

**REVISIONS TO DISCIPLINES LIST
PLEASE TYPE**

(Note: Only typed forms will be accepted.)

DATE SUBMITTED: 5/5/2014
(Deadline for submission is September 30, 2014)

DISCIPLINES LIST TITLE: African-American 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 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***

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.

As the oldest Ethnic Studies discipline in higher education (1968), African American/Black Studies has expanded within 76% of 1777 institutions nationally (both public and private) in varying formats as departments, programs, and/or courses over the last forty-five years. This includes undergraduate and graduate degree offerings in 15% of California's Community College campuses, 57% of the CSUs and 70% of the UCs. Having African American Studies on the disciplines list will clarify the minimum qualifications for teaching and hiring for those institutions that have a fully recognized program of study.

As a catalyst for social, political & economic inclusion, naissanced from the northwest and cultural movements throughout the nation, African American/Black Studies offers students a diverse interdisciplinary course of study across the curriculum. This provides a critical opportunity for students to develop a holistic understanding of essential contributions African Americans have made to the American landscape and global community. Lastly, as

transnational economies and international marketplaces expand, 21st century workforce demands require different (conceptual) skill sets that include language proficiencies, problem-solving, greater sensitivity to cultural differences (cultural competency), and an openness to diverse ideas and perspectives. As such, African American/Black Studies provides education and research experiences that bring value to diversity, creative production and cultural capital that is essential to understanding race relations and the impact of complex systems upon varying populations.

Required investigation of the following and statement of findings:

X Contacted an associated professional organization to determine support of proposal

1) National Council for Black Studies (NCBS) - For over 30 years NCBS has served as the leading professional organization committed to developing the field of Black/Africana Studies as a respected discipline. As the first and only Community College Board member for over 5 years to date, NCBS is committed to supporting the advancement and growth of Black Studies throughout the academe and the nation at large. As such, a formal request for support of a new discipline to the ASCCC Discipline's List has been forwarded to the national office of NCBS for review with a request for support. <http://www.ncbsonline.org/>

2) Western Region of the National Council on Black American Affairs (WRCBAA) - This proposal has also been submitted to the WRCBAA for review with a request for support. The WRCBAA is an official regional body of the National Council on Black American Affairs (NCBAA) and is an affiliate of the American Association of Community Colleges (AACC). Over the past 30 years the NCBAA has worked to address the changing needs of African Americans in higher education. <http://wrcbaa-ncbaa.org>

We are currently awaiting responses of formal endorsement from both professional organizations.

- Included evidence of degrees within the proposed revision of the discipline or new discipline. 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: *(See Appendix A, Sections A1-A3)*
 - 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
 - Disciplines in the Non-masters List requires evidence of the availability of degree, certification, and/or professional experience, if necessary
- 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 seconder from another district. *(See Appendix B)*
- Explained the impact of proposal across the state using a list the pro and con arguments and including refutation of the con arguments *(See Appendix C)*
- Provided other evidence such as significant changes to the field that requires a change to the Disciplines List. *(See Appendix D)*

APPENDIX A

Evidence of degrees within the proposed changes to the Disciplines List

(SECTION A1)

The following is a list of institutions with departments and/or programs offering courses and degrees in African American/Black Studies throughout California Community College (CCC) campuses that included the following:

