



**ACADEMIC SENATE**  
**for California Community Colleges**  
LEADERSHIP • EMPOWERMENT • VOICE

## 2022 Fall Plenary Session Resolutions

For Discussion  
Thursday, November 3, 2022

### Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair  
Juan Arzola, ASCCC Resolutions Second Chair  
Kim Dozier, College of the Desert, Area D  
Peter Fulks, Cerro Coso College, Area A  
Mark Edward Osea, Mendocino College, Area B  
Michael Stewart, Calbright College, Area A

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held on November 5, 2022, in Sacramento, CA.

## PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area meetings for review.
- Amendments and new pre-session resolutions are generated in the Area meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee using the online form before the posted deadlines each day.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and appendices are available on the [ASCCC website](#).

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

## **07.01 F22 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway**

Whereas, The Intersegmental Committee of Academic Senates created and recommended the proposed California General Education Transfer Curriculum (CalGETC)<sup>1</sup> that meets the requirements of AB 928 (Berman, 2021)<sup>2</sup> for a “singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California”;

Whereas, The California Community Colleges Curriculum Committee drafted revisions<sup>3</sup> to the language of the California Code of Regulations, title 5, §§ 55060–55064 for the associate degree during the 2021–2022 academic year, yet the specific minimum requirements for general education within an associate degree have not undergone a thorough nor holistic review and update in over 20 years;

Whereas, Recent legislation such as AB 705 (Irwin, 2017),<sup>4</sup> AB 927 (Medina, 2021),<sup>5</sup> AB 928 (Berman, 2021),<sup>6</sup> and AB 1705 (Irwin, 2022),<sup>7</sup> and feedback during the 2022 Academic Senate for California Community Colleges Curriculum Institute make it clear that it is time for a comprehensive review and update of the California community college general education requirements in California Code of Regulations, title 5, §55063, and that alignment with the AB 928 (Berman, 2021) requirement of a “singular lower division general education pathway” will streamline and clarify general education pathways to be more easily understood by students, college staff, and the community; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) drafted a general education pathway<sup>8</sup> for the associate degree in alignment with the proposed California General Education Transfer Curriculum (CalGETC)<sup>9</sup> consistent with the current general education requirements and additional requirements as stated in California Code of Regulations, title 5, §55063, and collected feedback August through September of 2022 via a survey on “Proposing a GE Pattern” that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

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<sup>1</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>2</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>3</sup> Proposed revisions to California Code of Regulations, title 5, §§55060–55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the “Introduction and Contact Page” at <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

<sup>4</sup> AB 705 (Irwin, 2017): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705).

<sup>5</sup> AB 927 (Medina, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB927](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927).

<sup>6</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>7</sup> AB 1705 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705).

<sup>8</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>9</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to amend California Code of Regulations, title 5, §§55063(c) and §55063(d) with the Proposed General Education Pathway for the Associate Degree<sup>10</sup> so that the requirements align with the "singular lower division general education pathway" resulting from AB 928 (Berman, 2021)<sup>11</sup>; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor's Office to include any new amendments of California Code of Regulations (CCR), title 5, §§ 55063 along with the proposed amendments to CCR, title 5, §§ 55060–55064 by the California Community Colleges Curriculum Committee<sup>12</sup> and bring to the ASCCC 2023 Spring Plenary Session for consideration by the ASCCC delegates.

Contact: LaTonya Parker, Executive Committee

### **\*07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees**

Whereas, Resolution S22 9.03<sup>13</sup> called for the Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor's Office to develop a lower division general education pathway specific to California community college baccalaureate degree programs;

Whereas, Current California community college baccalaureate degree students are required to complete either the Intersegmental General Education Transfer Curriculum (IGETC) (34 units) or CSU General Education Breadth (CSU GE Breadth) (39 units) lower division general education patterns as determined locally,<sup>14</sup> which are both in excess of the 27 lower division (36 total general education units less 9 upper division general education units) general education units required for accreditation by the Accrediting Commission for Community and Junior Colleges<sup>15</sup>;

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<sup>10</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>11</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>12</sup> Proposed revisions to California Code of Regulations, title 5, §§55060–55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the "Introduction and Contact Page" at <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

<sup>13</sup> Resolution S22 9.03 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs: <https://asccc.org/resolutions/develop-lower-division-ge-pathway-ccc-baccalaureate-degree-programs>.

<sup>14</sup> *California Community Colleges Baccalaureate Degree Pilot Program Handbook* (2016) found at [https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program/Files/CCC16\\_BA-Degree-Pilot-Program\\_Final\\_HiRez.pdf?la=en&hash=AE1555C1CFC4D74370C37EAF77F5C3329A6B12A4](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program/Files/CCC16_BA-Degree-Pilot-Program_Final_HiRez.pdf?la=en&hash=AE1555C1CFC4D74370C37EAF77F5C3329A6B12A4).

<sup>15</sup> Accrediting Commission of Community and Junior Colleges. *Informational Webinar: Baccalaureate*. 27 April 2016. page 10. Accessed 30 Sep 2022 at [https://asccc.org/sites/default/files/2022-09/ACCJC\\_Webinar\\_Baccalaureate\\_04\\_27\\_2016%20%281%29.pdf](https://asccc.org/sites/default/files/2022-09/ACCJC_Webinar_Baccalaureate_04_27_2016%20%281%29.pdf); *ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review* (August 2022) found at <https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf>.

