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Chair of the Assembly of the Academic Senate
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December 2, 2021

CHAIRS OF SENATE DIVISIONS AND COMMITTEES:

Re: Systemwide Review of Proposed Revisions to Senate Regulation 424.A.3

Dear Colleagues,

I am forwarding for systemwide Senate review the attached revision to Senate Regulation 424.A.3. The revision was proposed by the Board of Admissions and Relations with Schools (BOARS) and creates an A-G ethnic studies requirement for freshman admission to the University by adding Area “H” to the existing A-G requirements. Area H asks that at least one course high school students use to satisfy another A-G area be an approved course of study (one-half unit) in Ethnic Studies. The addition of Area H aligns with a new ethnic studies requirement proposed for California K-12 without adding to the total number of required courses in the A-G pattern. High schools will have until 2030 to develop eligible courses.

In addition to draft language for revisions to Senate Regulation 424.A.3, BOARS has approved A-G ethnic studies course criteria and guidelines. The criteria were developed by a faculty workgroup and establish UC’s expectations for Area H.

Please submit comments to the Academic Senate office at SenateReview@ucop.edu by March 22, 2022 to allow us to compile and summarize comments for the Academic Council’s March 30 meeting. As always, any committee that considers these matters outside its jurisdiction or charge may decline to comment.

Please do not hesitate to contact me if you have additional questions.

Sincerely,

A handwritten signature in black ink that reads "Robert Horwitz".

Robert Horwitz, Chair
Academic Council

Cc: Senate Directors
Executive Director Baxter

Encl.



BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)

Madeleine Sorapure, Chair

sorapure@writing.ucsb.edu

Assembly of the Academic Senate

1111 Franklin Street, 12th Floor

Oakland, CA 94607-5200

November 15, 2021

**ROBERT HORWITZ, CHAIR
ACADEMIC COUNCIL**

RE: A-G Ethnic Studies Requirement

Dear Robert,

Last year, the Board of Admissions and Relations with Schools (BOARS) approved adoption of an A-G ethnic studies requirement for admission to the University of California, effective 2030 (enclosure 1). At that time, BOARS also submitted draft language for revisions to Senate Regulation 424, which governs A-G subject areas. The UC Office of the President (UCOP) then convened a UC faculty workgroup of experts in the field to establish academic expectations for such a requirement. At its November 5, 2021, meeting, BOARS approved the enclosed course criteria and guidance for the A-G admission requirement in ethnic studies (enclosure 2).

We ask that both the draft revisions to SR 424 and the proposed ethnic studies criteria should be sent for endorsement via the systemwide review mechanism.

Thank you for your support,

Sincerely,

Madeleine Sorapure
BOARS Chair

Encls.

cc: Members of the Board of Admissions and Relations with Schools (BOARS)
Executive Director Baxter

**BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)****Eddie Comeaux, Chair**eddie.comeaux@ucr.edu

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December 8, 2020

**MARY GAUVAIN, CHAIR
ACADEMIC COUNCIL****RE: New Subject Requirement for UC Admission for Graduates of Secondary Schools in California: Ethnic Studies**

Dear Mary,

The Board of Admissions and Relations with Schools (BOARS) has consulted with student activists and representatives from the systemwide office of Graduate, Undergraduate, and Equity Affairs regarding a new subject requirement for UC admission for graduates of secondary schools in California which focuses on ethnic studies. As you know, the California State University recently added an ethnic studies requirement for undergraduates, and considerable public interest in expanding ethnic studies curricula exists. After lengthy deliberation, BOARS voted unanimously to amend the California high school subject requirements ([Senate Regulation 424.A.3](#)) with a non-additive one-semester course that emphasizes ethnic studies. As the enclosed justification details, this change is intended to better prepare students to engage with the diverse student body at UC and the general California population. It conforms with the spirit of [AB 331](#), and emphasizes that ethnic studies is required, not optional. Because it is non-additive, students will still be able to pursue their specific academic and extra-curricular interests, should they not overlap. The proposal schedules implementation in 2030, allowing all California high schools to develop courses.

Accordingly, we propose the following new subsection to SR 424.A.3:

- h. At least one of the courses used to satisfy the specific requirements of Paragraph A.3.a-g of this Regulation must be an approved course of study (one-half unit) in Ethnic Studies.

We ask the Council's support for this change, and in leading the systemwide review process ahead of ratification by the Academic Assembly. Meanwhile, BOARS will continue to work with GUEA to convene a panel of faculty experts to develop academic standards for articulation.

Feel free to contact us with any questions or concerns.