13 - * AA. Degree Programs 1 - Certificate Program 3 - Courses only

College of Alameda	* African American Studies - A.A. (<i>African American Studies Dept.</i>)
City College of S.F.	African American Studies - (<i>Courses only</i>)
College of the Sequoias	Black American Studies - (<i>Courses only – Social Sciences Dept.</i>)
Contra Costa College	* African American Studies - A.A. (<i>Africana/Chicano/Ethnic Studies Dept.</i>)
Fresno City College	* African-American Studies - A.A. (<i>Cultural & Women's Studies Dept.</i>)
Laney College	* African-American Studies - A.A. (<i>Ethnic Studies Dept.</i>)
Los Angeles City College	* African-American Studies - Certificate (<i>Social Sciences Dept.</i>)
Los Angeles Mission College	African-American Studies - (<i>Courses only – Social Sciences Dept.</i>)
Merritt College	* African-American Studies - A.A. (<i>African American Studies Dept.</i>)
Palomar College	African -American Studies - (<i>Courses only – Multicultural Studies Dept.</i>)
Sacramento City College	* African –American Studies Emphasis - A.A. Ethnic Studies (<i>Ethnic Studies Dept.</i>)
San Diego City College	* Black Studies - A.A. (<i>Black Studies Dept.</i>)
San Diego Mesa College	* Black Studies - A.A. (<i>Black Studies Dept.</i>)
Santa Barbara City College	* Black Studies - A.A. (<i>American Ethnic Studies Dept.</i>)
Solano Community College	* African-American Studies - A.A. (<i>Ethnic Studies Dept.</i>)
Southwestern College	* African-American Studies Transfer Prep - A.A. (<i>African American Studies Dept.</i>)
West Los Angeles College	* African-American Studies Emphasis - A.A. in Liberal Arts (<i>Behavioral & Social Science Dept.</i>)

(SECTION A2)

The following is a list of undergraduate and graduate degrees offered at California State University (CSU) campuses in Black/African American Studies:

10 – B.A. Degree Programs/ 13 – Minors/

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 Option 1 or African American Social Science Option 2 or African American Arts & Literature Option 3 or African and African American Cultural Studies, M.A.)

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*)

(SECTION A3)

The following are UC campuses that offer undergraduate and graduate degrees in African American/Black Studies:

7 – Bachelors/ 7 – Minors/ 2 - M.A./ 4 - Ph.D./ 1 - M.A./J.D.

UC Berkeley - Minor, B.A. in African American Studies & PhD. African Diaspora Studies (*African American Studies Department*)
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., M.A.,M.A/ J.D. in Afro-American Studies (*a well established program that has become a newly approved African American Studies Dept.*)
UC Riverside - Minor, B.A., African American Studies & PhD in Ethnic Studies (*Ethnic Studies Dept.*)
UC San Diego - Minor, B.A. PhD. in Ethnic Studies (*Ethnic Studies Dept.*)
UC Santa Barbara - Minor, B.A. in Black Studies (*Black Studies Dept.*), PhD. Emphasis Black Studies (*Interdisciplinary Studies*)

Below are several private California university campuses that offer undergraduate degrees in African American/Black Studies:

1 – Graduate Certificate / 2 – Minor / 3 - B.A./ 1 - Ph.D./

Claremont Graduate University - Graduate Certificate in African American Studies (*Joint w/Intercollegiate Department of Africana Studies (IDAS) of the Claremont Colleges*)
Loyola Marymount University - B.A. in African American Studies (*African American Studies Dept.*)
Stanford University - BA in African & African American Studies (*Program in African & African American Studies*)
Mills College – Minor, African & African American Diasporan Studies (*Ethnic Studies Department*)
Pepperdine University – Minor in African American Studies (*Humanities & Teacher Education Division*)
University of Southern California (USC) - B.A. in African American Studies (*College of Letters, Arts & Sciences*) & PhD. in American Studies & Ethnicity (*American Studies & Ethnicity Dept.*)

Additional Out-of-State Institutions w/Undergraduate & Graduate Units/Programs

10 – Minors/ 18 – B.A. / 1 - Graduate Certificate/ 8 - M.A./ 11 – Ph.D

Brown University - A.B., PhD. in Africana Studies (*Africana Studies Dept.*)

Columbia University - B.A. Africana Studies (*Africana Studies Dept.*)

Cornell University - Minor, B.A., PhD. in Africana Studies (*College of Arts and Sciences*)

Dartmouth College - Minors, B.A. in African & African American Studies (*African & African American Studies Program*)

Duke University Minor, B.A., Graduate Certificate in African & African American Studies (*African & African American Studies – Trinity College*)

Florida International University – Certificate, B.A. M.A./PhD. AADS & International Relations(History or Global Studies) in African & African Diasporan Studies (AADS)