Whereas, The baccalaureate degree lower division general education pattern being proposed<sup>16</sup> was vetted in its first form, which was consistent with current associate degree requirements in California Code of Regulations, title 5, §55063(c)(d), plus the additional units required for the lower division general education of baccalaureate degrees, by baccalaureate degree programs (BDP), BDP articulation officers, and attendees at the baccalaureate degree breakout session at the 2022 Curriculum Institute, and then adjusted for alignment with the proposed singular lower division general education pathway required by AB 928 (Berman, 2021)<sup>17</sup> and proposed associate degree revisions; and

Whereas, Delegates are being asked to support a holistic realignment and revision of the general education required by California Code of Regulations, title 5, §55063 to align it with the proposed California General Education Transfer Curriculum (CalGETC) pattern required by AB 928 (Berman, 2021),<sup>18</sup> and students would benefit from alignment of all three lower division general education patterns;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to incorporate the proposed lower division general education pattern for California community college baccalaureate degrees<sup>19</sup> into the Baccalaureate Degree Handbook and, as appropriate, into California Code of Regulations, title 5.

Contact: Cheryl Aschenbach, Executive Committee

### **07.03 F22 Model the Common Course Numbering System and Processes after C-ID**

Whereas, The governor of California approved AB 1111 (Berman, 2021)<sup>20</sup> Common Course Numbering on October 6, 2021, requiring the California Community College system to “adopt a common course numbering system for all general education requirement courses and transfer pathway courses”;

Whereas, The legislature declared in AB 1111 (Berman, 2021)<sup>21</sup> that “C-ID provides a mechanism to identify comparable courses and is a critical step to developing a student-facing common course numbering system”;

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<sup>16</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>17</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>18</sup> Ibid.

<sup>19</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>20</sup> AB 1111 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

<sup>21</sup> Ibid.

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from faculty statewide via a survey on the ASCCC website homepage<sup>22</sup> as requested during the ASCCC 2022 Curriculum Institute ranging from support to concern about the details; and

Whereas, Previous iterations of common course numbering in California have demonstrated that faculty participation and support are integral to the success and implementation of a common course numbering system as demonstrated by the Academic Senate for California Community Colleges' established and functioning C-ID Course Identification Numbering System<sup>23</sup> that primarily leverages faculty to drive curricular changes;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers and the California Community Colleges Chancellor's Office to establish a common course numbering system as required by AB 1111 (Berman, 2021)<sup>24</sup> and to establish processes that are modeled after the established and

## **15.0 Intersegmental Issues**

### **\*15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC<sup>25</sup>**

Whereas, AB 928 (Berman, 2021)<sup>26</sup> requires the Intersegmental Committee of Academic Senates establish a "singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California" by May 31, 2023;

Whereas, The Intersegmental Committee of Academic Senates (ICAS) formed a special committee on AB 928 (Berman, 2021) consisting of representatives from ICAS, system administrators, articulation officers, and students that created and recommended the California General Education Transfer Curriculum (CalGETC)<sup>27</sup> that meets the requirements of AB 928;

Whereas, The Academic Senate for California Community Colleges, the Academic Senate of the California State University, and the Academic Senate of the University of California are vetting the proposed CalGETC among faculty within each system during fall 2022 to gather intersegmental support for and to inform the final determination of the "singular lower division general education pathway" required of the Intersegmental Committee of Academic Senates; and

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<sup>22</sup> "Submit Input on Common Course Numbering Implementation" form located at <https://asccc.org/content/submit-input-common-course-numbering-implementation>.

<sup>23</sup> C-ID/TMC/AD-T Handbook located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/C-ID%20TMC%20ADT%20Handbook%20F2022%20%281%29.pdf>.

<sup>24</sup> AB 1111 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

<sup>25</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>26</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>27</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback May through September of 2022 on the proposed California General Education Transfer Curriculum (CalGETC) via a survey that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)<sup>28</sup> and urge that the California State University (CSU) change the “Lifelong Learning and Self-Development” area to serve as a CSU graduation requirement instead of restricting it to a CSU upper division general education requirement.

Contact: Virginia "Ginni" May, Executive Committee

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<sup>28</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

**REVISIONS TO DISCIPLINES LIST FORM**  
**PLEASE TYPE**  
(Note: Only typed forms will be accepted.)

**DATE SUBMITTED:** September 2022

**DISCIPLINES LIST TITLE:** Ethnic Studies

This proposal is for a  New discipline  
 Revision to existing discipline

Reason for the proposal  Create a new discipline  
 Update language in existing discipline to reflect new terminology  
 Make minimum qualifications in existing discipline more restrictive  
 Make minimum qualifications in existing discipline less restrictive

**PROPOSAL LANGUAGE:** (If this is an existing minimum qualification, please include the original language and change using strikeouts and *italics*).

Master's in ~~American Studies/Ethnicity~~, ***African-American/Black/Africana Studies*** or Latino Studies, La Raza Studies, ~~Central American Studies~~, ~~Latin American Studies~~, ~~Cross Cultural Studies~~, ~~Race and Ethnic Relations~~, ***Chicana/o Studies, or Asian-American Studies, or American Indian/Native American Studies [moved to first area]***

OR

Master's in the ***Ethnic Studies*** field **[moved to second area and capitalized Ethnic Studies]**

OR

the equivalent

OR

~~see Interdisciplinary Studies~~

Revised version would read:

Master's in African-American/Black/Africana Studies or Latino Studies, La Raza Studies, Chicana/o Studies, or Asian-American Studies, or Native American/American Indian Studies

OR

Master's in Ethnic Studies

OR

the equivalent

**PROPOSAL EVIDENCE:**

Any Disciplines List proposal must have the following evidence, which is essential because it provides the rationale about why the change is needed as well as inform the field that the research has been completed to ensure that the change is necessary. A lack of documentation about the need of Discipline List Revision may cause the proposal to be delayed or rejected by the Executive Committee. Please use



the following check list to ensure all you have conducted all necessary research.

