.

N/A

It appears that the CSU does not have a solid idea of what is already being taught in various departments. I suspect we already have many classes that meet this requirement. I also think that if an Ethnic Studies class is an elective the student population will self-select into those who are already interested in culture studies and cultural competency. If it is a required course, it runs the risk of only serving to increase the "ethnic fatigue" that some of our "dominant culture" students may be feeling, negating the value of the class at best, increasing anti-ethnic feelings at worst.

Issues of oppression do not exist in isolation. They must be explored in a holistic manner and connected with all disciplines (e.g. Education, Science, Business and Economics, Communication, etc.) The correct place to address these issues is within the capstone for each degree. Ensure that students understand how issues of oppression manifest in the workplace and how these issues can be addressed.

Hire people from the marginalized communities to teach about the subject matter. Require all instructors regardless of their subject to participate in diversity training.

Institutional research should be involved to best understand (or at least try to predict) the impact of each option. Making an informed decision is difficult without information on how this will impact graduation, attrition, time to degree, and enrollment.

End of Report