Harvard University - B.A., PhD in African & African American Studies (*African & African American Studies Dept.*)

Indiana University Purdue University Indianapolis (IUPUI) - Minor, B.A. in Africana Studies

Indiana University Bloomington – Certificate, Minor in African Expressive Culture or African Languages; B.A. Individualized Major Program or International Studies; PhD Minor, Dual M.A. in African Studies & Library Science; Joint M.A. in African Studies & Public Affairs; Dual M.A. African Studies & Public Health
John Hopkins University - Minor, B.A. PhD. in African/Africana/Studies of the African Diaspora (*Africana Studies Dept.*)

Morgan State University - M.A. in African American Studies (*African American Studies Dept.*)

Norte Dame - Minor, B.A. in Africana Studies (*African Studies Dept.*)

Northwestern University - Minor, B.A., Graduate Certificate in African American & Diaspora Studies, PhD. in African American Studies (*African American Studies Dept.*) & Adjunct Major/Minor in African Studies (*Program of African Studies*)

Ohio State University - B.A., M.A., PhD. African American & African Studies (*African American & African Studies Dept.*)

Rutgers University - B.A. in African American & African Studies (*African American & African Studies*) and PhD. in History with concentration in African American Studies (*History*)

Syracuse University – B.A.in African American Studies. M.A. in Pan-African Studies (*African American Studies Department*)

Temple University - Minor, B.A., M.A., PhD. African American Studies (*African American Studies Dept.*)

University of Wisconsin Milwaukee – Minor, Major & Ph.D. in Africology (*Africology Dept.*)

Vanderbilt - B.A.in African American Diasporan Studies (*Ethnic Cultural & Gender Studies Area*)

Yale University - B.A., African American Studies & combined PhD in African American Studies with one of 13 other disciplines (*African American Studies Dept.*)

NOTE: Currently there are over 15 doctoral programs among 361 programs and departments established in the collective field of African, African Diasporan/African American, Africology & Black Studies. The above listing represents a viable sample of program availability.

Resources:

Abdul Alkalimat, Ronald Bailey, Sam Byndom, Desiree McMillion, LaTasha Nesbitt, Kate Williams, and Brian Zelip. African American Studies 2013: A National Web-Based Survey. 29 pages. University of Illinois at Urbana Champaign Department of African American Studies, 2013. Available at <http://afro.illinois.edu>.

APPENDIX B

- ❑ Provide 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 seconder from another district.

TABLE 1 - California has the second largest number of African American/Black Studies units and courses offerings in the nation, second only to New York with nearly double the number of institutions and 30% more programs and courses than the next closest state.

STATE	AA/BLAS UNITS	AA/BLAS COURSES	PERCENTAGE	TOTAL # OF INSTITUTION
1) NEW YORK	38	59	72%	134
2) CALIFORNIA	37	31	68%	127
3) ILLINOIS	25	31	38%	65

To date several CCC campus discipline and other faculty representatives from across the state have expressed an interest in supporting this proposal and believe it would be an important addition to the ASCCC's Disciplines List. Historically, Black Studies as a discipline was conceived in California which continues to be a leading institution of support and growth of the discipline as evidenced by Table 1 above. As such, the following institutions have indicated an interest in supporting this proposal:

- 1) Consumnes River College
- 2) Laney College
- 3) Merritt College
- 4) Sacramento City College
- 5) Contra Costa College
- 6) San Diego City College

Resources:

Abdul Alkalimat, Ronald Bailey, Sam Byndom, Desiree McMillion, LaTasha Nesbitt, Kate Williams, and Brian Zelip. African American Studies 2013: A National Web-Based Survey. 29 pages. University of Illinois at Urbana Champaign Department of African American Studies, 2013. Available at <http://afro.illinois.edu>.

APPENDIX C

- ❑ Explain the impact of proposal across the state using a list the pro and con arguments and including refutation of the con arguments.