**Required investigation of the following and statement of findings:**

**(X) Contacted an associated professional organization to determine support of proposal**

Letters of support have been requested and are forthcoming from the California Community College Ethnic Studies Faculty Council, and the CSU Ethnic Studies Faculty Council.

**(X) Included evidence of degrees within the proposed revision of the discipline or new discipline.**

Evidence comes from the ASCCC discipline list itself where all four core autonomous discipline areas are included in the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook. These include: African American Studies, Chicano Studies, and now Asian American Studies and Native American/American Indian Studies.

The Minimum Qualifications in each of the autonomous 4 core disciplines refers to a Master's degree in each of the autonomous disciplines or includes Ethnic Studies. See below:

Master's degree in African-American/Black/Africana Studies OR Bachelor's degree in African-American/Black/Africana Studies AND master's degree in Ethnic Studies OR the equivalent

Master's degree in Chicano Studies OR Ethnic Studies OR the equivalent

Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American studies OR the equivalent

Master's degree in Native American/American Indian studies OR a master's in ethnic studies and bachelor's degree in Native American/American Indian studies OR the equivalent

**(X) Provided a list of the titles of the degrees and programs to document the need for a new or revised discipline using the below criteria:**

- **Minimum of three degrees**
- **Regionally accredited institutions (all public institutions in California)**
- **Disciplines in the Master's List requires evidence of the availability of masters degrees**

Existing degrees in the ASCCC Discipline Minimum Qualifications Handbook include African American Studies and Chicano Studies. Two new disciplines were added to the disciplines list in the spring of 2022 at the ASCCC Plenary, which include: Asian American Studies and Native American/American Indian Studies. This change to the category of Ethnic Studies is being

submitted for accuracy and consistency to be in alignment with all four disciplines that make up Ethnic Studies.

**Regionally Accredited Institutions in California and graduate degrees offered  
Evidence of availability of Masters degrees**

**MA Ethnic Studies – CSU**

San Francisco State University

**MA 4 Core - CSU**

Cal State LA – Chicana/o and Latina/o Studies

CSU – Northridge – Chicana/Chicano Studies

San Francisco State University – Asian American Studies

San Jose State – Chicana and Chicano Studies

**MA/PhD Ethnic Studies – UC's**

**Berkeley**

African American Studies – PhD

Asian Studies – MA, PhD

Asian Studies Journalism – MA, MJ

Asian Studies Law – MA, JD

Ethnic Studies – PhD

**Davis**

Native American Studies – MA, PhD

**Irvine**

Asian American Studies - MA

Native American Studies - MA Minor

**Los Angeles**

African American Studies – MA

African American Studies Law – MA, JD

American Indian Studies – MA

American Indian Studies Law – MA, JD

Asian American Studies – MA

Asian American Studies Public Health – MA, MPH

Asian American Studies Social Welfare – MA, MSW

Chicana/Chicano Studies – PhD

**Riverside**

Ethnic Studies – PhD

**San Diego**

Ethnic Studies – PhD

**Santa Barbara**

Black Studies emphasis PhD

Asian Studies – MA

Chicana/Chicano Studies PhD

**Santa Cruz**

Latino Studies – PhD

**Bachelor of Arts Programs**

**Bachelor of Arts programs in African American/Black/Africana Studies**

CSU Dominguez Hills - Minor, B.A. in Africana Studies (Africana Studies Dept.)

CSU East Bay - Minor, B.A., African American Studies (Ethnic Studies Dept.)

CSU Fresno - Minor, B.A. in Africana Studies (Africana Studies Program)

CSU Fullerton - Minor, B.A. Afro-Ethnic Studies (Afro-Ethnic Studies Dept.)

CSU Long Beach - Minor, B.A. in Africana Studies (Africana Studies Dept.)

CSU Los Angeles – Minor, B.A. Pan-African Studies (Pan-African Studies Dept.)

CSU Northridge – Minor in African/Pan African Studies, B.A. in Pan African Studies

CSU Polytechnic, Pomona – Minor in African Studies, B.A. Ethnic Studies: Pan-African Studies emphasis (Ethnic Studies Dept.)

CSU Sacramento – Minor in African American Studies, B.A. Ethnic Studies: Pan-African Studies emphasis (Ethnic Studies Dept.)

CSU San Bernardino – Minor in African American Studies (Social, Behavioral Science School)

CSU San Marcos – Minor (Ethnic Studies Dept.)

CSU Stanislaus – African American Minor (Ethnic Studies Dept.)

San Diego State University - Minor, B.A. in Africana Studies (Africana Studies Dept.)

San Francisco State University – Minor, B.A. in Africana Studies (Africana Studies Dept.)

San Jose State University – Minor, B.A. in African American Studies (African American Studies Dept.)

Scripts College – Minor, B.A. in Africana Studies (Africana Studies Dept.)

University of San Francisco – Minor in African Studies & Minor in African American Studies (College of Arts & Sciences)

UC Berkeley - Minor, B.A. in African American Studies

UC Davis - Minor, A.B. in African American & African Studies (African American & African Studies Dept.)

UC Irvine - Minor, B.A. in African American Studies (Program in African American Studies/ School of Humanities)

UC Los Angeles - Minor, B.A in Afro-American Studies

UC Riverside - Minor, B.A., African American Studies (Ethnic Studies Dept.)

UC San Diego - Minor, B.A. in Ethnic Studies (Ethnic Studies Dept.)