Thank you,

Eddie Comeaux
BOARS Chair

Encl.

cc: Members of the Board of Admissions and Relations with Schools (BOARS)
Executive Director Baxter
GUEA

424.A.3. Specific Subject Requirements

The following subject requirements must be satisfied through the completion of approved courses of study as provided in Bylaw 145.B.5.

- a. History/Social Science, 2 units. One unit of world history, cultures, and historical geography; and, one unit of US History or one-half unit of US History and one-half unit of Civics or American government. (Am 17 June 2009)
- b. English, 4 units. College-preparatory English composition and literature. (Rev 4 May 1995) (Am 17 June 2009)
- c. Mathematics, 3 units. Four are recommended. Must include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. (Am 17 June 2009)
- d. Science, 2 units. Three are recommended. Must provide basic knowledge in at least two of the fundamental disciplines of biology, chemistry, and physics. (Am 17 June 2009) (Am 10 April 2019)
- e. Language other than English, 2 units. Three are recommended. Both units must be in the same language. (Am 17 June 2009)
- f. Visual and performing arts, 1 unit. Must be a single, year-long course in dance, drama/theater, music, or visual art. (Am 17 June 2009)
- g. College preparatory elective, 1 unit. Additional approved a-f courses beyond the minimum required, or courses that have been approved specifically in the 'g' subject area (Am 17 June 2009)
- h. At least one of the courses used to satisfy the specific requirements of Paragraph A.3.a-g of this Regulation must be an approved course of study (one-half unit) in Ethnic Studies.

Proposal for A-G Ethnic Studies

Prepared by UC Board of Admissions and Relations with Schools (BOARS)

Presented to Academic Council, November 22, 2021

Proposal

Amend the California high school subject requirements (Academic Senate Regulation [424.A.3](#)), commonly known as A-G requirements, with a non-additive one-semester course that emphasizes ethnic studies:

Require at least **one-half unit** of an ethnic studies course among the minimum 15 A-G courses. High school courses across A-G subjects may earn an Ethnic Studies designation if they align with UC's ethnic studies course policy, to be determined by a UC faculty ethnic studies workgroup.

Ethnic studies is the critical and interdisciplinary study of race, ethnicity, and indigeneity with a focus on the lived experiences and perspectives of people of color. It centers the knowledge, narratives, and intellectual scholarship of racial or ethnic groups,¹ including how groups define and experience social, cultural, and political forces and their connections to gender, class, sexuality, and other intersections of identity. Ethnic studies provides culturally relevant pedagogy that helps students develop inclusivity by fostering understanding of diversity, connecting students with their community, and giving them the tools to identify and change the institutional structures that perpetuate inequity.

This proposed new requirement is intended to better prepare students to engage with the diverse student body at the University of California and the general California population.

Background

BOARS voted unanimously in November 2020 to amend Academic Senate Regulation 424.A.3 to require ethnic studies for freshman admission. The proposed requirement promotes the importance of ethnic studies without requiring additional A-G courses beyond the minimum 15. It supports that ethnic studies can be taught in all subject areas and allows flexibility in how students may fulfill the requirement.

The proposed A-G ethnic studies requirement aligns with the recently signed [AB 101](#), requiring completion of a one-semester ethnic studies course beginning with high school students graduating in 2029-30. Students can satisfy the ethnic studies high school graduation requirement by completing an ethnic studies course approved as meeting the A-G requirements. California districts such as Los Angeles Unified School District (USD), Compton USD, San Francisco USD, and Santa Ana USD already have ethnic studies graduation requirement policies.

¹ Christine Sleeter, *The Academic and Social Value of Ethnic Studies: A Research Review* (Washington, D.C.: National Education Association, 2011), vii, <https://files.eric.ed.gov/fulltext/ED521869.pdf>.

Along similar lines, the California State University (CSU) has already started implementing ethnic studies as required by [AB 1460](#). Starting with the 2021-22 academic year, CSU must provide ethnic studies at all of its campuses. CSU must also include ethnic studies as an undergraduate graduation requirement beginning with the graduating class of 2024-25. To align CSU and UC's common Intersegmental General Education Transfer Curriculum (IGETC) with the new CSU ethnic studies graduation requirement, UC has proposed and developed criteria for an ethnic studies IGETC subject area in collaboration with CSU.²

A study on California high school students conducted by UC Irvine Professor Emily Penner and Stanford Professor Thomas Dee published in the flagship journal of the American Educational Research Association found that taking ethnic studies had a positive and significantly large causal effect on at-risk students' academic outcomes, highlighting the importance of culturally relevant pedagogy.³ Along similar lines, a more recent study showed positive longer-term impacts on underrepresented students from taking ethnic studies classes offered in San Francisco USD, including increased measures of engagement throughout high school (e.g., attendance) and the probability of postsecondary matriculation.⁴ Christine Sleeter and Miguel Zavala's research on the impact of ethnic studies supports the positive value of ethnic studies for students of color and white students.⁵ By requiring all future UC applicants to take an ethnic studies course, UC can uplift the outcomes of students of color and change the institutional structures that perpetuate inequity.