ARGUMENTS FOR AFRICAN-AMERICAN DISCIPLINE (AAD) PROSPOSAL:

- 1) In 2013, the California Legislature passed resolution ACR-71 unanimously (13-0) supporting African American Studies and other ethnic programs throughout the state. Under the leadership of Assembly Member Dr. Shirley Weber, former Chair and faculty member of Africana Studies at San Diego State University, and with the Black Caucus which co-authored this resolution, the State Legislature *“formally endorses the invaluable work of California’s Africana studies departments, programs, and related projects, and their faculty, staff, and students; and the leadership provided by the beneficiaries of these programs which has contributed greatly to the academic rigor, prominence, and distinguishing qualities of California’s colleges and universities and the vitality of other public and private institutions, including the California state government.”*

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140ACR71&search_keywods=

** Over 400 students chose to major in African American studies for fall of 2012 and another 200 in gender or ethnic studies. (ACR 71, 2013) See attached document - Resolution ACR-71*

- 2) AAD supports the mission of the California Community Colleges Chancellor’s Office and all California Community Colleges committed to creating and supporting a diverse teaching and learning environment for all students.



California
LEGISLATIVE INFORMATION

ACR-71 Africana studies programs. (2013-2014)

Assembly Concurrent Resolution No. 71

CHAPTER 145

Relative to Africana studies.

[Filed with Secretary of State September 27, 2013.]

LEGISLATIVE COUNSEL'S DIGEST

ACR 71, Weber. Africana studies programs.

This measure would formally endorse the invaluable work of California's Africana studies programs, and their faculty, staff, and students. The measure would recognize the leadership provided by the beneficiaries of those programs, and would support the continuation of Africana studies programs in California's institutions of higher education.

Fiscal Committee: no

WHEREAS, The academic discipline of Africana studies encompasses research, scholarship, and programs that analyze and reflect the experiences and contributions of African natives and African Americans; and

WHEREAS, Formal Africana studies programs and departments at California's universities resulted from student-led movements dating back to the 1960s. These movements included demonstrations and student protests, where students, faculty, and community members demanded university courses relevant to them and their communities; and

WHEREAS, Since the 1960s, Africana and Black studies have been the academic and intellectual extension of the Civil Rights Movement; and

WHEREAS, The formalization of Africana studies increased awareness of the need for faculty, students, and staff from diverse communities in California's universities; and

WHEREAS, Dr. Nathan Hare, known as the father of Black studies programs in the United States, was the department chair of the nation's first African American studies academic program in 1968 at San Francisco State University. Following a similar pursuit, faculty members including, but not limited to, Carrol Wayman, Vernon Oaks, Norman Chambers, Shirley W. Thomas, Shirley N. Weber, and Harold K. Brown developed the first Black studies program at San Diego State University in 1972; and

WHEREAS, In addition to offering the first African American studies program in the United States, the California State University has nine programs statewide as well as seven ethnic and gender studies programs leading to undergraduate and graduate degrees; and

WHEREAS, Over 400 students chose to major in African American studies for fall of 2012 and another 200 in gender or ethnic studies; and

WHEREAS, The University of California campuses at Berkeley, Davis, Riverside, Irvine, Los Angeles, and Santa Barbara offer undergraduate degrees in one of African American studies, Black studies, or Afro-American studies; and

WHEREAS, Africana studies is comprised of several disciplines, including art history, humanities, political science, behavioral science, and history; and

Bill Text - ACR-71 Africana studies programs.

WHEREAS, Africana studies, known in some departments as Black, Pan-African, or Afro-American studies, encompass the origin, history, culture, experiences, heritage, achievements, and contributions of African natives and African Americans; and

WHEREAS, Africana studies, a respected academic field, has fostered the development of professional organizations, institutionalized departments, research journals, award-winning publications, and other related programs across the United States; and

WHEREAS, Departments, programs, and related projects in the field of Africana and Black studies promote constructive communication and collaborative efforts among diverse groups, and encourage respect, understanding, appreciation, equality, and dignity among all groups; and

WHEREAS, The study of the roles, contributions, and achievements of African natives and African Americans provides a rich and in-depth perspective for understanding California and United States history; and

