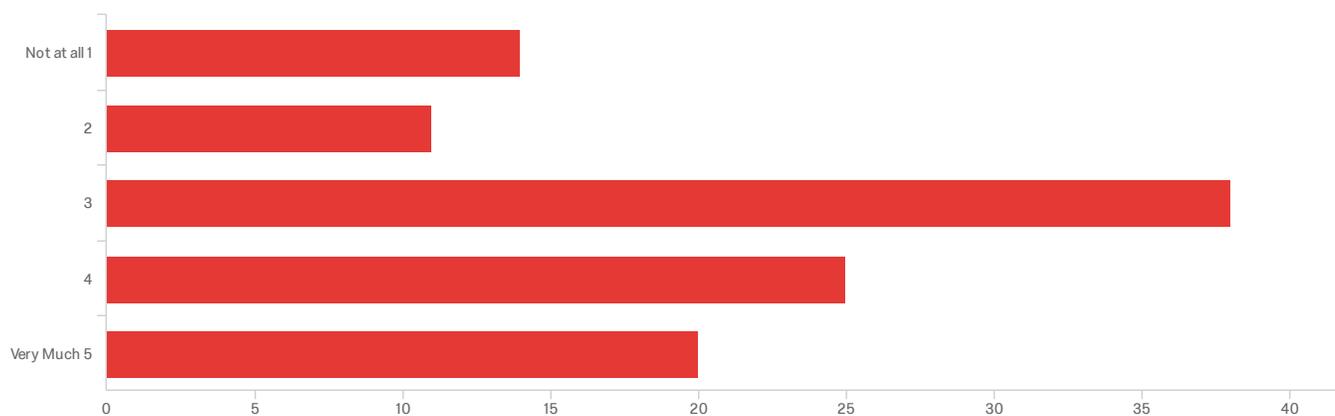


Default Report

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

October 20, 2019 5:12 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	4.98	1.77	3.15	108

#	Field	Choice Count
1	Not at all 1	12.96% 14
2	2	10.19% 11
3	3	35.19% 38
4	4	23.15% 25
5	Very Much 5	18.52% 20
		108

Showing rows 1 - 6 of 6

Q8 - Comments on suggestion 1?

Comments on suggestion 1?

It would be much more practical to broaden the existing learning objectives to allow for courses focused on, or inclusive of topics about, Ethnic Studies to be included in area D and Overlay Z. Narrowing the learning objectives would restrict a curriculum structure that already suffers within the CSU. Departments are often reaching to fit into certain subareas and courses are not required to fit into the unit requirements of certain GE categories. Instead, this would corner an area of general education. While Ethnic Studies is important in our evolving society, attempting to narrow learning objectives seems reminiscent of recent general education changes to areas involving history courses.

SLO should be aligned with the mission of Ethnic Studies and should be created by Ethnic Studies and Interdisciplinary Faculty.

General education has the word "general" in it. It is meant to be less specific.

Please leave this to the individual's discretion, or a requirement based on something that is relevant to Ethnic studies. Some of us just don't care to study this, and it just costs more money.

Align with GE and make it mandatory or a foundation course for everyone to take like HIST 110a/B

This should be a set curriculum with defined objectives and outcomes. Instructors would need to be trained and approved to teach this course.

What does "narrowly" mean?

How do you define "Narrowly" in this case? Are you saying that students need to accept and be able to repeat specific things in order to pass? In that case, no. Ethnic Studies was born to present a dissenting and unheard truth. That's why we need it. But students must be allowed to grapple with the difference before they can include this new information into their worldview. As they will start from different places, where they get to by the end will be different. We can encourage but not force that. I'd like to see students walk away with a great deal more awareness of our history, from perspectives they haven't encountered, and have a safe space to process and assimilate that. The SLO's should be about expanded depth of awareness.

Each course and instructor should have the autonomy and agency to define learning objectives. Alternatively, if broad overarching objectives can be agreed upon among ethnic studies faculty for the majority of courses taught, this might work.

How am I suppose give an opinion if you don't let me know what "narrowly" meant? Only show one side of the argument for many different topics (strong disagree)? Teach multiple view points of only a few selected topics(maybe)? Have only a few objectives and try to present different topics to fit that objectives (strongly disagree)?Also, what's the learning objectives? My opinion will varies depend on the objectives.

cultural competence is important for their career and relationships in the world. All ethnic and racial background can learn something about other groups experiences. A class is a better setting to have dialogue of issues as it has history, stats, and continuity to review topics and opinions.

Learning objectives should be detailed, not vague.

I feel this information would be beneficial to students.

Ethnic students teaches cultural competency. The topics should evolve and reflect political climates outside of the university and defining the learning objectives narrowly impacts the ability to evolve the courses with shifting political discourse.

I would recommend including a genetic/anthropological approach in addition to experience and culture. Genetic studies have proven that all humans are 98-99% related and that genetic differences are stronger within populations than between populations. This approach would reinforce the notion that distant, "foreign" populations are virtually identical to your own and that racism is a socially constructed fabrication that has no basis in biological reality.

these questions are confusing, its not clear what is being asked

I agree with this. If defined too broadly, assessing the objectives will be too hard. Additionally, we want to avoid any class from being included in the requirement. We have a similar situation currently with HIST 110B satisfying the cultural diversity requirement. Allowing the subject matter to become too broad will diminish the impact and intent of the requirement in the first place.

Too narrow and it loses the differences in the experiences of different ethnic backgrounds. For example, people from Mexico may be treated the same as people from Peru by many non Hispanic people, but the way people from one Hispanic country treat those from another Hispanic country can be very different and contribute to an increased negative experience for those who are treated as "less than" someone from another country might be. Another example is how people of various percentages of Native blood compared to non-native blood are treated by other groups.

I agree that "ethnic studies" differs from concepts like diversity, inclusion, and equity as ethnic studies is a more of a discipline that trains individuals to think and conduct research from the perspective of communities of color.

Set the standard from the start. Too much freedom for interpretation will dilute the course content. There is a severe need for Ethnic Studies, in support of the effort we need to define clear objectives early on.

Narrow definition of learning goals to support new graduation retirement does not seem purposeful. On the other hand it would make implementation easier.

By using the term "narrowly," I hope that the understanding is that the course will be derived from the ethnic studies department and not given a variety of other courses that can be applied. Perhaps, avoid overlapping with other courses.

Narrowly defining learning outcomes seems like a counter productive measure that will invalidate any goals implementing a new requirement would need. Seems like it would trivialize the outcome and not result in buy in.

too broad or too narrow?

N/A

At the end of the day, learning objectives should align with University goals and outcomes.. Also, "Ethnic studies" can very much be aligned with diversity and cultural competence, as can and SHOULD all other fields of study.

There should not be strict learning objectives within a required course; rather, each discipline should define their own learning objectives, whether that be narrow or general/broad. In this way, they can serve the population of students they are teaching in whatever way they determine is best.

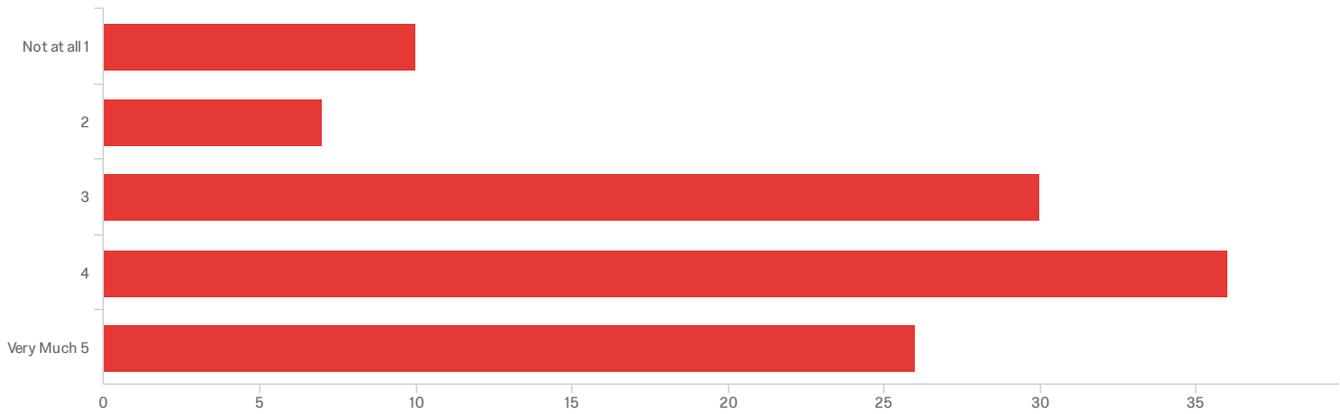
Hardly any objects are narrow. They usually are an "overall this is what you will get". If it's so narrow that I can Google the answer, there's no point in taking the class.

