

CCC, CSU, and UC, Core Competencies Comparison Chart and Background Information

CSU Area F	UC Area 7	CCC Recommendations (Group 2)	CCC Competencies w/ CSU & UC (Use color code key below outlining each system's contributions)	Integrated CCC, CSU & UC (Use color coded key below outlining deletion and additions.)
<p>SLO 1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.</p>	<p>1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, antiblackness, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in any one or more of the above-mentioned fields.</p>	<p>1). Critically examine and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, antiblackness, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in any one or more of the core four disciplines (Native American Studies, African American Studies, and Chicana/o/x/é or Latina/o/x/é Studies).</p>	<p>1) <u>Critically examine</u> and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, <u>antiblackness</u>, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, <u>exploitation colonialism</u>, <u>xenophobia</u>, <u>intersectionality</u>, and anti-racism as <u>studied</u> in any one or more of the <u>core four disciplines (Native American Studies, African American Studies, Asian American Studies, and Chicana/o/x/é or Latina/o/x/é Studies)</u>.</p>	<p><u>Critically examine</u> SLO 1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, <u>antiblackness</u>, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, <u>exploitation colonialism</u>, <u>xenophobia</u>, <u>intersectionality</u>, and anti-racism as <u>studied</u> analyzed in any one or more of the <u>core four disciplines (following: Native American Studies, African American Studies, Asian American Studies, and Chicana/o/x/é or Latina/o/x/é and Latino American Studies)</u>.</p>
<p>SLO 2: Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.</p>	<p>2. Apply theory and knowledge produced by the communities centered in the above-mentioned critical race and ethnic studies fields to understand the critical events, histories, cultures, contributions, lived-experiences and social struggles of those groups with a particular emphasis on subjection or subject formation, agency and group-affirmation.</p>	<p>2). Apply theory and knowledge produced by the one or more of the core four disciplines (i.e., Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies) that describes an understanding of epistemologies, critical events, histories, cultures, cultural identity, cultural philosophies, intellectual traditions, contributions, lived-experiences, generational trauma, and social struggles of those groups with a particular emphasis on systemic oppression, identity formation, agency and group-affirmation.</p>	<p>2) Apply theory and knowledge produced by <u>one or more of the core four disciplines (i.e., Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies)</u> that <u>describes an understanding of epistemologies</u>, critical events, histories, cultures, <u>cultural identity</u>, <u>cultural philosophies</u>, intellectual traditions, contributions, lived-experiences, <u>generational trauma</u>, and <u>all manner of</u> struggles of those groups with a particular emphasis on <u>systemic oppression</u>, <u>identity formation</u>, agency and group-affirmation.</p>	<p>SLO 2: Apply theory and knowledge produced by the communities centered in the above-mentioned critical race and ethnic studies fields to understand the the one or more of the core four disciplines (i.e., Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies) that describes an understanding of epistemologies, and/or Latina and Latino American communities to describe the critical events, histories, cultures, cultural identity, cultural philosophies, intellectual traditions, contributions, lived-experiences, generational trauma, and social all manner of struggles of those groups with a particular emphasis on subjection or subject formations systemic oppression, identity formation, agency and group-affirmation.</p>

