



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Articulation Officers
Curriculum Committee Chairs

FROM: Aisha Lowe, Vice Chancellor, Educational Services and Support
Dolores Davison, President, ASCCC

RE: Impact of AB 1460: Ethnic Studies Transfer Alignment

This memorandum provides background information and implementation guidance regarding the new ethnic studies requirement for general education mandated for the California State University (CSU) system recently enacted by Assembly Bill 1460 (Weber). This memo discusses how the new CSU GE Breadth Area F impacts California Community Colleges (CCC), and also includes a list of tasks for local colleges to ensure successful implementation of this new GE area.

Background and Collaboration with California State University

Assembly Bill 1460 was signed into law in August 2020. This legislation (AB 1460) requires each CSU campus to offer courses in ethnic studies by the fall of 2021 and requires that “commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies”. Additionally, AB 1460 requires CSU “to develop core competencies to be achieved by students who complete an ethnic studies course”.

Toward those ends, the California State University Chancellor’s Office (CSUCO) and CSU faculty began to coordinate with the California Community Colleges Chancellor’s Office (CCCCO) and CCC faculty, understanding that implementation of AB 1460 would impact the CCC system. The California State University Board of Trustees approved updates to title 5, §40405 at their November 17-18, 2020 meeting. Updates reflecting the changes to CSU general education requirements were released on December 3, 2020, providing details pertaining to the newly created Area F for general education to implement the ethnic studies requirement. Implementation details were also provided in the revised [CSU General Education Breadth Requirements policy](#) (formerly titled Executive Order 1100), and in the [Guiding Notes for GE Course Review](#). Further clarification from CSUCO was also given in the [Revised Ethnic Studies FAQs](#).

Ethnic Studies Transfer Alignment

February 11, 2021

The new Area F three-semester unit course in lower-division general education fulfills title 5, §89032 and cannot be waived or substituted. These courses should meet three of the five core competencies listed in the Guiding Notes for GE Course Review as updated in December 2020 by the CSU, and have the appropriate prefix as stated in the Guiding Notes.

Ethnic Studies Transfer Alignment for CCCs

Given our essential intersegmental collaboration with CSU in support of CCC students' transfer and academic success, all California Community Colleges are expected to provide the Ethnic Studies courses our students will now need to prepare them for transfer to the CSU system. The CSUCO extended the submission date for Area F course approvals to February 5, 2021 and some colleges were able to meet that deadline. CCCCCO recommends colleges prepare to meet local curricular deadlines to begin offering courses by fall of 2022 (or earlier), so that students transferring to the CSU who begin at a California Community College in fall 2021 are able to meet this new requirement (having course availability by their second year).

To fulfill this new requirement California Community Colleges should:

- Prepare curriculum committees and local academic senates to discuss ethnic studies as a discipline and possible need for new or additional ethnic studies prefixes
- Review [CSU core competencies](#) for ethnic studies courses
- Coordinate local processes to meet deadlines for GE approval to CSU for Area F
- Prepare potential courses for curriculum review (may include new course proposals or revisions to meet new CSU Area F requirement)
- Submit courses in ASSIST for CSU GE Area F
- Review ADTs to determine any 60-unit compliance impact (i.e., ADTs where all nine units of Area D are doubled counted) and continue the process in 2021-2022, as needed, to prepare submissions to CCCCCO
- Create fall catalog updates/catalog addendums and revise GE advising sheets

Framing the Work in Diversity, Equity, and Inclusion Innovation

As colleges begin to prepare and design for this ethnic studies reform, it is important that colleges continue and build upon innovative approaches to curricular design and program creation with a focus on diversifying curriculum and eliminating pedagogical equity gaps. This work supports the Vision for Success and the system-wide shared goals of increasing transfer and closing equity gaps, for which design and decisions are made with the student in mind. This reform also supports the 2020 Equity Call to Action goal to create anti-racist curriculum. Ensuring our students of color see themselves reflected in curriculum and providing all students a space to engage on topics of social justice, and race, class, and social stratification within society, is an important first step toward meeting our curricular DEI goals.

The California Community Colleges Curriculum Committee (5C) recommends framing local dialogue and decision making on the following principles:

Ethnic Studies Transfer Alignment

February 11, 2021

- Principle 1: Commitment to curricular diversity, culturally responsive content, and anti-racism to support disproportionately impacted students
- Principle 2: Commitment to removing systemic barriers to student success and equity
- Principle 3: Commitment to building system resiliency

We look forward to supporting the system in implementing ethnic studies courses with fidelity to the mission and ideology of ethnic studies. We also look forward to further engaging in the broader work of ensuring diversity, equity and inclusion is embedded throughout curriculum and classrooms.

If you have any questions regarding this guidance, please contact Dean Raul Arambula (rarambula@CCCCO.edu) and Specialist Bob Quinn (bquinn@CCCCO.edu).

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