There is too much information to cover in what I assume will be a one semester class. An approach that is more broad will allow for time to hit many salient points.

It would be good to keep the learning objectives general enough so that those from various disciplines can see the value in the requirement. If the learning objectives become too narrow, then it might seem esoteric to students, especially if they're coming from fields in which requirements such as ethnic studies are not traditionally used/appreciated.

Example?

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	5.38	1.64	2.68	109

#	Field	Choice Count
1	Not at all 1	9.17% 10
2	2	6.42% 7
3	3	27.52% 30
4	4	33.03% 36
5	Very Much 5	23.85% 26
		109

Showing rows 1 - 6 of 6

Q10 - Comments on suggestion 2?

Comments on suggestion 2?

While having involvement from disciplinary faculty is necessary, having disciplinary faculty define the learning objectives could introduce bias. Completing this work through a special committee or collaboration through multiple committees would better maintain a democratic process. While this is an emerging discipline and considered to be a hot topic by many, giving the discipline too much power could very well underestimate the message that established Ethnic studies as a discipline. Allowing others to be involved would introduce opportunities of understanding and inclusion for all.

Both ETHS Faculty and related fields should be able to define SLOs.

NA

ALL ESO Faculty must be in the same page, all AFAM/ASAM/CHIC FTF and PTL must have the same syllabi for their foundation courses, use the same books, teach the same thing to all students and make sure all the objectives and goals are met.

Disciplinary faculty will always be biased and therefore the learning objectives will be also. This could also become a political competition for survival of their departments.

What is the purpose of the ethnic studies course? How would students benefit from taking this course? Is the course a single class (only one option) that all students would need to take? Are there several courses they can choose from but are required to take one class to fulfill the requirement?

I lean toward this, but believe that the University is ultimately responsible for what we are presenting to students. Disciplinary faculty should create the SLO's, and the University should be able to provide feedback, to be sure that the end result matches our mission.

If you do that, then depending on who teaches the class will depend on the outcomes and objectives. That can create huge confusion.

I'm unsure what "disciplinary faculty" is. It would be extremely helpful to include definitions to technical jargon used in survey questions, or use more general terminology.

Because ethnic studies is interdisciplinary, and the issues cross cutting, I'm not confident that is necessary. However, I appreciate that this provides agency and autonomy to define learning objectives per course and per instructor.

though they can be consulted for opinion, if they are selected is for their disciplinary approach. it changes the intent of knowledge and curiosity to prevention and fear.

Involved the people that will benefit from the study.

I do not know enough to have an opinion on this method.

They are experts in this field. They should be able to help define learning objectives and be consulted when learning objectives are being changed.

This makes absolute sense. These faculty are the experts, so they are the most qualified. Our students deserve the best from the experts. Additionally, incorporating these faculty into the process would mirror the inclusivity this ethnic studies requirement touches on. Without their involvement, the requirement becomes a box to be checked and the students will see right through it.

Not sure

Those who are trained in ethnic studies research and teaching should absolutely be leaders in defining the learning objectives.

Comments on suggestion 2?

Make it clear what the goals of the requirement are, what a student should take away from it. That helps with buy in and makes the requirement feel important and not just another barrier for students to overcome.

variety of opinions

N/A

Yes to disciplinary faculty however other constituents should be involved, including staff and administration, students, etc.

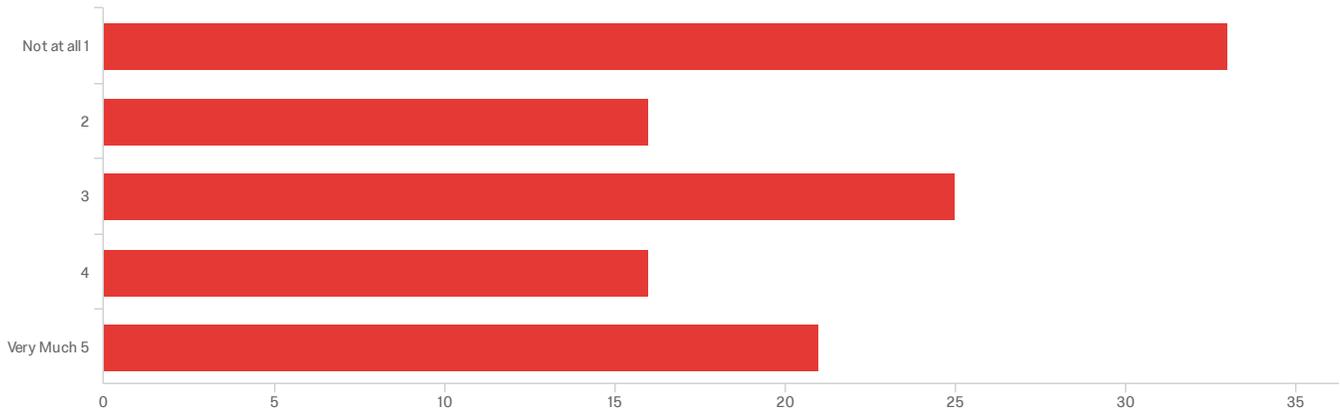
I agree with this, as the faculty are interacting with students on a day-to-day basis and are best suited to come up with the most effective learning outcomes.

It should be experts on the subject defining learning objectives, but please choose faculty that aren't so caught up in themselves that they make anything more complicated than it should be to try to seem smarter than they are.

All faculty should be involved. Leaving the definition of a class with such overarching topics should have the input of many faculty. Plus more faculty input will allow for more experience and observation of a wider scope of students.

It is important to have disciplinary faculty's input on the matter, but having a broader range of perspectives from faculty in other fields might be beneficial as well. Sometimes faculty can be too immersed in the bubble of their own fields and may not always communicate their field's ideas and goals in a way that those in other fields find clear or relevant.

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	4.19	2.27	5.14	111

#	Field	Choice Count
1	Not at all 1	29.73% 33
2	2	14.41% 16
3	3	22.52% 25
4	4	14.41% 16
5	Very Much 5	18.92% 21
		111

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Q12 - Comments on suggestion 3?

Comments on suggestion 3?

My score is neutral because it depends on the existing curriculum and what the ultimate goal of the discipline is. Ethnic Studies programs have not been known to produce many graduates. This doesn't seem to be for any other reason than the lack of opportunity post-graduation. Students and the general population pursue degrees and programs that provide job-specific skills. While this discipline is important, the issues and topics are so specific that it may not be a good fit for the lower-division curriculum. Students are required to master reading, writing, and math first and foremost. Would this be an overlay or included in a specific area? How would it be maintained to sustain general education as a pedagogy?

In many cases, our transfer students pursuing 120-units degrees fall short for their 40-unit minimum upper division coursework. An option would be needed in order for them to earn upper-division units in this GE area.

Introduction to ETHS courses are already created for the 100 level.

NA

Make it intro/mandatory for all First time freshman and transfer students.

We need to consider transfer students and therefore it should also be open to upper division. This is one reason for upper division and there may be other reasons.

This should be a graduation requirement not in GE but in addition to the upper division writing requirement. There should be an upper division writing component to this class to get a better idea of how effective this new requirement would be.

While I think there should be lower division options, it would be nice to also have upper division options, so a student can choose. They may have already had a lower division class, and would rather go deeper this time.

Why?

I don't see why this sort of requirement would need to be limited to lower division courses, specially if CSUF is tacking another requirement onto earning a degree from the University. It should be more flexible than not, specially if an ethnic studies course requirement is not a norm in the academic realm across the country.

Students should have the opportunity to take an ethnic studies course at anytime throughout their undergraduate years; they should also have the opportunity to fulfill this through a lower division or upper division course (depending on a course that is relevant, or of interest). I do understand, however, that by forcing students to take such courses early in their student life can help them to think more critically throughout their undergraduate years.

It should be up to the student to decide what level of study they want from a list of approved ethnic courses with lower and upper division options.

In a growing global economy and environment, everyone freshman to graduate benefits from learning about fellow human beings.

You've heard that? Really?

I feel it would be a good course to have students take in their earlier student years.

I think it is a great place to start, but there should be a wide variety of options to choose from.

It should eventually extend into upper division classrooms as well, but should definitely start early in the lower division.

Comments on suggestion 3?

This requirement will be implemented because as a leading institution of higher education, CSUF has determined it necessary in this day and age, including our nation's political climate. We cannot be sure other institutions feel this way. Allowing the requirements to be lower-division would allow students to take it elsewhere where we do not know the objectives of the class.