<p>SLO 3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.</p>	<p>3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in the communities of the above-mentioned Populations.</p>	<p>3). Critically analyze the intersection of race, racism, and white supremacy as they relate to class, gender, sexuality, sexual orientation, social status, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, in Native American, African American, Asian American, Chicana/o/x/é or Latina/o/x/é Studies communities in the United States.</p>	<p>3) Critically analyze the intersection of race, racism, <u>and white supremacy</u> as they relate to class, gender, sexuality, <u>sexual orientation, social status,</u> religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, in <u>Native American, African American, Asian American, Chicana/o/x/é or Latina/o/x/é Studies</u> communities <u>in the United States.</u></p>	<p>SLO-3-Critically analyze the intersection of race, <u>and racism, and white supremacy</u>, as they relate to class, gender, <u>sexuality, sexual orientation, social status,</u> religion, spirituality, national origin, immigration status, ability, tribal citizenship, <u>sovereignty,</u> language, and/or age, <u>in the communities of the above-mentioned Populations: Native American, African American, Asian American, Chicana/o/x/é and/or Latina/o/x/é Studies and Latino American communities in the United States.</u></p>
<p>SLO 4: Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Native Americans, African Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.</p>	<p>4. Critically situate, in historical context, how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by the above-mentioned Populations are relevant to current and structural issues. Such issues may be communal, national, international, and transnational politics, for example, in immigration, reparations, settler colonialism, multiculturalism, language policies.</p>	<p>4). Critically examine, in historical and intersectional context, how struggle, resistance, <u>and the quest for justice (racial, social, educational, political, economic, etc.)</u>, solidarity, and liberation, as experienced and enacted by Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies as people of color in the United States, are relevant to current and structural issues. Such issues may be communal, national, international, and transnational politics for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.</p>	<p><u>4) Critically examine, in historical and intersectional context,</u> how struggle, resistance, and <u>the quest for justice (racial, social, educational, political, economic, etc.)</u>, solidarity, and liberation, as experienced and enacted by <u>Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies as people of color in the United States,</u> are relevant to current and structural issues. <u>Such issues may be</u> communal, national, international, and transnational politics, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.</p>	<p><u>Critically examine situate, in historical and intersectional context, SLO-4: Explain and assess</u> how struggle, resistance, racial and <u>the quest for social justice (i.e. racial, social, educational, political, economic, etc.)</u>, solidarity, and liberation, as experienced and enacted, <u>and studied by the above-mentioned populations Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies Americans, African American Studies Americans, Asian American Studies</u> as people of color in the United States. <u>Americans and/or Latina and Latino Americans</u> are relevant to current and structural issues. <u>Such issues may be such as</u> communal, national, international, and transnational politics <u>as,</u> for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.</p>
<p>SLO 5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.</p>	<p>5. Describe and engage with anti-racist, abolitionist, and anti-colonial thought, issues, practices, and movements in communities of the above-mentioned Populations seeking a more just and equitable society.</p>	<p>5). Describe and actively engage with anti-racist, abolitionist, anti-colonial, and anti-imperial thought, issues, practices, and movements in Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies as people of color in the United States seeking to build a just and equitable society.</p>	<p>5) Describe and <u>actively</u> engage with anti-racist, <u>abolitionist,</u> anti-colonial, <u>and anti-imperial thought,</u> issues, <u>practices,</u> and movements in <u>Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies as people of color in the United States seeking to build</u> a just and equitable society.</p>	<p>SLO-5-Describe and actively engage with anti-racist, <u>abolitionist, and anti-colonial, and anti-imperial thought,</u> issues, <u>and the practices,</u> and movements in <u>communities of the above-mentioned Populations seeking Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies as people of color in the United States seeking and/or Latina and Latino communities to build a more-</u>just and equitable society.-</p>

COLOR CODED KEY FOR INTEGRATED COLUMNS 4 & 5

- Black - Common language in all three competencies
- Pine Green - Language added from CCC competencies only
- Red - Removed language from CSU only competencies Example: **SLO 4: Analyze**
- Orange - Shared language in CSU and CCC competencies
- Fuchsia - Shared language in UC and CCC competencies
- Light Blue - Removed Language from UC competencies only Example: the communities of the above-mentioned Populations
- Highlighted "all manner of" – replacement for the word "social"
- Column 4 Grey background represents the final version of proposed CCC Core Competencies

Final Draft CCC Competencies with Identified CSU & UC Integration

(Use color coded key below outlining each system's competency contributions)

1) Critically examine and articulate concepts such as race and racism, racialization, ethnicity, equity, -ethno-centrism, eurocentrism, white supremacy, antiblackness, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in any one or more of the core four disciplines (Native American Studies, African American Studies, Asian American Studies, and Chicana/o/x/é or Latina/o/x/é-Studies).

2) Apply theory and knowledge produced by one or more of the core four disciplines (i.e. Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies) that describes an understanding of epistemologies, critical events, histories, cultures, cultural identity, cultural philosophies, intellectual traditions, contribution, lived-experiences, generational trauma, and all manner of struggles of those groups with a particular emphasis on system oppression, identity formation, agency and group affirmation.

3) Critically analyze the intersection of race, racism, and white supremacy as they relate to class, gender, sexuality, sexual orientation, social status, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, in Native American, African American, Asian American, Chicana/o/x/é or Latina/o/x/é Studies-communities in the United States.

4) Critically examine, in historical and intersectional context, how struggle, resistance, and the quest for justice (racial, social, educational, political, economic, etc.), solidarity, and liberation, as experienced and, enacted by Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies as people of color in the United States-are relevant to current and structural issues. Such issues may be-communal, national, international, and transnational politics, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

5) Describe and actively engage with anti-racist, abolitionist, anti-colonial, and anti-imperial thought, issues, practices, and movements in Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies as people of color in the United States seeking to build a just and equitable society.

COLOR CODED KEY FOR INTEGRATED COLUMNS 4 & 5

- Black - Common language in all three competencies
- Pine Green - Language added from CCC competencies only
- Red - Removed language from CSU only competencies Example: **SLO 1: Analyze**
- Orange - Shared language in CSU and CCC competencies
- Fuchsia - Shared language in UC and CCC competencies
- Light Blue - Removed Language from UC competencies only Example: the communities of the above mentioned Populations
- Highlighted "all manner of" – replacement for the word "social"
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CCC Ethnic Studies Core Competencies

(New Final Version-5/14/22)

PRINCIPLES

Founded on the principle of *liberation via self-determination*, Ethnic Studies emerged from a collective struggle begun over 50 years ago by the Third World Liberation Front and the Black Student Union during the 1968 Strike at San Francisco State University. (*SFSU College of Ethnic Studies*)

Founded on principles of community-based research and teaching, student leadership, and activism, the core four disciplines of Ethnic Studies continue to be guided by these values in their journey towards *liberation via self-determination and collectivism*. (*CCC Ethnic Studies Faculty Council as adapted from SFSU College of Ethnic Studies*)

HISTORY

Before the student strike for Ethnic Studies disciplines in 1968 at San Francisco State University (SFSU), Black student activism at Merritt College resulted in California Community College's first established Black History classes in 1964. By 1967, Merritt College offered the nation's first degree granting Black Studies Department with transferable courses anywhere in American higher education. Additionally, De Anza College would be the first among California Community Colleges to establish an Ethnic Studies Division in the Fall of 1969. That next year, in 1970, its district board of trustees would be the first to approve Ethnic Studies as a graduation requirement for the A.A. degree.