WHEREAS, Africana and related studies incorporate the influence of African natives and African Americans on the California education system and on America's diverse racial and ethnic groups; and

WHEREAS, Africana studies and related academic disciplines promote a view of ethnic groups as significant contributors to the history and diversity of California and the United States history; and

WHEREAS, Africana studies has been the model and inspiration for other ethnic, gender, and social education programs throughout the United States; and

WHEREAS, The continuation and expansion of Africana studies within our state's educational system would encourage students to analyze and synthesize information with a global perspective; and

WHEREAS, Support for postsecondary Africana studies departments, programs, and related projects, including financial support, will allow for the continued guidance and teaching of a new generation of students who will enrich and contribute to California policy, education, and government, now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Legislature of the State of California formally endorses the invaluable work of California's Africana studies departments, programs, and related projects, and their faculty, staff, and students; and be it further

Resolved, That the Legislature of the State of California also recognizes that the leadership provided by the beneficiaries of these programs has contributed greatly to the academic rigor, prominence, and distinguishing qualities of California's colleges and universities and the vitality of other public and private institutions, including the California state government; and be it further

Resolved, That the Legislature of the State of California supports the continuation of Africana studies departments, programs, and related projects in California's institutions of higher education; and be it further

Resolved, That the Chief Clerk of the Assembly transmit copies of this resolution to the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, and the author for appropriate distribution.

- 3) AAD would be a valuable resource to assist in the development of effective *Equity Plans* required of all California Community Colleges to address the needs of underrepresented students, particularly the sub-committee for African-American student success (CCCCO, 2014).
- 4) Research shows that effective strategies for improving underrepresented student persistence and success call for support of identity development (Smith, 2005)
- 5) Students traditionally deemed the minority are increasingly becoming a growing majority. As such, greater numbers of students are self-identifying as multi-racial (Smith, 2005).
- 6) Institutional responsibility to ensure diversity in learning – This includes the need for diversified faculty and staff which provide the necessary guidance and mentorship identified in research as an essential factor to increasing persistence and success of underrepresented students in predominately white institutions of higher learning. Their success at Community Colleges is an important initial step to strengthening the pipeline for much needed diversity which has traditionally represented disproportionate numbers of diverse faculty across the academe (Smith, 2005).
- 7) AAD provides increased diversity among faculty, staff and therefore greater diverse mentoring/intern & externships (experiential learning) support for students both on and off campus that research has shown to be an essential factor in supporting the success of underrepresented students in higher education. (Flynn & Vredevoogd, 2010; Smith 2005)
- 8) AAD increases opportunity and support for the development of new markets, resources, publications and products related to the continued maturing and expansion of the discipline through developed educational materials, professional journals, professional conferences, etc.
- 9) AAD would provide alternative teaching methods and pedagogies that serve as an institutional resource for California Community Colleges in their commitment to re-examining traditional forms of engagement used to meet contemporary student and workforce needs in the U.S. (Flynn & Vredevoogd, 2010)
- 10) Chicano/a Studies was granted a separate discipline category by ASCCC which was published in the latest updates to the Disciplines in Fall of 2013.
- 11) Colleges are becoming a more integrated part of regional economic development (Flynn & Vredevoogd, 2010) and as such, the National Governor Association has developed initiatives resulting from its research and ultimate publication of *Arts & the Economy- Using Arts and Culture to Stimulate State Economic Development; New Engines of Growth: Five Roles of Arts Culture and Design*. This body of knowledge recognizes the value of actively investing in **creative and cultural industries** to promote economic development within each state, seen as an essential component toward improving California's economic viability and international competitiveness.
- 12) This discipline addition will help increase cultural awareness and appreciation for cultural differences thus contributing to the reduction of racial tensions and hate crimes upon the campuses of California's institutions of higher learning.