There should be an upper division option.

Ethnic studies should be available and accessible at all levels.

Upper division courses should be offered as well. Perhaps folks will gain more from the courses as they mature within their educational journey. Better understanding of ethnic peoples and struggles will lend to a more informed and aware workforce.

Misses the transfer students if this is a value important for all CSU graduates

Provide opportunity to implement new ethnic studies requirement through one of the upper-division general education requirement. Ethnic studies can and should provide higher-level of read, writing, and critical thinking that aligns with the upper-division general education requirements for students today.

Students would find it most advantageous if they take an upper division course in Ethnic Studies. This is important and will be of great use to these students since they live in California, and go to school in a highly "diverse" campus. As administrators, the University should prepare these students on how to navigate and work with a diverse community.

N/A

I believe many students in lower division courses should be allowed to explore courses that interest them and gain some level of competency in basic collegiate skills of reading/writing and processes of completing work through core subjects (English, Math, Science, etc.) and then, using their gained knowledge, be required to demonstrate understanding in advanced courses such as Ethnic Studies, where they can utilize their critical thinking skills.

I think people should get this class early on in order to be able to practice the tolerance they learn while on campus.

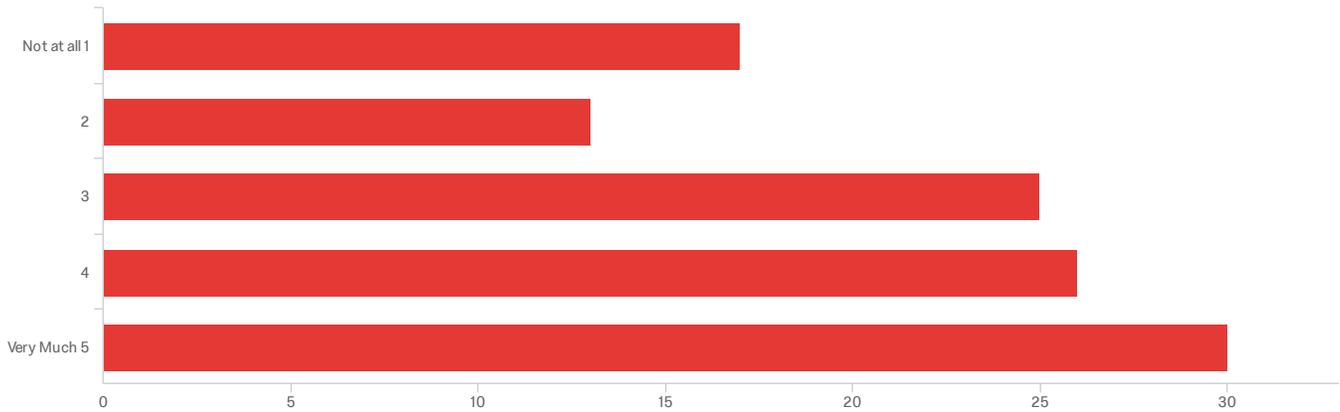
An intro to ethnic studies is appropriate for undergrad, BUT it can't be another class that is added as a requirement to graduate. It needs to be added as an option to a section of a current requirement. You can't hold students back longer to graduate and make it more expensive by adding another requirement.

This should be a class that is required on the same level of most GE classes and would work better in giving essentially new adults a foundation for dealing with people who might have previously been outside their limited scope of living.

I don't see why the limitation is necessary. Some students may want to delve more into these issues and may find the lower division classes unchallenging or redundant to what they have already learned/experienced.

Ethnic studies is also valuable for graduate students. Will provide a more nuanced perspective on a variety of social, cultural, and political issues

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	5.05	1.97	3.88	111

#	Field	Choice Count
1	Not at all 1	15.32% 17
2	2	11.71% 13
3	3	22.52% 25
4	4	23.42% 26
5	Very Much 5	27.03% 30
		111

Showing rows 1 - 6 of 6

Q14 - Comments on suggestion 4?

Comments on suggestion 4?

The focus should be on events and the topics that have emerged from those events. While those events may be specific to certain groups, focusing on groups invites exclusion. Ethnicity is defined as the fact or state of belonging to a social group that has a common national or cultural tradition. While there was a clarifying statement as a preface to this survey, the focus simply targets to exclude one race, white. If there is going to be a true establishment of Ethnic Studies in GENERAL EDUCATION, the topic should have INCLUSION within general education and be INCLUSIVE of ALL regardless of the established focus. While the area of study is clear, specifying race groups in an evolving fight for political correctness seems rigid.

This is a good start but with so many international students coming from all corners of the world, we should expand as much as possible. Maybe a good way to increase enrollment in RLST coursework focusing on Islamic and Jewish studies?

This is the mission and core of the field Ethnic Studies. To focus on any other group would be a more specified field and no longer in line with ETHS field and should not be called it defined as an ETHS course.

This removes many people groups in terms of diversity.

Agreed, Ethnic Studies should include all of those inclusive identifying cultural and racial groups.

Although all of the above need to be included, there are many more struggles that need to be addressed. It should be broader.

All four of these group are apart of America's history and all are contributing to making a better future for America. I strongly agreed, Latino Americans, African Americans, Asian Americans and indigenous people should always be part of the Ethnic Studies.

Our University's primary focus is diversity and inclusion so is it possible to create a course that focuses on those four groups in one class? There are more than those "traditional" groups that exist within our society. What material will be covered in this course? Stereotypes, statistics, contributions to society?

I disagree. This is another way of marginalizing people. "You are of color, but not the right group, so we're not talking about you right now." Definitely the course should include the "traditional four" groups, because they have large numbers, but it should not be limited to that. Students should also learn about some of the very diverse communities we have in America that they will not have heard of, if they don't live in a specific area. The end result can be about awareness, appreciation, and equity for all.

Looking into what subgroups are within the traditional four groups.

If the University is about being inclusive to the point of adding an ethnic studies course requirement to graduate, why in the world would it be limited to "the traditional four groups"? This would be a bit of a contradiction, specially for the other racially diverse students we have. "Why is my group not covered?" - Middle-eastern Student Considering our country's (military) dealings with countries in the Middle East, I can't really understand why this ethnic group would be left out of this ethnic studies requirement to graduate. I'm really surprised, as an Alumni, that this is happening. I love our ethnically diverse culture here and my ethnically diverse group of friends, but I think requiring a course to graduate is a bit overkill.

The study of Whiteness is also important. American Indians might be assumed in the "indigenous peoples" category--but using this broad category may simultaneously erase American Indians from the dominate U.S. narrative.

they are the broadest categories of diversity in America, so their knowledge it's helpful. Unless the university has a course well-researched with Academic resources or a prominent faculty in the subject of another ethnicity, then the top four categories are sufficient.

The possibilities are endless in this digital era. Do not limit the content, keep it as an open window to showcase and create awareness of any existing groups.

I am a fan of a broader approach and think there should not be limits on groups focused on.

Comments on suggestion 4?

Yes, however, connecting these groups to wider global population movements will again provide more context.

I think there should be more ethnic groups represented since those four listed are also perceived as racial groups too. The more we include a variety of ethnic groups the more people and society will view ethnicity as fluid. We should include Italians, Muslims, Middle Eastern. I may not be identifying groups correctly, this just speaks to my limited knowledge on the topic.

There should be the addition of

I trust the faculty to create objectives and teach on aspects of intersectionality and even transferrable concepts that may be present in other communities not listed above. These populations are incredibly diverse and a class involved these populations can cover sub populations.

I agree that time is limited so it will be hard to cover everyone. Greater focus should be on the traditional groups. I'm not sure if Southwest Asian groups (traditionally known as Middle Eastern) is considered as part of the Asian American group, but I feel that they should be included. Significant mention should be made of the non traditional groups as well.

ABSOLUTELY! History is very European based in the K-12 system. It is time to focus on the people of color in the US and how their journey has shaped American culture and the country overall. Also, we need to do a better job of informing folks of actual struggles of the past and present.

It should focus on underrepresented and minoritized communities, HOWEVER, we cannot put together communities/groups into one group as it continues to erase the histories of these communities that are too often overlooked. For example, all Asian American, Pacific Islander, Desi American communities (e.g. South East Asian, SWANA) have very unique and differing histories, values, and experiences both abroad and in the U.S. -- it is IMPOSSIBLE to be able to cover all of these experiences in one "Asian American" group topic for a class.

exclusively?

I think that these can be the primary groups of focus, but Ethnic Studies should not be limited to only these four groups.

"Ethnic", or the study of race, also includes the White race and every other race and ethnicity. I think we should be studying concepts such as White fragility, the history of racism, etc. These studies should of course align with the "focus on the experiences and perspectives of people of color".