UC Santa Barbara - Minor, B.A. in Black Studies (Black Studies Dept.),

### **Bachelor of Arts programs in Latina/o, Chicana/o Studies**

CSU Channel Islands - BA Chicana/o Studies  
CSU Chico - BA Chicanx/Latinx Studies  
CSU Dominguez Hills - BA Chicana/o Studies  
CSU Fresno - BA Chicano Studies  
CSU Fullerton - BA Chicana/o Studies  
CSU LongBeach - BA Chicano & Latino Studies  
CSU Los Angeles - BA Chicana/o & Latina/o Studies  
CSU Northridge - BA Chicana/o Studies  
CSU Sacramento - BA Ethnic Studies emphasis Chicanx/Latinx Studies  
CSU San Diego - BA Chicana/o Studies  
CSU San Francisco - BA Latina/o Studies  
CSU San Jose - BA Chicana/o Studies  
CSU Sonoma - BA Chicano and Latino Studies  
UC Berkeley - BA Chicano Studies  
UC Davis - BA Chicana/o Studies  
UC Irvine - BA Chicana/Latino Studies  
UCLA - BA Chicana/o Studies  
UC Riverside - BA Chicano Studies  
UC Santa Barbara - Chicana/o Studies

### **Bachelor of Arts programs in Asian American Studies**

This is a partial list known to have a Bachelor of Arts program in Asian American Studies:

Stanford University, Asian American Studies  
UCLA Asian American Studies  
USC, Asian American Studies  
UC Berkeley, Asian American Studies  
San Francisco State University, Asian American Studies  
UC Irvine, Asian American Studies  
UC Santa Barbara, Asian American Studies  
UC Davis, Asian American Studies  
Pomona College, Asian American Studies

### **Bachelor of Arts programs in Native American/American Indian Studies**

Stanford University, Native American Studies  
UC Berkeley, Native American Studies  
UC Davis, Native American Studies  
UCLA, Native American Studies  
UC Riverside, Native American Studies  
Humboldt State, Native American Studies  
Chico State, American Indian Studies  
Sacramento State, Native American Studies

San Francisco State, American Indian Studies  
San Diego State, American Indian Studies

**(X) Provided statewide need documented by evidence to show a change is necessary and not merely a response to a unique need of one college, district or region. Demonstrated a balance of need across the state and included a discipline second from another district.**

- 1) Increases in Ethnic Studies degree programs at every level of higher education (i.e., Associate, Bachelors, Master's and Terminal Degree programs and certification) throughout the state, as outlined in Appendix A, contribute to the need for a contemporary update to the Ethnic Studies Minimum Qualifications listing which has not been updated for over 30 years.
- 2) Due to the passage of AB1460, and subsequent changes to CCC Title 5, now require all students in higher education to successfully complete one Ethnic Studies 3 unit course graduation requirement from any one of the four core autonomous disciplines: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies including Ethnic Studies.
- 3) This has resulted in an increased demand for new departments, courses and faculty throughout the state that are qualified Ethnic Studies experts from each of the four core autonomous disciplines; Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies including Ethnic Studies.
- 4) Lastly, changes in the Ethnic Studies minimum qualifications are warranted to be in alignment with the newly established MQ's of all four core autonomous disciplines that make up the category of Ethnic Studies and which also brings needed clarity about whom is qualified to teach within these four core autonomous disciplines within the CCC system.

**(X) Explained the impact of proposal across the state using a list the pro and con arguments and including refutation of the con arguments** The impact of making changes to the ASCCC Minimum Qualifications include but are not limited to the following:

### **Pros**

- 1) This clarity will help facilitate the continued growth and advancement of authentic Ethnic Studies disciplines and faculty which have historically been denied and marginalized within the academe. As CCC Ethnic Studies departments in all four core autonomous disciplines continue to emerge within the state, there is a need as with any discipline, to ensure that new faculty are qualified as experts and duly trained and grounded within the culturally centered theories, methodologies and frameworks of Ethnic Studies scholarship.
- 2) This is an effort to "correct" the initial "compromise" of the collective term, Ethnic Studies, understood as a category of reference when collectively referring to all four

core autonomous disciplines of African American Studies, Latina/o Chicana/o Studies, Asian American Studies, and Native American/American Indian Studies that emerged within the academe over 50 years ago. These changes bring everything into alignment and make sure the list is accurate and consistent.

### **Cons**

- 1) There is a misperception within the academe that changes to the Ethnic Studies Minimum Qualifications focusing only upon the four core: African American Studies, Latina/o and Chicana/o Studies, Asian American Studies, and Native American/American Indian Studies will limit the number of available 'qualified' faculty to teach Ethnic Studies courses.
- 2) There is a misunderstanding of the interdisciplinary nature of the four core disciplines within Ethnic Studies. Updating the Ethnic Studies minimum qualifications clarifies the critical distinction between the culturally grounded interdisciplinarity within the autonomous four core Ethnic Studies disciplines from the defined category of Interdisciplinary Studies.

### **Refutation**

The goal of this proposal is to bring correction and clarity to the educational training necessary to teach Ethnic Studies by rectifying the list of the autonomous four core disciplines (African American Studies, Latina/o Chicana/o, Asian American Studies, and Native American/American Indian Studies) that make up Ethnic Studies and removing other (non-Ethnic Studies) degrees (Central American Studies, Latin American Studies, Cross Cultural Studies, Race and Ethnic Relations) who do not adequately prepare CCC faculty members to teach Ethnic Studies from the existing minimum qualifications list because these degrees do not have a grounding in any of the four autonomous core disciplines, nor do they provide the training necessary in the culturally centered theories, methodologies and frameworks of Ethnic Studies scholarship.