Recommendations for A-G Ethnic Studies Course Criteria

A UC ethnic studies faculty workgroup was convened to make recommendations to BOARS regarding course criteria and guidance that will be circulated for UC systemwide faculty review along with BOARS' proposal for a new A-G ethnic studies requirement. The criteria aim to:

- Establish UC's expectations for all A-G courses approved for the ethnic studies subject requirement to ensure they embody the foundational values of the field of ethnic studies;
- Shape course content based on guiding principles regarding what A-G ethnic studies courses, teaching, and learning will achieve; and
- Identify the repertoire of skills that students will develop for critical analysis and engagement with, and transformation of, society and the world.

² The IGETC ethnic studies proposal to amend Academic Senate Regulation [478](#) is undergoing a separate systemwide review process that is expected to conclude by December 2021.

³ Thomas S. Dee and Emily K. Penner, "The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum," *American Educational Research Journal*, vol. 54, no. 1 (2017), 127-166, <https://files.eric.ed.gov/fulltext/EJ1132535.pdf>.

⁴ Sade Bonilla, Thomas S. Dee, and Emily K. Penner, "Ethnic Studies Increases Longer-Run Academic Engagement and Attainment," *Proceedings of the National Academy of Sciences of the United States of America*, vol. 188, no. 37 (2021), e2026386118, <https://doi.org/10.1073/pnas.2026386118>.

⁵ Christine Sleeter and Miguel Zavala, *What the Research Says About Ethnic Studies*, reprinted from *Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, and Research* (New York: Teachers College Press, 2020), <https://www.nea.org/resource-library/what-research-says-about-ethnic-studies>.

UC's A-G ethnic studies criteria will ultimately serve as a high-level guiding document for the primary target audience of those preparing and submitting new A-G courses to UC: K-12 ethnic studies educators, high school counselors, and school/district administrators.

Timeline

The next steps for the proposal for both the A-G ethnic studies requirement and the course criteria are:

- A 90-day UC systemwide faculty review, providing feedback to Academic Council and BOARS
- Review by Academic Assembly

A-G Ethnic Studies Course Criteria
Approved by BOARS, November 5, 2021

A-G Ethnic Studies

At least one-half year of an ethnic studies course among the minimum 15 A-G courses required. High school courses across the A-G subject areas may be eligible for approval for UC's ethnic studies requirement. Courses focused on a single group as well as courses focusing on multiple groups are acceptable.

Course Criteria & Guidance

All A-G courses approved for the ethnic studies subject requirement will embody the foundational values of ethnic studies, a field that emerged from grassroots struggle. These values are grounded in the interdependence between holistic humanization and critical consciousness:

- Holistic humanization upholds and manifests the values of love, respect, hope, solidarity, and experiential knowledge of communities of color.
- Critical consciousness is the ability to recognize and understand racialized oppressive social and political conditions and to act to change those conditions.

Courses approved for the ethnic studies requirement will need to satisfy both the course criteria for the relevant A-G subject area and *all* of the following criteria specifically for ethnic studies:

1. Critically approach histories, realities, and legacies of racism in the content area of the course.
2. Center anti-racism and anti-racist solidarity throughout the course.
3. Center communities of color from their self-determined perspectives, experiential knowledge, culturally sustaining practices, and expertise. Critically examine claims of “objectivity,” “neutrality,” and “freedom from bias.”
4. Examine racialization as a historical and ongoing structural/systemic process.
5. Include as prior knowledge and teach how “race” is a social construct through the history and theory of racial formation.
6. Explain how the teacher will use ethnic studies pedagogy throughout the course.
7. Equip students with the theoretical tools and vocabulary essential to ethnic studies analysis.

Course Content Guidelines

In addition, courses meeting the ethnic studies requirement will address *each* of the following guiding principles, *even if in varying degrees*. A-G ethnic studies courses, teaching, and learning will do the following:

CENTER an understanding of Indigeneity, routes, and roots through acknowledgement that the course takes place on stolen, unceded land of ____ Native Peoples and in spaces forged through labor, paid, unpaid, and underpaid. This is taught through anti-racist and anti-colonial liberation, cultural work, self-worth, self-determination, and the holistic well-being of the widest conceivable collective, especially Native people and people of color.