I believe the course should focus mostly on the traditional groups, as indicated, but allow at least 25 percent of each course to go outside the scope of traditional groups, to include other ethnicity groups, such as Pacific Islander/Native Hawaiian, White/European, and Jewish ethnicity (outside of the religion), as well as any others that are more and/or less represented in society.

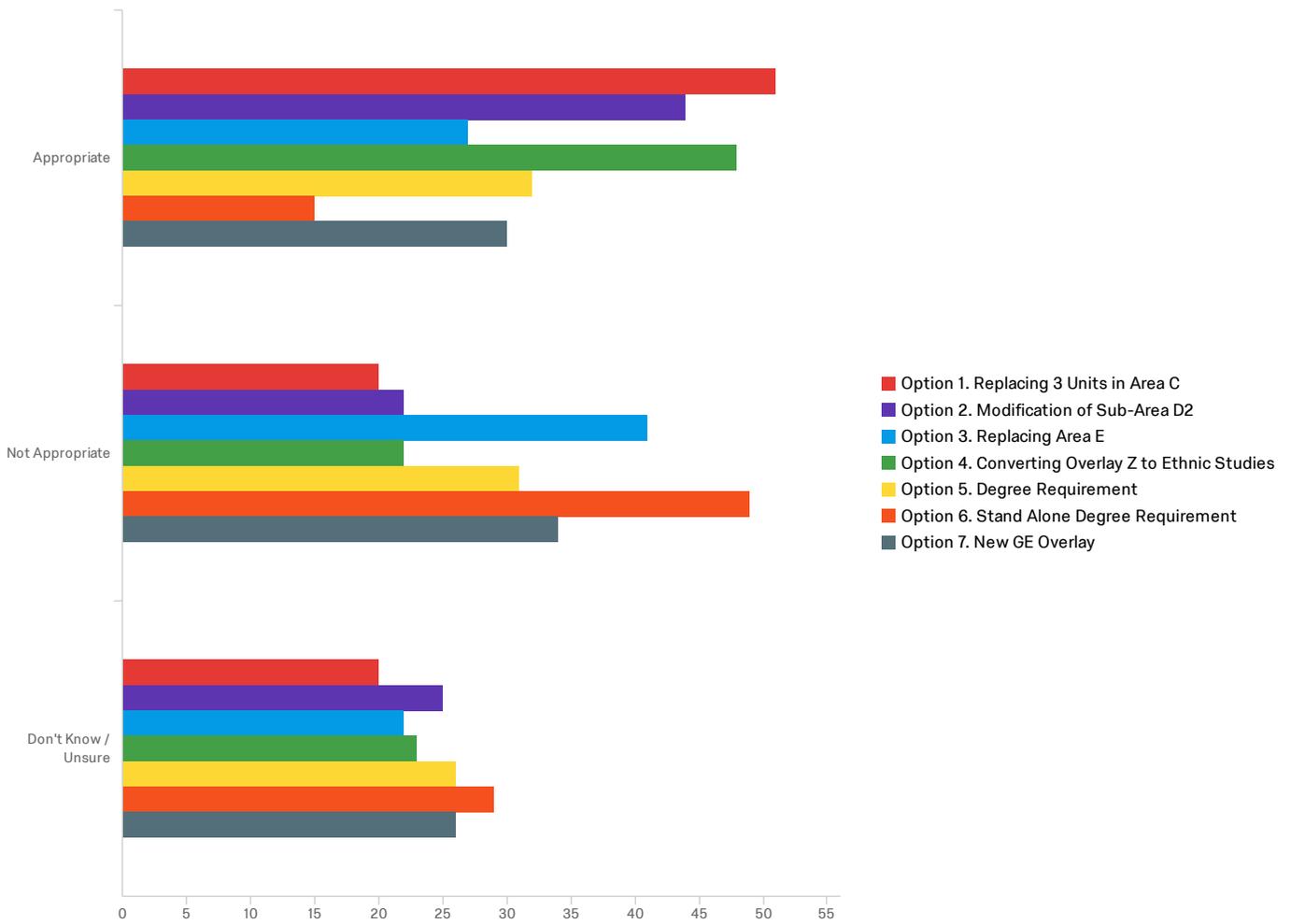
We already have studies of these groups (Chicano Studies). Why would you add another class with a slightly different focus? Why can't it cover various groups to be like a comparative class instead of only studying one group?

It's a start I suppose, to narrow the focus. But the issue I see in real life is that Americans don't have much exposure to how life is lived outside the United States. I learned about other cultures by traveling to those cultures. I can see limiting the study to how their peers born or raised in America might have different experiences due to having parents born in other countries might behoove their peer group relationships. Is the goal of the class to broaden the exposure to different cultures or to encompass what having parents or grandparents from other countries does to impact their American children.

Would Pacific Islanders be lumped in with another group or would they be excluded altogether? Also, how would groups such as Afro-Latinx be handled?

Can also focus on issues affecting the "global south" including Palestine, Syria, and other areas in the middle east

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

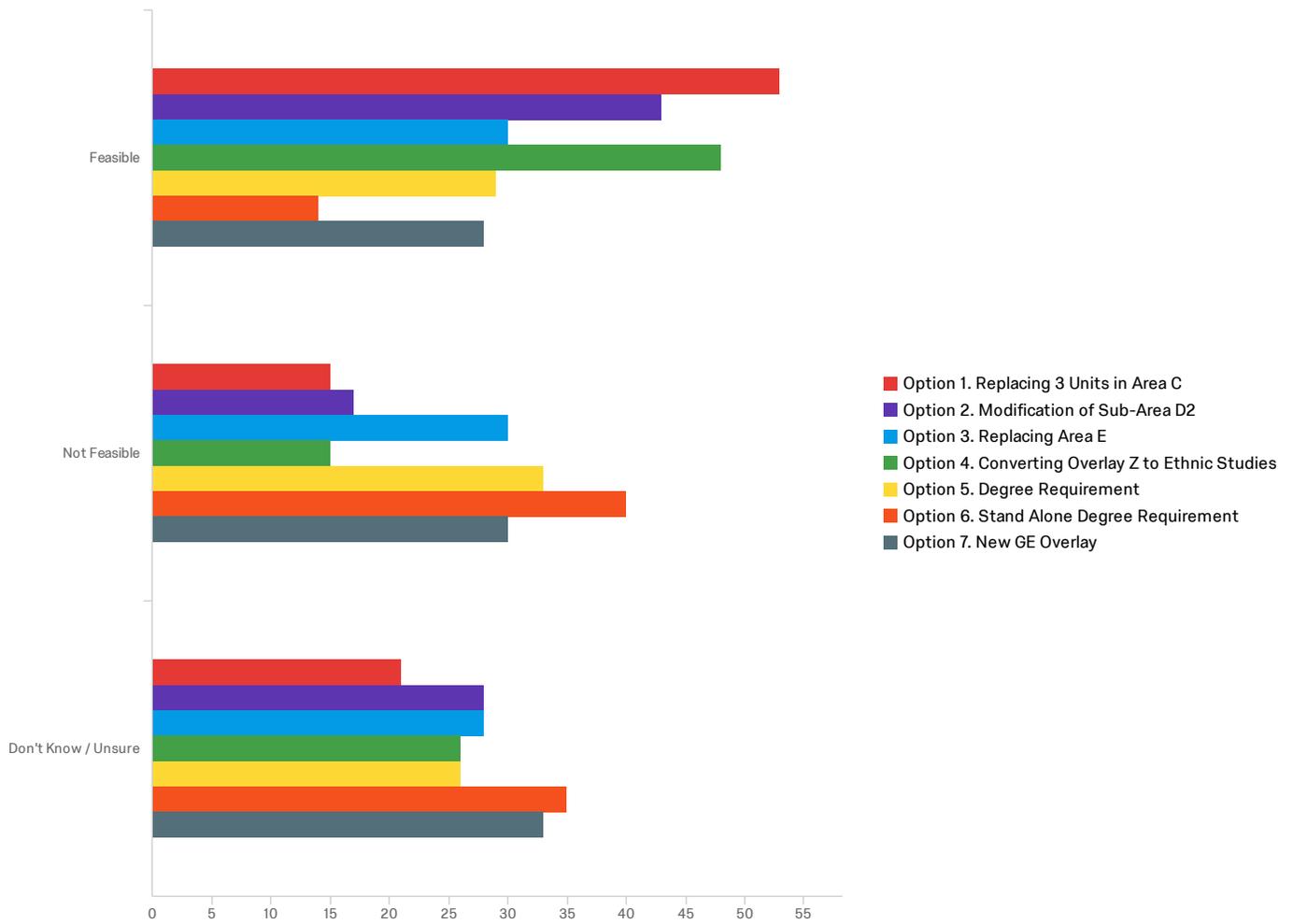


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Option 1. Replacing 3 Units in Area C	1.00	3.00	1.66	0.81	0.66	91
2	Option 2. Modification of Sub-Area D2	1.00	3.00	1.79	0.85	0.71	91
3	Option 3. Replacing Area E	1.00	3.00	1.94	0.74	0.54	90
4	Option 4. Converting Overlay Z to Ethnic Studies	1.00	3.00	1.73	0.83	0.69	93
5	Option 5. Degree Requirement	1.00	3.00	1.93	0.80	0.65	89
6	Option 6. Stand Alone Degree Requirement	1.00	3.00	2.15	0.67	0.45	93
7	Option 7. New GE Overlay	1.00	3.00	1.96	0.79	0.62	90