- 1) The passage of AB 1460 is clear. It defines Ethnic Studies as consisting of only four core autonomous disciplines. This was followed by the 2021 ASCCC's adoption of resolution 09.07 calling for Ethnic Studies to be added to Title 5 as a CCC graduation requirement. Ethnic Studies began at San Francisco State in 1968 as only four core autonomous disciplines consisting of African American Studies, Latina/o Chicana/o, Asian American Studies, and Native American/American Indian Studies. Within the last 50 years, Ethnic Studies departments and programs have emerged on some campuses as comparative study which are specifically within the four core areas, African American Studies, Latina/o Chicana/o, Asian American Studies, and Native American/American Indian Studies. Changes to the Ethnic Studies Minimum Qualifications to the four core will bring Ethnic Studies qualifications into alignment with the current and will be more accurate. Local equivalency processes would still be allowed, therefore changes to the minimum qualifications would not be exclusive.

- 2) Removal of the “Interdisciplinary” option from the Ethnic Studies category will prohibit non-qualified faculty, who do not have appropriate training and cultural grounding within any of the four core autonomous disciplines of Ethnic Studies: African American Studies, Latina/o Chicana/o, Asian American Studies, and Native American/American Indian Studies from teaching Ethnic Studies courses.

## **SUMMATION**

It is necessary to prevent the colonization of Ethnic Studies curriculum and requirements which have in the past (at various higher education levels) had conditional standing in the academe providing loopholes that allowed students to fulfill an Ethnic Studies requirement without ever having to complete an Ethnic Studies class. Current efforts to frame Ethnic Studies as one discipline vs. the retention of its original definition as an identifier and collective categorical term for the autonomous four core disciplines that make up Ethnic Studies, are part of an attempt to redefine Ethnic Studies and the colonization of its curriculum within the academe. This proposal then is a correction to the 50 years of conditional standing and marginalization of Ethnic Studies since its admission to the academe in 1968.

Xenophobia (fear of change and differences) in the American society and the academe, has more recently been recognized as contributing historically to the foundation and perpetuation of the system structural and institutional racism and white supremacy. Failure to address these historic inequities have served as a catalyst contributing to a lack of cultural competence which contemporarily has manifested in the recent racial and health pandemic of 2020, impacting the globe. This lack of cultural competence in all social, educational, and business sectors has been a mitigating factor in the death of the unheard such as George Floyd and countless others, and the unprecedented global protests in the red summer of 2020, which fueled calls for change and justice that were echoed from all around the world.

As such, we are now in a state of racial and educational reckoning that requires us as committed educators to take responsibility for preventing history from repeating itself as evidenced by the health and racial pandemic of 1919, the Red Summers of 1943, 1963, 2020, etc. Remembered by Dr. Martin Luther King as “...we have got to see that a riot is the language of the unheard.”

### **(X) Provided other evidence such as significant changes to the field that requires a change to the Disciplines List.**

There are three major changes that directly impact the field of Ethnic Studies and the need to ensure qualified expertise among practitioners.

- 1) The passage of AB 1460 in 2020, represents a new legislative mandate to complete one 3-unit Ethnic Studies course as a CSU graduation requirement. This has a direct impact upon California Community Colleges that provide CSU and UC transfer courses which are now being reviewed and approved to meet the CSU Area F Ethnic Studies requirement as well as the newly adopted IGETC Area 7, UC Ethnic Studies graduation

requirement. This paradigm shift greatly increases not only the demand for qualified experts in Ethnic Studies, but also will have a significant impact on the growth of the four core autonomous disciplines in the field of Ethnic Studies to meet the demand of 100,000 graduates each year from both the CSU and the CCC higher education systems.

- 2) The changes arising from AB 1460 were influential in promoting changes to Title 5 within the California Community College system which also adopted Ethnic Studies as a graduation requirement.
- 3) Lastly, Ethnic Studies is also a high school graduation requirement within the state. Thus, a viable pathway to meet the need for accurate decolonized curriculum, appropriate service learning and teacher training, certificate programs and professional development can be met by California Community College Ethnic Studies courses and programs.

**(X) Provide a ½ page written rationale to be included in public documents.**

This proposal to revise the Ethnic Studies Minimum Qualifications 1) corrects the disciplines list by including the two disciplines Asian American Studies and Native American/American Indian Studies that were missing from the autonomous four core disciplines and 2) removes disciplines that are currently listed within the Ethnic Studies minimum qualifications that do not adequately train faculty to teach Ethnic Studies.

- 1) In the ASCCC Discipline Handbook, the current criteria for Ethnic Studies is antiquated for several reasons because:
  - a) Asian American Studies and Native American/American Indian Studies were recently added as new disciplines in Spring 2022 and both reference Ethnic Studies as a qualifier and therefore warrant updates to the Ethnic Studies Minimum Qualifications;
  - b) degrees, programs, scholarship, and contributions to the literature in the autonomous four core fields of Ethnic Studies (African American/ Black/Africana Studies, Latina/o/ Chicana/o Studies, Asian American Studies, and Native American/American Indian Studies) have had significant advances particularly over the last 40 plus years within their 50 year adoption in the academe. As such, these advancements warrant an update to the Ethnic Studies minimum qualifications based upon the most recent standards of each autonomous four core discipline.
- 2) Over the last 50 years the field of Ethnic Studies has evolved and expanded tremendously as evidenced by the listing of degrees within all four core autonomous disciplines of Ethnic Studies that are currently available at all degree levels within the academe (Associate, Bachelor, Masters, Terminal).