Later in 1968 and 1969, the *Black Student Union, Third World Liberation Front*, selected staff, faculty, and members from the larger Bay Area community, continued this effort by organizing and leading a series of actions against systematic discrimination. Protestors spoke out against the lack of access, misrepresentation, and the overall neglect of indigenous peoples and people of color within the university's curriculum and programs. Their specific demands included the **establishment of four autonomous disciplines and departments [known as the 'core four']:** in American Indian Studies, Asian American Studies, Black Studies, and La Raza Studies *within* a College of Ethnic Studies. These demands reflected a respect for the diverse intellectual traditions and culturally-centered worldviews as expressed by scholars, activists, and artists of color and indigenous people throughout the United States. (*SFSU College of Ethnic Studies, CCC Ethnic Studies Faculty Council*)

ETHNIC STUDIES DISCIPLINES DEFINED

First, Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized groups: Native Americans, African Americans, Asian Americans and Latina/o Americans. This area of studies may appear in various institutional forms (Dr. Maulana Karenga, 2022), that include Chicana/o/x Studies, Latina/o/é/x Studies, La Raza Studies, African American Studies, Black Studies, Africana Studies, African Diaspora Studies, Pan-African Studies, Native American Studies, American Indian Studies, Indigenous Studies, Asian American Studies, Pacific Islander Studies, Filipino American Studies, and Central American Studies.

Secondly, Ethnic Studies as a group of distinct disciplines and departments or programs are conceptualized with shared initiative and area of interest. These disciplines are autonomous and interact with each other in various ways but retain their distinct intellectual and structural forms within the academy (Dr. Maulana Karenga, 2022)

Lastly, Ethnic Studies disciplines are unique educational experiences that define the lives and lived realities of Native Americans, Latina/o/x/é Americans/Chicana/o/x, African Americans, and Asian Americans as people of color from their own culturally-centered philosophies, multidimensional and diasporan worldviews. This is implemented through the cooperative efforts of students, faculty, and members of the community invested in meaningful and holistic education that develops critiques and correctives of the experiences within and as seen by these communities. (*CCC ESFC as adapted from SFSU College of Ethnic Studies*)

CORE CRITERIA

CCC Ethnic Studies General Education Requirement courses must meet **all** of the following criteria due to the discipline specific nature of the subject area. Courses proposed must:

1. Meet 3 of the 5 core competencies
2. Have one of the core four Ethnic Studies discipline subject indicators (e.g. Native American Studies - NAIS, Latina/o/x/é Studies - LTNX African American Studies - AFAM, Asian American Studies - ASAM)

COURSE LEARNING OBJECTIVES

Upon successful completion of courses, students will be able to analyze, distinguish and explain the culturally-centered worldviews, philosophies, intellectual traditions, and lived experiences in the United States of people of color from one or more of the core four Ethnic Studies disciplines.

ETHNIC STUDIES CORE COMPETENCIES

1. **Critically examine** and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, **antiblackness**, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, **exploitation colonialism, xenophobia, intersectionality**, and anti-racism as **studied** in any one or more of the **core four disciplines** (**Native American Studies, African American Studies, Asian American Studies, and Chicana/o/x/é or Latina/o/x/é Studies**).
2. Apply theory and knowledge produced by **one or more of the core four disciplines** (i.e. Native American Studies, **Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies**) that describes an understanding of epistemologies, critical events, histories, cultures, **cultural identity, cultural philosophies, intellectual traditions, contribution, lived-experiences, generational trauma, and all manner of struggles** of those groups with a particular emphasis on **system oppression, identity formation, agency and group affirmation**.
3. Critically analyze the intersection of race, racism, and **white supremacy** as they relate to class, gender, sexuality, **sexual orientation, social status**, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, in **Native American, African American, Asian American, Chicana/o/x/é or Latina/o/x/é Studies** communities in the United States.

4. Critically examine, in historical and intersectional context, how struggle, resistance, racial and the quest for justice, solidarity, and liberation, as experienced and, enacted by Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies as people of color in the United States are relevant to current and structural issues. Such issues may be communal, national, international, and transnational politics, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist, abolitionist, anti-colonial, and anti-imperial thought, issues, practices, and movements in Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies as people of color in the United States seeking to build a just and equitable society.

Note: Ethnic Studies is a General Education Requirement under Title 5 for the Associate Degree pattern.