#	Field	Appropriate		Not Appropriate		Don't Know / Unsure		Total
1	Option 1. Replacing 3 Units in Area C	56.04%	51	21.98%	20	21.98%	20	91
2	Option 2. Modification of Sub-Area D2	48.35%	44	24.18%	22	27.47%	25	91
3	Option 3. Replacing Area E	30.00%	27	45.56%	41	24.44%	22	90
4	Option 4. Converting Overlay Z to Ethnic Studies	51.61%	48	23.66%	22	24.73%	23	93
5	Option 5. Degree Requirement	35.96%	32	34.83%	31	29.21%	26	89
6	Option 6. Stand Alone Degree Requirement	16.13%	15	52.69%	49	31.18%	29	93
7	Option 7. New GE Overlay	33.33%	30	37.78%	34	28.89%	26	90

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	1.64	0.84	0.70	89
2	Option 2. Modification of Sub-Area D2	1.00	3.00	1.83	0.88	0.78	88
3	Option 3. Replacing Area E	1.00	3.00	1.98	0.81	0.66	88
4	Option 4. Converting Overlay Z to Ethnic Studies	1.00	3.00	1.75	0.88	0.77	89
5	Option 5. Degree Requirement	1.00	3.00	1.97	0.79	0.62	88
6	Option 6. Stand Alone Degree Requirement	1.00	3.00	2.24	0.70	0.49	89
7	Option 7. New GE Overlay	1.00	3.00	2.05	0.82	0.67	91

#	Field	Feasible		Not Feasible		Don't Know / Unsure		Total
1	Option 1. Replacing 3 Units in Area C	59.55%	53	16.85%	15	23.60%	21	89
2	Option 2. Modification of Sub-Area D2	48.86%	43	19.32%	17	31.82%	28	88
3	Option 3. Replacing Area E	34.09%	30	34.09%	30	31.82%	28	88
4	Option 4. Converting Overlay Z to Ethnic Studies	53.93%	48	16.85%	15	29.21%	26	89
5	Option 5. Degree Requirement	32.95%	29	37.50%	33	29.55%	26	88
6	Option 6. Stand Alone Degree Requirement	15.73%	14	44.94%	40	39.33%	35	89
7	Option 7. New GE Overlay	30.77%	28	32.97%	30	36.26%	33	91

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?

This would have an extremely negative effect on the currently available list of courses. Course Retirement could force many courses in subarea C.2 out and has a high probability of negatively affecting enrollment. The other downside would be to include the courses only to have them removed due to the already current trend of zero enrollment.

Since students with fall 2019 catalogs currently need 12 units in area C in C.1, C2, and C3 (9 total). The remaining 3 units can easily be limited to an ETHS course.

Would not recommend

Good, students can graduate sooner!

This would be the best option if the requirement is going to be GE. Title V requires 12 units so it would be C.1 ART,C.2 HUM., C.3 UD ART/HUM, C.4 ETHNIC STUDIES COURSE. This would not be unlike CSUF's previous requirement of World HISTORY. It would not add any additional units to the GE pattern or to the total units for graduation.

Just an okay option, there are little enough of the arts and humanities in our so called "general" education, limiting it even further isn't desirable.

I believe this will allow students to have more options in general education requirements.

With the GE pattern that begun with Fall 2018, students must choose a second C1 or C2. It makes sense that instead they could take care of this requirement, and if the class includes direct- source literary works, it fits the overall category. The downside is that the options would be fairly limited and lower division. Make sure it's a great, comprehensive class. Also, include it in GE certification or as a graduation requirement (Like American Gov and American Hist) so that certified people who haven't had it, won't get to waive it.

I support this one more than most others probably, besides option 4. Students can fit it into that 12 unit requirement they have without having to add more classes to their load, or get a waiver to waive this new requirement - that's more administrative work for the university and another thing students have to do.

Ethnic Studies takes an interdisciplinary approach; it would be too limiting to have the required course housed in one particular discipline.

Arts already teaches us something about the culture but art should be open ended; thus, should not be replace with course that has objectives that will effect how student view art works.

Appropriate because area already contains Humanities components

Not appropriate in Area C

Lots of available options in C to include this new requirement

This option seems pretty simple and would be easy for students to understand.

It's great; gives students a variety of courses to choose from to earn their GE.

This option sounds fine and doesn't limit or reduce possible important options to students.

I think this is a great option. It is not vastly changing the GE requirements and will not cause a lot of confusion within the TDA.

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

This makes the most sense as Catalog Year 2019 currently has 3 units in C.1, 3 units in C.3, 3 units in C.3, and 3 additional units. By defining the ethnic studies in this area, it will help make area C less confusing for students and for advisors who will need to learn a new GE pattern.

I think is one of the best options listed as it does not require an increase in units and may be easier for students to appreciate the information in the Arts & Humanities fields.

Not a fan of this option.

With the present GE pattern this makes the most sense. C1=Arts,C2=Humanities, C3=Upper Division, C4=Ethnic Studies which currently has a 3rd course from C1or C2. Area C could be changed to Arts Humanities & Ethnic Studies. There could still be options for Z overlay. May not reach transfers. Community colleges would need to incorporate the same pattern.

Many students complain that they are taking courses in Area C that does not interest them. It would be manageable and less strenuous on students to replace 3 units in Area C.

This option seems like the most manageable. It will intentionally use some units that are already required from the students, but have to be met within the Ethnic Studies division.

It seems to make sense.

These 12 units are important and should not be replaced.

Arts and Humanities are equally important and should not be replaced by Ethnic Diversity, which is also important. We should not trade one important subject matter for another.

This would be the easiest of all options to do. You can keep most of the classes that are currently offered and add Ethnic Studies options that can fulfill this section.

This is a good option. Culture is heavily influenced by art and humanities is a good general category to apply to people and the study of what influences them.

The division seems clear and students may have an easier time selecting courses if given the 1 art, 1 humanities, and 1 ethnic studies requirement. Ethnic studies seems to fit well in this area.

As an experienced advisor, I believe this option is wonderful for native students. However, we would need to consider waiving or modifying this requirement for transfer students. Additionally, this would require yet another catalog year modification and more training for all faculty and staff to recognize students who need this requirement.

This option makes sense since we already have an area that could be replaced starting with the Fall 19 catalog. The "Additional 3 units of C.1 and/or C.2" are can be converted to 3 units of ethnic studies.

Best option.

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?

While this may be a viable to some, this would have a negative impact on history courses. The history department on our campus has already been negatively impacted by recent changes in general education over the past 2 years. Modifying subarea D2 could force some courses out.

D.2 is not strictly pertain to ETHS pedagogy. Therefore, this will need an overhaul of currently existing courses.

Would need to make the requirements more like either current D2 class or ethnic studies will satisfy D2

N/A

D already has 12 units. Trying to add this class to the area would interfere with the US AND GOVERNMENT requirements which are important. D.1 Intro Social Sci, D.2 US Hist, D.3 Govern., D.4 UD GE.

I prefer idea of students continuing to receive instruction in the origins of the civilizations of the world and this would essentially delete that so I'm not in favor of that change.

What is an ethnic minority and how is that determined? Is it numerically or what was once considered a minority?

I don't love the idea of using existing courses and calling it ethnic studies. I'd like to see a course created, or existing courses looked at closely, to be sure they meet the objectives of this requirement. I'd like it to be more than the history of one group in America, and cover a wide diversity of groups in America.

I do not support this option at all. Americans already lack knowledge around the formation and history of our country. Learning the history of America helps us understand how we got to where we are at today. US history includes various ethnic groups considering the US is a, and often time referred to as, a melting pot of different ethnic groups. This option would essentially take away from a base of knowledge that will help students understand ethnic studies.