- 3) The development and the passing of AB 1460 outlines Ethnic Studies as a graduation requirement for the CSU system which indirectly affects community colleges who offer transferable courses that are currently being approved to meet Area F completion. Therefore, AB 1460 also gave impetus to adopting an Ethnic Studies graduation requirement for California Community Colleges within Title 5 (ASCCC Resolution 09.07). This then becomes another motivating factor for clarifying Minimum Qualifications under the field of Ethnic Studies.
- 4) Experts holding Masters and/or terminal degrees in the field of Ethnic Studies with specialization and/or concentration in one or more (usually two) of the four core disciplines (African American/ Black/Africana Studies, Latina/o/Chicana/o Studies, Asian American Studies, and Native American/American Indian Studies) will meet the minimum qualifications for the category of Ethnic Studies.
- 5) Equivalency must demonstrate proficiency in and as outlined by the scholarship that include identifying culturally centered theories and praxes, methodologies and frameworks within the four core autonomous disciplines; and professional affiliations, etc.

\*Note - Ethnic Studies is a categorical term used to describe the four core autonomous disciplines of African American/ Black/Africana Studies, Latina/o/Chicana/o Studies, Asian American Studies, and Native American/American Indian Studies. Ethnic Studies as a collective term of reference emerging on some campuses as the collection of and in some instances as a comparison of all four core autonomous disciplines within one institutional department. The four core autonomous disciplines are the heart of Ethnic Studies and as such must be the center of the minimum qualifications outlining who is qualified to teach Ethnic Studies.

## **SUBMISSION**

Once a proposal is received by the Senate Office, it is reviewed by staff to ensure that all the information is complete and includes the revision, contact information, appropriate signatures and rationale. The Senate Office will also check to ensure that the proposal has not previously been considered and rejected by the delegates at a plenary session or, if it has, it is supported by a new rationale. The proposal is then sent to the S&P Chair to review the Senate Office information and to ensure that the proposal meets the initial requirements of the Disciplines List review process as well as to verify that the proposal is not being submitted to deal with a district-specific problem that does not apply broadly. If there are any concerns with the proposal, the S&P Chair, working with the S&P Committee, will immediately follow up with the initiator.

**The contact person (or a designee) will be required to attend hearings where the proposal is presented. These hearings are typically held at the ASCCC plenary sessions. It should be noted that the contact person is responsible for investigating and documenting the need for changes to the Discipline List.**

Please reference the Disciplines List Handbook for information about the process including the role of the initiator, the Standards and Practices Committee, the Executive Committee, and the delegates. This handbook can be found on our website at <http://asccc.org/disciplines-list>.

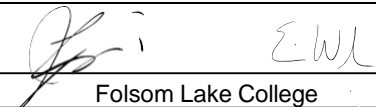
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Contact person (author of proposal) Dr. Tamara Cheshire (Folsom Lake College, Los Rios District)  
Phone number (please provide at least two numbers) 916-420-3614 or 916-217-8087  
Email Tamara.Cheshire@flc.losrios.edu

Seconder (must be from another District) Dr. Thekima Mayasa (San Diego Mesa College, San Diego Community College District)  
Phone number (please provide at least two numbers) (619) 388-2352 office or cell 619-864-3653  
Email tmayasa@sdccd.edu

Signature of College Academic Senate President<sup>1</sup>

College San Diego Mesa College

Email jcrocitt@sdccd.edu

  
Folsom Lake College

Date approved by College Academic Senate 09/26/2022

OR eric.wada@flc.losrios.edu

09/27/2022

Organization \_\_\_\_\_

President \_\_\_\_\_

Date Approved by Organization \_\_\_\_\_ Phone for President \_\_\_\_\_

**RETURN FORM TO:**

The Academic Senate for California Community Colleges  
One Capitol Mall, Suite 230, Sacramento, CA 95814  
Email: [disciplineslist@asccc.org](mailto:disciplineslist@asccc.org)

<sup>1</sup> By signing this document, the Senate President is certifying that the required investigation and statement of

findings have been sufficiently addressed.

## Appendix A

Spring 2021 - Resolution 09.07 - Defining Ethnic Studies and its Four Core Disciplines - Status - Assigned  
<https://www.asccc.org/resolutions/defining-ethnic-studies-and-its-four-core-disciplines>

\*This document is in the process of being reviewed and revised with corrections.

Spring 2011 - Resolution 10.10 - Disciplines List - Ethnic Studies

<https://asccc.org/resolutions/disciplines-list-%E2%80%93-ethnic-studies>

Established specific wording for the field of Ethnic Studies incorporating more than the four core areas. Master's in the ethnic studies field OR A master's in American Studies/Ethnicity, Latino Studies, La Raza Studies, Central American Studies, Latin American Studies, Cross Cultural Studies, Race and Ethnic Relations, Asian-American Studies, or African-American Studies OR, the equivalent OR see interdisciplinary studies.

Spring 2015 - Resolution 10.01 - Disciplines List - African American Studies

<https://asccc.org/resolutions/disciplines-list-%E2%80%93-african-american-studies>

Established specific wording for the discipline African American Studies.

Master's degree in African-American/Black/Africana Studies OR bachelor's degree in African-American/Black/Africana Studies AND master's degree in Ethnic Studies OR the equivalent.

Spring 2013 - Resolution 10.02 - Disciplines List - Chicano Studies

<https://www.asccc.org/resolutions/disciplines-list-%E2%80%93-chicano-studies>

Established specific wording for the discipline Chicano Studies.

Master's degree in Chicano Studies OR Ethnic Studies OR the equivalent.

