



Transfer Model Curriculum Review Summary - Chicana/o Studies

May, 2024

After careful review of the survey results from the Ethnic Studies Faculty Discipline review group (FDRG) vetting process. Here is a summary of the key findings and comments:

1. Participation:

The survey received responses from faculty across the California Community Colleges (CCC) and California State University (CSU) systems, representing diverse perspectives within the Chicana/o Studies discipline. The survey received responses from 59 participants, with the majority (81.36%) not being previously involved in the C-ID process as CORE or FDRG members. This suggests a good representation of diverse perspectives from the broader Chicana/o Studies community.

2. Institutional Affiliation:

Most respondents (84.75%) were affiliated with the California Community Colleges (CCC), while 20.69% were affiliated with the California State University (CSU) system, indicating a strong presence of CCC faculty members in the vetting process.

3. Culturally Relevant and Anti-Racist Curriculum:

Several respondents provided suggestions on how to incorporate culturally relevant and anti-racist content in the Transfer Model Curriculum (TMC) and course descriptors. These suggestions should be carefully considered to ensure that the TMC and descriptors reflect the latest pedagogical approaches and address issues of equity and inclusivity.

4. Core Curriculum:

There were suggestions to include additional course options in the core, such as Chicana Feminisms, Introduction to Race and Ethnicity, Chicana/o History (pre-1848), and Queer Latinidad/Joteria Studies. However, these suggestions came after the initial requests for the 9-unit core courses in the TMC when the faculty first met. The suggested courses can be part of List A or B as determined by the local college. Some respondents expressed concerns about requiring Chicana Feminisms in the core due to potential course availability limitations at some colleges. Colleges will need to create courses that reflect faculty input. The core courses of the curriculum came from the initial DIG and initial vetting of the TMC in Fall of 2022.

5. TMC Structure:

Respondents generally did not suggest major changes to the CORE, List A, or List B sections of the TMC.

6. Course Descriptors:

There were mixed responses regarding changes to the CHS 101, CHS 102, and CHS 103 descriptors. The specific comments and suggestions provided by those who responded.

For the CHS 101 descriptor, suggestions included clarifying the inclusion of Latina/o/x Studies, incorporating primary texts, and broadening the scope beyond the U.S. context. Here is there is lack of understanding the Chicana/o Studies Discipline. Latina/o/x is a different approach within Ethnic Studies and the focus is always U.S. context.

For CHS 102, respondents recommended incorporating LGBTQ theories, gender, and sexuality narratives. The course includes these suggestions. This course was a primary requirement for the TMC. Faculty asked for the course to be part of the lower division curriculum. CSU Chicana/o Studies Departments and programs offered support for the course. A stand-alone course in Queer Chicana/o Studies maybe created as a course in either List A or B.

For CHS 103, there were recommendations to include feminist and queer historian contributions, Native American perspectives, and additional historical events and paradigm shifts. These are good suggestions. Faculty building their courses will have opportunities to include different themes when syllabi are created.

7. Open Educational Resources (OER):

While most respondents were not aware of suitable OERs for the course descriptors, the few who responded affirmatively could potentially provide valuable resources to explore.

Summary

The survey results indicate a generally positive reception of the proposed TMC and course descriptors. The responses reflect a strong commitment to ensuring the Chicana/o Studies Transfer Model Curriculum (TMC) and course descriptors align with contemporary disciplinary knowledge, pedagogical approaches, and anti-racist principles. The feedback provided valuable insights and suggestions for enhancing the cultural relevance, inclusivity, and intellectual rigor of the proposed curriculum.

Degree Development

Here are some ways the survey feedback can contribute to the degree development process:

1. Curriculum Design:
The feedback highlights the importance of offering core course: Chicana Feminisms, Introduction to Chicana/o Studies, and Post-1848 Chicana/o History. The suggestions regarding List A and List B courses can directly inform the structure and content of the ADT degree program. The feedback highlights the importance of offering other courses to build upon the core courses; Chicana/o/x Queer Studies, Contemporary Issues, and/or Pre-1848 Chicana/o/x History, to accommodate the diverse strengths and needs of different community colleges.
2. Disciplinary Representation:
The survey responses underscore the interdisciplinary nature of Chicana/o Studies and the use of perspectives from related fields like Ethnic Studies, Gender Studies, Queer Studies, and other traditional disciplines. The feedback can guide the

inclusion of courses that foster a well-rounded understanding of the Chicana/o experience from multiple theoretical and methodological lenses.

3. **Community Engagement:**

The recommendation to include community engagement and service-learning opportunities aligns with the community college mission of serving local populations. Incorporating these experiential components can strengthen the connection between the academic curriculum and the lived realities of Chicana/o communities, fostering a deeper understanding of the discipline's practical applications and societal impacts.

4. **Resource Identification:**

The survey responses provide valuable information on potential Open Educational Resources (OERs) and other instructional materials that can be incorporated into the ADT degree program. The feedback can assist in curating a collection of accessible and relevant resources, addressing issues of affordability and representation.

Conclusion

The FDRG's efforts in creating a Chicana/o Studies ADT degree have the potential to establish an academically rigorous, culturally responsive, and socially transformative curriculum that meets the new Cal-GETC transfer requirements and fulfills the Community College Ethnic Studies Requirement using Ethnic Studies Core Competencies. By carefully considering and integrating the survey feedback, community colleges can develop a degree program that not only prepares students for further academic pursuits and professional endeavors but also empowers them to become critical thinkers, engaged citizens, and advocates for social justice.

The insights and suggestions provided by the survey respondents reflect a strong commitment to advancing the discipline of Chicana/o Studies and ensuring its relevance and impact in the contemporary educational landscape. As we move forward with the degree development process, it is essential to maintain an open dialogue with faculty, students, and system stakeholders to continuously refine and strengthen the curriculum. Through collaborative efforts and a shared vision, we can create a Chicana/o Studies ADT degree that sets a new standard for equity, inclusivity, and academic excellence.

In view of the foregoing points, the FDRG recommends the TMC in Chicana/o Studies to move forward.