Ethnic Studies takes an interdisciplinary approach; it would be too limiting to have the required course housed in one particular discipline.

Good idea to provide full picture of history; good or bad.

Also appropriate because

Appropriate

Not as ideal as more limiting for students

This option seems like the simplest way to incorporate Ethnic Studies without there being too much change to the GE requirements.

History alone has been a stand alone subject for decades. To add an emphasis on ethnic studies may possibly overwhelm the semester curriculum - along with the instructor and students.

I believe the reallocation of the courses in this category would accommodate the Ethnic Studies course requirement in a more simplified way without the 3 additional units. This means that our partner community colleges should offer the equivalent courses that would articulate to the CSU.

Seems easiest to implement and would allow least disruption

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

I think this is a great option. It is not vastly changing the GE requirements and will not cause a lot of confusion within the TDA.

This is also a good choice since you have a good starting point with HIST 190/AFAM 190/CHIC 190/ASAM190. The concern here would be losing out on the opportunity for students to take a traditional history course or the ever popular AMST 201.

I think this is also a good option, since it tells American History in a more inclusive way - not just about white men, but about the various ethnicities that contribute to American culture and progress.

Ethnic minorities are part of what makes the US the US. Very integral to the development of our country

This already exists as an option with HIST 190 which was is cross listed with ASAM/CHIC, etc

Because the course is a highlight in Ethnic Minorities, modifying Area D2 is also reasonable and feasible as it may focus on the histories of the communities.

A very good solution. Having US History taught from the lens of an Ethnic Studies professor would be very beneficial to the students and their learning. Can certainly connect the role of other ethnic backgrounds to the progress made in the US.

Not sure about US History...

This is the most appropriate option.

I believe many of the courses in D2 (Introduction to Social Sciences; American History, Institutions, and Values; American Government; and Explorations in Social Sciences) can be modified to include Ethnic Diversity, however some would be inappropriate. Many courses should already include ethnic diversity as a learning objective if taught appropriately.

Professors would need to change their material to focus on Ethnic Studies, which is possible.

Studies of Ethnic groups in America seems specific to social studies and this is a good category for inclusion.

It is important that students learn about history that focuses on marginalized groups. However, with the way this category is set up, students already get a very generalized history/civics education. It might be more beneficial to leave this as is and modify other GE areas.

Ethnic studies extends beyond American history, and should be taught from a world view. It should also be recognized as a critical subject area that relates to all aspects of life.

This options would work as long as we are willing to replace the existing courses in that area with new approved ethnic studies courses.

This seems to be the best fit and most appropriate option.

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

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

This would cause havoc as the courses that currently exist in this area are many and the practicality of this is low. Having seen enrollment numbers and existing GE program issues, this would modify curriculum in an undesirable manner.

Again, this would be a complete overhaul of life learning and self development.

Not a good idea

GOOD

Area E would also be a good place to put this class, the problem is that this area is on the CSU certification and will most likely be done when transfer students come over. This would mean that they would have to do an additional GE. Although this area is the more generic area.

This is a unique category which shouldn't be eliminated.

Area E, the area of lifelong learning and self development, is CRITICAL and belongs in the GE pattern. (I wish students were required to take 6 units in it!) You can include ethnic studies courses within E, but students need to be able to choose from a range of topics. I strongly urge you to stay out of E, unless you are adding to it.

We already have a "cultural diversity overlay." Why would we replace something as important as the topic of Lifelong Learning and Self Development with something similar to what we have already? This option does not make sense to me.

The objectives for Lifelong Development are different than a required Ethnic Studies course and should remain separate.

People today need to learn how to develop strong "self" more than before. If they are unsure about themselves, how can they learn and respect others.

not sure, students can benefit from courses on self-development

Appropriate

I think there are topics available in E that are different than ethnic studies or diversity and useful to students. I would not want to take away this requirement.

This is one of my preferred options.

This by far is probably the easiest route to go with, if Ethnic Studies was a GE requirement. The variety list of courses would simply become wider if lower division courses were added. It would create a significant impact to the already established GE requirements.

seems hardest to implement and might cause lots of issues or unhappiness.

I think this is a great option. It is not vastly changing the GE requirements and will not cause a lot of confusion within the TDA. I prefer the options that allow students to take a mixture of either an upper or lower division course.

While this seems like a good choice, and making the argument that learning about different ethnic populations is a form of life-long learning, there are other very good class options for students that can contribute to their self-development. I would not want to see these courses abandoned. This will upset departments, faculty, and students who will now feel this ethnic studies requirement is forced on them, which does a disservice to the populations featured in these courses, and society as a whole.

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

I am not in favor of placing this requirement in this area at this time.

Lifetime learning allows many students to discover something they would not have if not required to explore the category.

Area E is currently too much of a hotbed with the recent GE changes

I understand Area E offers additional courses in GE area that will help the students in the long run, but a lot of classes often can overlap or be moved/added to another GE area. It may be more reasonable to replace and implement Ethnic Studies in this area because it provides room for students to grow via GE requirements that is considered "Lifelong Learning"!

The Ethnic Studies requirement should be a upper division to entice more critical thinking.

Area E seems like the most logical area to replace, the others are just going to add more confusion.

It's already a small and important category.

This is a feasible option.

Lifelong Learning and Self-Development focuses on the bigger picture and Ethnic Diversity would be a very narrow scope for this objective. Placing this course in this area would create a narrow vision for learning and self-development.

The least preferred that still doesn't make Ethnic Studies it's own requirement.

I strongly believe offering new students too many choices so early in the process isn't helpful. They tend to do better with a strong framework that is provided to them the first and second year. Choices like this can create unnecessary chaos in class decisions.

The lifelong learning area offers students the opportunity to learn about valuable life skills such as career and life planning, nutrition, stress management, etc. they may not get the opportunity to learn about otherwise. Replacing this might mean that students may never encounter these concepts in a higher education setting. Other areas seem more open for revision.

There would be an awful lot of pushback from faculty and academic departments who currently have courses under this category

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...

I would use the word Evolving over Converting. This would be a practical place to implement a requirement like this and would allow for existing courses to evolve the curriculum with little to no significant changes. If something like this were to be required, this would be the path of least resistance with minimal residual side-effects.

Overlays are not CSU required, but CSUF required and can add units towards degree completion and can cause confusion if students are not properly advised.

Overlay Z can encompass Ethnic Studies so this would limit and impede students

N/A

Z overlay is not usually an additional 3 units in the GE pattern. If Z is converted, would the Cultural Div requirement be eliminated? That is the only way that would work without raising the GE to 51 units.

I think this is the best option. Many students choose an ethnic studies course to fulfill this category anyway, so it is a logical step to convert this requirement to the new Ethnic Studies requirement, although some "cultural diversity" courses will be eliminated. Realizing that an ethnic studies course is not necessarily the same as a cultural diversity course, they are related and I believe it would most easily fit here and without yet another restructuring of the GE pattern having to take place. I don't think both categories are needed, they would overlap too much.

I think that students should learn about cultural diversities as well as ethnic diversities. Keeping both (and perhaps having a look at the classes and balancing them out across sections) will inform them better than reducing the amount and kinds of diversity they learn about.

Yes, this makes sense. Gives students options/flexibility in choosing courses, redefines an already similar area, and doesn't add more to the student load. This is probably the best option on here.

Might be the best category for a course replacement.

Pretty much the same thing to me so should have no problem.

Overlays are great! I gives the student the option to satisfy multiple requirements

Possible, however if this area Z is adding units to any degree, I will scrap it from the requirements to reduce classes that students have to take to graduate.

As shared Diversity is different then ethnic studies and should not replace but enhance this learning. I would not want to take away this requirement.

It may be feasible, but if this option were granted, Ethnic Studies courses in the other GE Areas should be removed.

I think this is a great option. It is not vastly changing the GE requirements and will not cause a lot of confusion within the TDA. I prefer the options that allow students to take a mixture of either an upper or lower division course.

This seems like an obvious answer, however, Overlay Z currently features diverse course offerings which include different religions, subcultures, languages, gender identities, and art forms. To make this section only ethnic studies would undercut the diversity of the populations we are looking to feature. This would undercut the idea of intersectionality and diversity as a whole in order to apply a very limited ethnic studies requirement. It would also create an "othering" effect with ethnic studies by containing these courses to this area.

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

There is an overlap in the goals of Cultural Diversity and Ethnic Studies, because hopefully either of these types of classes will encourage students to develop appreciation for cultures and viewpoints other than the ones that they were brought up to believe and trust.

It would work, but really, Cultural is not the same thing as Ethnic.