Spring 2022 - Resolution 10.01 - Disciplines List - Asian American Studies

<https://asccc.org/resolutions/disciplines-list-asian-american-studies>

Established specific wording for the discipline Asian American Studies.

Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American studies OR the equivalent.

Spring 2022 - Resolution 10.02 - Disciplines List - Native American/American Indian Studies

<https://asccc.org/resolutions/disciplines-list-native-americanamerican-indian-studies>

Established specific wording for the discipline Native American/American Indian Studies.

Master's degree in Native American/American Indian studies OR a master's in ethnic studies and bachelor's degree in Native American/American Indian studies OR the equivalent.

## Appendix B – Letters of Support



September 25, 2022

Academic Senate for California Community Colleges (ASCCC)

Dear ASCCC:

On behalf of the California Community Colleges Ethnic Studies Faculty Council (CCCESFC), we write to express our support for the revisions proposed in the application to update the Ethnic Studies Minimum Qualifications currently stated in the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook. These changes specify the four disciplines of Ethnic Studies (African American Studies, Latina/o Chicana/o Studies, Asian American Studies, and Native American/American Indian Studies) that emerged within the academe over 50 years ago.

The four core Ethnic Studies disciplines are interdisciplinary in their own right. This is not the same as the traditional category of Interdisciplinary Studies. Ethnic Studies is also not the same as the fields of American Studies, Latin American Studies, Cross Cultural Studies, or Race and Ethnic Relations. Ethnic Studies has its own foundational history, body of scholarship, accomplished scholars, culturally relevant pedagogies, and decolonizing methodologies that are specifically connected to the autonomous four core disciplines. Ethnic Studies scholarship is focused, connected to identity, stories of heritage, struggles, social movements, solidarity, and unique past and present contributions.

It is essential that Ethnic Studies is recognized by California Community Colleges as separate, autonomous, and live field of academic endeavor of the autonomous four core disciplines that make up Ethnic Studies. These changes bring accuracy to the minimum qualifications, as well as alignment and consistency with Assembly Bill 1460 (Weber, 2020) legislation.

Sincerely,

Dr. Thekima Mayasa  
Co-Chair, CCCESFC  
Chair/Professor, Black Studies Department  
San Diego Mesa College  
[tmayasa@sdccd.edu](mailto:tmayasa@sdccd.edu)  
Office: (619) 388-2352

Dr. Carlos R. Guerrero  
Co-Chair, CCCESFC  
Chair, Social Science Department  
Professor of Chicana/o/x Studies  
Los Angeles City College  
[guerrecr@lacitycollege.edu](mailto:guerrecr@lacitycollege.edu)  
Office: (323) 953-4000, Ext 2506

September 27, 2022

To: CCC Council of Ethnic Studies  
From: CSU Council of Ethnic Studies  
Re: Ethnic Studies Minimum Qualifications

On behalf of the California State University, Council of Ethnic Studies representing the more than 29,000 faculty, librarians, coaches, and counselors in the California State University (CSU) system, which serves more than 470,000 students in the State of California, we write to express our support for and sponsorship of the proposed revisions to the minimum qualifications for those teaching ethnic studies in the community college. It is important to note that passage of AB 1460 (Weber) requires each student in the CSU to complete of a minimum of one 3-unit course in ethnic studies as a graduation requirement. Rooted in social struggles in communities and on campuses and initiated in 1968, ethnic studies takes an interdisciplinary approach to comparatively study race and ethnicity with special focus on four historically racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans (including Chicana/os). Therefore, it stands to reason that faculty teaching these courses possess the necessary intellectual knowledge, and academic background in one or more of the above mentioned disciplines.

In this light, we support strengthening of the minimum qualifications needed to teach the disciplines that make up the fields of ethnic studies. Ethnic Studies is a separate, autonomous, and intellectual field of scholarship composed of four core disciplines: African American Studies, Latina/o Chicana/o Studies, Asian American Studies, and Native American/American Indian Studies that emerged within the academe over 50 years ago. We agree with our colleagues in the CCC Council of Ethnic Studies:

Ethnic Studies has its own foundational history, body of scholarship, accomplished scholars, pedagogical practices, and decolonizing methodologies that are connected specially to the autonomous four core disciplines. Ethnic Studies scholarship is focused, and it is connected to identity, stories of heritage, struggles, social movements, solidarity, and unique past and present contributions.

Having carefully reviewed the proposed changes, it is our opinion that the proposed revisions to the Ethnic Studies Minimum Qualifications currently stated in the California Community College Minimum Qualifications Handbook are aligned to the disciplines in question and they are accurate and consistent with the current CSU student learning objectives.