CREATE and honor anti-colonial and liberatory movements that struggle for social justice on global and local levels. Engage in the critical study of struggles, locally and globally, against systems and ideas that attempt to divide and conquer people.

<p>CULTIVATE communities that foster, acknowledge, and value the relationships of Indigenous and all communities of color for their survival. Place high value on Indigenous knowledges, worldviews, and epistemologies, and those of other communities of color.</p>
<p>CRITIQUE histories of imperialism, dehumanization, and genocide to expose how they are connected to present-day ideologies, systems, and dominant cultures that perpetuate racial violence, white supremacy, and other forms of oppressions.</p>
<p>CHALLENGE and examine how multiple oppressions and identities intersect (e.g., race, ethnicity, class, gender, culture, nationality, sexual orientation, belief-system, history, language).</p>
<p>CONCEPTUALIZE and create spaces that embrace the idea that racial and ethnic groups are not monolithic and model the joy, knowledge, agency, strength, and endurance of Indigenous and People of color communities.</p>

Skills Guidelines

Because ethnic studies requires that students develop a repertoire of skills for critical analysis and engagement with and transformation of society and the world, approved courses will support them, as critically conscious intellectuals gaining varying levels of mastery, to do the following:

<p>1. Identify, analyze, contextualize, and corroborate sources, with attention to epistemologies, histories, explicit and implicit biases, insider and outsider perspectives of all course materials and objects of study (i.e., books; articles; films; primary documents; artwork; media; websites; archaeological “finds”; scientific and mathematical theories, methods, and “discoveries”; mathematical applications, etc.).</p>
<p>2. Recognize and interrogate power and oppression at ideological, institutional, interpersonal, and internalized levels.</p>
<p>3. Analyze and assess the impact of systems of power and oppression—including empire, white supremacy, white supremacist culture, anti-Blackness, anti-Indigeneity, racism, xenophobia, patriarchy, classism, ableism, belief systems, ageism, anthropocentrism—across race, class, gender, sexuality, disability, and other intersections of identity.</p>
<p>4. Critique dominant narratives of power and their claims to neutrality, objectivity, color-blindness, freedom from bias, and meritocracy in order to examine their harm to Indigenous and other communities of color.</p>
<p>5. Develop leadership, community participation, publicly engaged research, communication, praxis, and other skills to address and dismantle systems of oppression and dehumanization in the many forms in which they appear (i.e., anti-Blackness, xenophobia, ableism, heteropatriarchy).</p>
<p>6. Participate in Indigenous, Black, and people of color-centered histories, knowledge systems, and pedagogical practices that challenge traditional Western educational approaches and practices.</p>
<p>7. Cultivate critical hope, community care, relational accountability, and self-determination for past,</p>

present, and future generations.

8. Nurture community engagement in order to foster anti-racist futures and solidarity across communities.

A-G Ethnic Studies Faculty Workgroup

- Co-Chair Eddie Comeaux, BOARS Chair & Professor of Higher Education, Riverside
- Co-Chair Monica Lin, Director of A-G and Transfer Policy Analysis & Coordination, UC Office of the President (UCOP)

Writing Team:

- Verónica Castillo- Muñoz, Associate Professor of History, Santa Barbara
- Tricia Gallagher-Geurtsen, Lecturer in Education Studies, San Diego
- Christine Hong, Associate Professor of Critical Race and Ethnic Studies, Santa Cruz
- Andrew Jolivette, Professor & Chair of Ethnic Studies, San Diego
- Darlene Lee, Teacher Education Program Faculty Advisor, Los Angeles
- Kimberly Woo, Undergraduate Student, Berkeley

Workgroup Members:

- Courtney Bonam, Assistant Professor of Critical Race and Ethnic Studies, Santa Cruz
- Dolores Inés Casillas, Associate Professor of Chicana/o, Santa Barbara
- Keith Feldman, Associate Professor of Ethnic Studies, Berkeley
- Genavieve Koenigshofer, Undergraduate Student, San Diego
- Inés Hernández-Ávila, Professor of Native American Studies, Davis
- Julia Lee, Associate Professor & Chair of Asian American Studies, Irvine
- Jennifer Nájera, Associate Professor & Chair of Ethnic Studies, Riverside
- Arturo Nevárez, Graduate Student, Riverside
- Bettina Ng'weno, Associate Professor of African American & African Studies, Davis
- Emily Penner, Assistant Professor of Education, Irvine
- Laura Pérez, Professor of Ethnic Studies-Chicano/Latino Studies, Berkeley
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- Chris Zepeda-Millán, Associate Professor of Chicana/o Studies, Los Angeles

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