This is likely the best solution. Some courses offered in Z are not potent enough to fulfill the desired cultural diversity outcome. Since ethnic studies is a rich discipline, students taking courses to fulfill this requirement would ensure those desired learning outcomes are fulfilled every time.

This one is intriguing. May be the easiest to implement.

No. An additional cultural diversity class is necessary for today's students at CSUF to learn more about this topic in a broader sense. It can also benefit students in how they can interact with differing groups on campus with this course.

Less proactive to a person's education if the Ethnic Studies course option can overlay.

Since this area can be overlapped with an another GE (Ex D.4/Z* approved classes) replacing it adds to what a student would need and seems counter productive to the goal of removing barriers to graduation. its essentially just adding another GE class.

seems reasonable

I think area Z is important and should not be replaced.

Similar to converting Arts and Humanities, I feel converting Cultural Diversity to Ethnic Studies will hinder student options to study other issues of equal importance, such as gender, race, sexual orientation, religion, class, and other distinguishing features, outside of ethnicity.

Similar fields, so it wouldn't be too bad to replace/change the focus on the new classes offered.

I don't understand why the information for Ethnic Studies isn't already covered by Cultural Diversity. They seem like two sides of the same coin. This is a good category since it already exists in scope and would need the least modification.

I feel like many people might already think that having a cultural diversity requirement and an ethnic studies requirement is redundant (even though the two ideas are separate) so I assume that most people would favor this option.

This could work, and would be the least disruptive to our current GE structure.

Ethnicity is not the only way people define culture, so this should not be done. Culture expands beyond ethnicity to age, location, sexuality, gender, religion, and disability.

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

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

There are already various programs that push the limits on the established 120 unit requirement set by Title V. Business, Art, and Engineering & Computer Science programs would have a significant amount of work to do in order to accommodate for this and the timing would not allow for such changes to be implemented based on the requirements set forth by the legislature.

This would be the most straight forward manner of requiring an ETHS course. If the mission is for all students to receive an ETHS education and to be required to take an ETHS course, this would show that the university is backing up this mission by requiring all students take an ETHS as part of their CSUF degree, not as part of GE or major requirements. But as a stand alone CSUF requirement.

Would not recommend

N/A

Options 5 could work... it keeps it out of specific disciplines. With the new GE pattern and being able to use courses in the students major to meet GE areas, adding a Category like the UDW course would work without raising the degree requirements. An example would be BFA because of the cross over an ART student can complete all degree requirements with 40 units of GE; 81 units of Major = 121 the student will still need 12 more units of elective to meet the 132 requirement. Let's just make 3 of that Ethnic Studies.

Don't care for this option; the Ethnic Studies requirement should be included in General Education, just as the statutory requirements of American History/Institutions and American Government, are included in GE.

Options 5 and 6 seem very similar. The point of General Education is to share the things we feel all educated people should have a grounding in. This requirement belongs there, not separate, and should not be something a high unit major can opt out of.

Maybe - weighing a lot of options at once isn't easy.

Allows students flexibility while allowing them to graduate on time.

Information are spreading wider and faster than before. It is important that people learn about different culture and ethnic groups so they will not feel confused or hostile against news or happenings involving a different race. People fear what they don't know. But should we force student to take more classes and possibly cause them more financial problem? Not sure. Maybe it's a better idea to teach this from elementary through high school. So they don't need to learn it in college.

no, it extends attendance and cost for students

Yes, but without adding units to the required for graduation.

easy to add as it can double count does not add time to degree

No - this option may impact a lot of students are on a specific degree program, with set courses to take every semester.

I feel like at this time it might be counterproductive to having students graduate in a timely manner.

I think this is a great option. It is not vastly changing the GE requirements and will not cause a lot of confusion within the TDA. I prefer the options that allow students to take a mixture of either an upper or lower division course.

This would work for lower-unit majors and would only create a precedent for students to want to "get out" of the requirement, whether able to do so or not. This will create an animosity amongst the students because they will feel like they "HAVE" to take the course.

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

I would be concerned about how certain majors would be able to meet this requirement within the major courses, versus having it be part of General Education requirements.

I'm fine with that option.

No - additional requirements will complicate the existing requirements for students across majors and affect their time to degree.

Since general education lacks a focus around Ethnic backgrounds, this option would make a positive difference in the learning that happens at CSUF.

Overcomplicates the already complicated TDA.

Yes

This is a feasible option.

You could also have this double as a writing course and/or a research course.

This appears to be a feasible and reasonable option.

NO! Why would you make it a requirement that only prolongs how long students will be here and be more expensive to students?!?!?

I strongly believe offering new students too many choices so early in the process isn't helpful. They tend to do better with a strong framework that is provided to them the first and second year. It could work better for upper division coursework requirements and provide a 'look back' approach for students who have already had experience with a broader group of cultures. Not my first choice but adequate if the only option.

This may be difficult to implement for certain majors.

Students and academic departments may push back initially, since this would sound like an "extra" elective-type course requirement if it exists outside the GE program

Students already have a hard time completing their current degree requirements in 4 years. Adding more units will not help advance any of our graduation initiatives. Also, overlay areas already cause a lot of confusion among students. Adding more overlay areas will only make the degree audit harder for students to navigate.

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?

Absolutely not. There are already programs that do not monitor hidden requisites, writing requirement, and GE requirements. Option 6 would quantify work for offices that implement with a significant probability of introducing the straw that will break the proverbial camel's back in relation to program requirements pushing the limits as they currently stand because of the lack of detailed attention to the general education program. The current 48-49 units isn't an absolute possibility for students. Making this a degree requirement would add to the confusing and unclear university requirements that include the writing requirement and the general education program. I am throwing a red flag here as a warning. Negative impact is imminent.

This as opposed to #5 might encourage high degrees majors to avoid this requirement by seeking TDA exceptions.

Would not recommend

I SUPPORT THIS DECISION, however the current curriculum will have to be revised.

This options would work also it keeps it out of specific disciplines. With the new GE pattern and being able to use courses in the students major to meet GE areas, adding a Category like the UDW course would work without raising the degree requirements. An example would be BFA because of the cross over an ART student can complete all degree requirements with 40 units of GE; 81 units of Major = 121 the student will still need 12 more units of elective to meet the 132 requirement. Let's just make 3 of that Ethnic Studies.

I don't think this option is needed for students to receive a well-rounded and quality undergraduate education; it should be combined with general education. Why would this requirement be elevated to a "stand alone" status, when other much-needed courses such as Critical Thinking, for example, are subsumed in general education?

Please see above.

NO.

Allows students flexibility while allowing them to graduate on time.

Same as 11.

I prefer overlays

No

Nope - more work for every body.

I do not think this option will be feasible. I anticipate students with higher unit counts for degree completion to not be aware of this requirement and potentially being made aware when it comes to final degree audits for graduation. Having them opt out would be another barrier for completion of their degree and could potentially prevent them from graduating on time for their higher unit count program.

I don't like the idea of waiving. If this requirement is important for all students, then we should not already be developing a "way out."

Students are very anxious about completing their degrees in a timely (and cost effective) manner, so there would be more resistance to adding another 3 unit requirement.

Too many students would need (or want) to seek the waiver.

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

No - additional requirements will complicate the existing requirements for students across majors and affect their time to degree.

The point is for all students to learn from this Ethnic Studies adjustment. Specially because the education of those high unit degrees are already lacking the content they would be learning with this implementation.

Totally disagree with this option, its just adding more courses a student needs.

Students already have enough units to graduate.

This is a feasible option.

Many CSU students do not decide on a major until their second year, and often change majors. Adding more GE degree/unit requirements will delay graduation rates and increase the time and money students spend to matriculate. This will be a less ideal solution.

NO! Why would you make it a requirement that only prolongs how long students will be here and be more expensive to students?!?!?

This is a terrible idea. The university system already has far too many forms and processes for waivers and permits. Who makes the decision to waive it? Admin and Records? The major department? GE Advising? Too much of a chance for what could be perceived by students as unfair and uneven application. Waivers and permits are already an extra amount of work on the part of everyone involved. Don't create more of them.

Certain majors will push back against this, especially if it will involve additional paperwork (waivers)

(Same as option 5 comment) Students and academic departments may push back initially, since this would sound like an "extra" elective-type course requirement if it exists outside the GE program

Students already have a hard time completing their current degree requirements in 4 years. Adding more units will not help advance any of our graduation initiatives.

Q27 - 13. What are your thoughts about Option 7--New GE Overlay?