Sincerely,

Dr. Marquita Gammage Dr.  
Maulana Karenga Dr.  
Theresa Montaña

### Three Pathways Side by Side

| Area         | Proposed CalGETC Pathway<br>(3 sem/4 qtr)  | Proposed CCC Associate<br>Degree GE Pathway<br>(3 sem/4 qtr)                                 | Proposed CCC Baccalaureate<br>Degree GE Pathway (Lower<br>Division) (3 sem/4 qtr)            |
|--------------|--|--|--|
| <b>1</b>     | English Composition (3/4)<br>Critical Thinking and Composition (3/4)<br>Oral Communication (3/4) | English Composition (3/4)<br>Oral Communication and Critical Thinking (3/4)                  | English Composition (3/4)<br>Oral Communication and Critical Thinking (3/4)                  |
| <b>2</b>     | Mathematical Concepts and Quantitative Reasoning (3/4)   | Mathematical Concepts and Quantitative Reasoning (3/4)                                       | Mathematical Concepts and Quantitative Reasoning (3/4)                                       |
| <b>3</b>     | Arts (3/4)<br>Humanities (3/4)   | Arts and Humanities (3/4)  | Arts and Humanities (3/4)  |
| <b>4</b>     | Social and Behavioral Sciences (6/8)   | Social and Behavioral Sciences (3/4)   | Social and Behavioral Sciences (3/4)   |
| <b>5</b>     | Physical Science (3/4)<br>Biological Science (3/4)<br>Laboratory (for Phys/Bio Science) (1/1)    | Natural Sciences (3/4)   | Natural Sciences (3/4)   |
| <b>6</b>     | Lifelong Learning and Self-Development<br><i>Not required (CSU Upper Division GE)</i>            | Lifelong Learning and Self-Development<br><i>Not required in current title 5 regulations</i> | Lifelong Learning and Self-Development<br><i>Not required in current title 5 regulations</i> |
| <b>7</b>     | Language other than English (LOTE)<br><i>(Currently UC only, carries no units)</i>               | Language other than English (LOTE)<br><i>Not required in current title 5 regulations</i>     | Language other than English (LOTE)<br><i>Not required in current title 5 regulations</i>     |
| <b>8</b>     | Ethnic Studies (3/4)   | Ethnic Studies (3/4)   | Ethnic Studies (3/4)   |
| <b>9</b>     | -  | -  | Additional units from above areas (6/8)  |
| <b>Total</b> | <b>11 courses (34 semester/45 quarter units)</b>   | <b>21 semester/28 quarter units</b>  | <b>27 semester/36 quarter units</b>  |

# General Education Pathways for Consideration

October 6, 2022

## Proposed CalGETC (Associate Degree for Transfer General Education Pathway)

| CalGETC Area                 | Subject  | Courses/Units  |
|------------------------------|--|--|
| 1 – English Communication    | English Composition<br>Critical Thinking and Composition<br>Oral Communication       | 1 course (3 units)<br>1 course (3 units)<br>1 course (3 units) |
| 2                            | Mathematical Concepts and Quantitative Reasoning                                     | 1 course (3 units)   |
| 3 – Arts and Humanities      | Arts<br>Humanities   | 1 course (3 units)<br>1 course (3 units)                       |
| 4                            | Social and Behavioral Sciences   | 2 courses (6 units)  |
| 5                            | Physical Science<br>Biological Science<br>Laboratory (for Phys/Bio course)           | 1 course (3 units)<br>1 course (3 units)<br>(1 unit)           |
| N/A                          | Life Long Learning and Self-Development<br>( <i>CSU upper division GE</i> )          | -  |
| 6                            | Language other than English (LOTE)<br>( <i>Currently UC only, carries no units</i> ) | -  |
| 7                            | Ethnic Studies   | 1 course (3 units)   |
| <b>Total Courses (units)</b> | -  | <b>11 courses (34 units)</b>                                   |



## Proposed (Local) Associate Degree General Education Pathway

| Area | Subject   | Units  | Current Title 5   |
|------|---|--|---|
| 1    | English Composition<br>Oral Communication and Critical Thinking | 3 semester/4 quarter units*<br>3 semester/4 quarter units* | Title 5 §55063(c)(4)(A) and (d)(1)<br>Title 5 §55063(c)(4)(B) |
| 2    | Mathematical Concepts and Quantitative Reasoning                | 3 semester/4 quarter units+                                | Title 5 §55063(c)(4)(B) and (d)(2)                            |
| 3    | Arts and Humanities   | 3 semester/4 quarter units*                                | Title 5 §55063(c)(3)  |
| 4    | Social and Behavioral Sciences                                  | 3 semester/4 quarter units*                                | Title 5 §55063(c)(2)  |
| 5    | Natural Sciences  | 3 semester/4 quarter units*                                | Title 5 §55063(c)(1)  |
|      | Lifelong Learning and Self-Development                          | optional   | -   |
| 6    | Language other than English (LOTE)                              | optional   | -   |
| 7    | Ethnic Studies  | 3 semester/4 quarter units*                                | Title 5 §55063(d)(3)  |
|      | Total Units   | 21 semester/28 quarter                                     |   |

## Proposed CCC Lower Division Baccalaureate Degree General Education Pathway

| Area | Subject   | Units  | Current Title 5   |
|------|---|--|---|
| 1    | English Composition<br>Oral Communication and Critical Thinking | 3 semester/4 quarter units*<br>3 semester/4 quarter units* | Title 5 §55063(c)(4)(A) and (d)(1)<br>Title 5 §55063(c)(4)(B) |
| 2    | Mathematical Concepts and Quantitative Reasoning                | 3 semester/4 quarter units+                                | Title 5 §55063(c)(4)(B) and (d)(2)                            |
| 3    | Arts and Humanities   | 3 semester/4 quarter units*                                | Title 5 §55063(c)(3)  |
| 4    | Social and Behavioral Sciences                                  | 3 semester/4 quarter units*                                | Title 5 §55063(c)(2)  |
| 5    | Natural Sciences  | 3 semester/4 quarter units*                                | Title 5 §55063(c)(1)  |
|      | <i>Lifelong Learning and Self-Development</i>                   | <i>optional</i>  |   |
| 6    | <i>Language other than English (LOTE)</i>                       | <i>optional</i>  |   |
| 7    | Ethnic Studies  | 3 semester/4 quarter units*                                | Title 5 §55063(d)(3)  |
|      | Additional units from any of the above areas                    | 6 semester/8 quarter units                                 |   |
|      | Total Units   | 27 semester/36 quarter                                     |   |

\* indicates transfer-level course required

+ indicates transfer-level course expected with limited exceptions