13. What are your thoughts about Option 7--New GE Overlay?

Overlay Z is problematic as it stands today. If a student does not take a course that also meets Overlay Z, they would be required to take an additional 3 units, thus breaking the package requirements of 48-49 units. Introducing a New Overlay would introduce yet another 3 units that would be required if a student did not take a class that meets the new overlay. This would also require more resources as someone would have to track this data. This could also be another layer to delaying degree completion to the pile of issues the campus is trying to actively address.

Please see above.

Impedes students even more

will be good, not sure if we have the funding for it.

NO

This is a reasonable option. It gives flexibility and allows the course to serve double duty within the GE pattern, a plus for the student. In addition, other GE categories wouldn't have to be eliminated to make a place for this new requirement.

I like this option. It gives students freedom to choose a class that resonates with them, at whatever level, from their existing GE options.

No.

Allows students flexibility while allowing them to graduate on time.

Ethnic studies feel too similar to culture diversity. Might confuse student if added as a new GE alone.

very good

No

easy to add as it can double count does not add time to degree

No - overlay Z already has ethnic courses. Why be redundant?

Seems like another option that would work and be easier to implement.

I think this is a great option. It is not vastly changing the GE requirements and will not cause a lot of confusion within the TDA. I prefer the options that allow students to take a mixture of either an upper or lower division course.

This will overly complicate GE. The idea of the EO 1100R was to simplify requirements and facilitate a more timely degree completion. This would now make two overlay sections.

This would be a good option also, since it could incorporate classes in various fields, without adding to the unit count requirement.

I'm fine with that option.

No

13. What are your thoughts about Option 7--New GE Overlay?

Ethnic studies should have their own category in GE requirements to focus heavily on ethnic studies only.

This might sacrifice another learning objective that is just as important. Therefore, it would not be the best option.

seems feasible

This could be a feasible option.

This appears to be a feasible and reasonable option.

NO! Why would you make it a requirement that only prolongs how long students will be here and be more expensive to students?!?!?

This is essentially redoing the GE requirements. It would require a lot of extra meetings and manpower to come up with a solution that should have a more simple application. Why recreate the GE process when it's pretty standard already?

Would this add to the unit count?

Too much. There are already courses offered under Z that are a stretch for meeting cultural diversity, and I would be concerned that academic departments may also attempt to stretch to be considered ethnic studies. It should be recognized as its own entity, not an overlay.

Students already have a hard time completing their current degree requirements in 4 years. Adding more units will not help advance any of our graduation initiatives. Also, overlay areas already cause a lot of confusion among students. Adding more overlay areas will only make the degree audit harder for students to navigate.

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...

Even though I see the only feasible option being to Evolve Overlay Z, a better solution would be to include it instead of monopolizing an area or subarea. There are areas of the nation that produce graduates in this area (beneficial data source: <https://datausa.io/profile/cip/050200>), but enrollment patterns have proven this to be a discipline with low output. Including Ethnic Studies in the learning objectives of Overlay Z would be better than converting it completely to be heavy Ethnic Studies. Give students the option and allow students to choose between broad cultural diversity and a proposed narrowed focus on ethnic studies as it is defined. The discipline hasn't gained traction as a degree program, baby steps should be the focus.

Can we make ETHS as part of a first year experience course that all CSUF students must take as a first semester student (FTF and Transfer). Integrate ETHS into major coursework. Have faculty collaborate amongst their fields to teach how the history of race and racism in the U.S. is relevant to their fields. Specially, exposing systems of oppression throughout education.

Would just make more ethnic studies classes available in overlay Z or in D2 without removing courses from their current designations. This would give students more flexibility in their personal journeys through undergrad.

provide more funding to have more qualified curriculum faculty hire to review and assess and provide feedback and test the current curriculum and improve it if possible.

It isn't that complicated as far as where to put this class. The decision makers have to keep in mind how it works with the CSU Cert. I think the best solution would be to make it a stand alone requirement for a California Degree once the curriculum is agreed upon. It will not add additional units to the minimum degree requirements 120-132 but will only dictate 3 units of the elective options needed to reach the minimum totals

No.

Not to add this as a requirement to graduating.

N/A

GE Area E would be feasible if ethnic courses also included topics of racism. The subject would be an ideal life learning course that may change and shape a student's perspective of individuals/cultures; thereby hopefully eliminated racism for our future generations.

I don't think Sacramento should dictate curriculum, but since Overlay Z includes myriad Ethnic study courses, that would be the best option if forced.

None I can think of at this moment.

N/A

Not that I can think of.

It would be most appropriate to introduce this requirement as an upper division. By having a lower division requirement, the students can run the risk of lacking the necessary skills to analyze and understand the content or the reason as to why this course must be taken in the first place. In addition to that, this course should not have another to overlay with. That defeats the purpose of focusing on the Ethnic Studies material. This should be a requirement all on its own. Otherwise, as University administrators, we are not doing our part to prepare the students to function well in a diverse environment. Considering that this is a major part of our Titan brand, that should be heavily taken into consideration.

N/A

14. Are there any other options, not included here, that you feel would be...

I would recommend making this requirement an upper division course.

I really like options one and four. They seem to require the smallest amount of restructuring since the framework for this type of class already exists in some form. Honestly the idea of Ethnic Studies as a class is similar to Cultural Diversity or Humanities anyway.

Q29 - 15. Do you have any other comments or suggestions? Please be as detailed as you would like

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While the importance and value of this change cannot be disputed, I urge all parties involved to seek advice from offices that know what the cost of implementing such changes would be. Many changes are discussed in practice, but the timeline and resources are often left out. Ben Perez is a great resource on how programs, requirements, and compliance play a role in all of this. Rob Bodeen and Shelly Hsu should also be consulted with because Articulation is an often ignored factor with changes like this. Processes and documentation should exist BEFORE a decision is made. When big decisions like this are made, the staff are overlooked. Include them, they are more than willing to help in my experience.

I really believe that we cannot approach this lightly, and that specialist in the field of Ethnic Studies should be at the forefront of this conversation while collaborating with all fields and disciplines about CSUF's approach. This should not be in opposition to other fields and should stay true to the history and pedagogy of the field of Ethnic Studies.

NA

More funding to HSS College and the Ethnic studies Department so they can revamp their curriculum in a stronger way.

I would love to be in these meetings...

No.

I'm a big proponent of equality and learning about different ethnic groups/keeping up with global world news, but I do not believe this should be an added requirement to graduate from one of the most culturally/ethnically diverse colleges in the state.

Don't forget that Ethnic Studies can also be taught in the Social Sciences (e.g. Sociology, Psychology, etc) which was, interestingly, not a consideration (e.g. Category D).

I understand that ethnic studies are focused on minorities in United States. But in order to understand minorities in United States, people need to learn about the culture of the place they were from because many habits or view points were carried over from their home country. So it might be a good idea to touch on cultures and customs from abroad in Ethnic Study courses.

I think learning about cultures and history is valuable to a broad general education that CSUF values. This will help students who may not have been exposed to new ideas see things differently.

In a few generations, 3 to 5 it is going to be almost not accurate to define the ethnicity of a person with an accuracy of 20-35%.

None but do hope this is implemented to increase class offerings.

This survey was poorly conducted, questions were not clear and structured well.

I know at one point there was talk of these course needing to be taught by faculty who identify as these populations. I feel this is a good idea, but the structure of CSUF and higher education in general is not built for that. In addition to implementing this requirement, we need to make actual efforts into diversifying our faculty. This is what our students deserve in 2019, and not just the students of color. CSUF needs to step up and be a leader in this regard. We proudly claim to be an HSI, but how do we serve these population of color. Intentionality in regards to specific support MATTERS. Let's not let the feasibility of this implementation affect whether we are committed to actually doing it. They are different, but don't have to be.

I think this is an important field to add to students study plans. Anything that helps students - perhaps challenges them - to think outside of their normal sets of beliefs and values, is a positive step in helping them grow and be more thoughtful in making decisions if life - especially voting!

15. Do you have any other comments or suggestions? Please be as detailed as...

No other comments.

Its funny that the comment suggests that we can be as detailed as we like, but the reality is that there are only about 750 characters available to do that...

N/A

Freshmen and sophomore students are coming in to a new way of studying and a new way of living and are generally overwhelmed with the college process as well as making more general living choices. Adding one more choice seems unnecessary. If you plan to require Ethnic Studies as a GE requirement just make it a specific class that is required, like GE math. Don't require it and then open it up for interpretation unless you plan to make it an upper division requirement.

I believe ethnic studies can inspire students to make positive impacts on communities in need, and provide a richer university experience that goes beyond career-centered coursework.

I would recommend the committee meet with GE advisors/specialists on the frontlines for their expertise from a student service perspective before solidifying the change.

End of Report