ARGUMENTS AGAINST AFRICAN-AMERICAN DISCIPLINE PROPOSAL:

- 1) Cost factor due to lack of adequate resources – The economic crisis of 2008 created a contraction of resource allocation for instructional support and curricula expansion. However, in the wake of community support of the passing Proposition 30 and Legislative passing of ACR71, Assembly Member Dr. Shirley Weber and other legislative members (Assembly Budget Committee on Health and Human Resources, Chair) have vigorously advocated for and obtained increased financial resource support for all public institutions of higher learning throughout the state of California. This amounts to substantial increases in available funding that could easily support this proposed curricular expansion. As a result, recent campaigns to hire much needed faculty across disciplines provides ample opportunity to allocate comparable resource support for the expansion of African-American/Black Studies departments and other equally vital Ethnic Studies programs throughout the state.
- 2) Perceptions of discipline relevance as not being a core curriculum requirement – In the face of technological advances that have increased diverse international marketplaces and cross-cultural relations within the global economy, businesses and industries look more towards higher education to help produce culturally competent individuals to meet 21st century workforce development needs and cultural competency requirements to effectively compete within a global economy (Smith, 2005).
- 3) Failure to meet mission statements and goals of Community Colleges in serving the needs of all its constituents (students and community at large). This would lead to a lack of trust in the CCC education system that the same diversified voting population was called upon to support the passing of Proposition 30 on November 7, 2012.
- 4) Current social and institution safeguards provide adequate supports for cultural inclusion - Recent hearings of the Assembly Select Committee on Campus Climate, have been conducted (two or four) throughout the state by Assembly Member Shirley Weber to examine policies at California colleges and universities for addressing incidents of student harassment (i.e. San Jose State) and to gain insight into changes needed to prevent future such harassment and hate crimes at California's institutions of higher learning. Expansion of African American/Black Studies departments and programs become a viable institutional investment to assist expansion of cultural sensitivity and appreciation among California's diverse student, staff, faculty, and administrative populations in higher education.

Assembly Member 79th District Dr. Shirley Weber - Website

<http://asmdc.org/members/a79/news-room/press-releases/assemblymember-weber-to-hold-hearing-on-campus-climate>

Resources:

Flynn, W. & Vredevoogd, J. (2010). *The Future of Learning: 12 Views on Emerging Trends in Higher Education, Planning for Higher Education*, Jan/Mar

National Governors Association (2009). *Arts & the Economy- Using Arts and Culture to Stimulate State Economic Development*. Retrieved from <http://www.nga.org/cms/home/nga-center-for-best-practices/center-publications/page-ehsw-publications/col2-content/main-content-list/arts--the-economy-using-arts-and.html>

National Governors Association (2012). *New Engines of Growth: Five Roles of Arts Culture and Design*. Retrieved from <http://www.nga.org/cms/home/nga-center-for-best-practices/center-publications/page-ehsw-publications/col2-content/main-content-list/new-engines-of-growth-five-roles.html>

Enclosure 3

Michalowski, L., Sheldon, D., DiThomas, D. (2014). Student Equity Planning, the Achievement Gap and Student Success, Community Colleges League of California, 2014 Legislative Conference

Smith, D. & Wolf-Wendel, L. (2005). The Challenge of Diversity: Involvement or Alienation in the Academy? ASHE Higher Education Report, 31(1)

APPENDIX D

- ❑ **Provided other evidence such as significant changes to the field that requires a change to the Disciplines List.**
- 1) Fourteen of the seventeen CCCs currently have converted their curriculum to African American Studies with the exception of four that remain Black Studies programs. Additional changes in the discipline name of department/program units at the University level indicate a growing synthesis of curricula and degree offerings more inclusive of the African Diaporan experience (Africana Studies/African and African American Studies). This trend affirms expanded growth and standardization within the discipline.
 - 2) Expansion of the discipline in Fall 2013 with the addition of a Ph.D. program in African Studies at Cornell University.
 - 3) The UCLA faculty Academic Senate unanimously approved a status change in the well established Interdepartmental Program of Afro American Studies to a department of African American Studies on April 10, 2014. This includes the transfer of their B.A. and M.A. degrees to the new department.
 - 4) Lastly, for over the past 40 years Black Studies has and continues to be an evolving and diverse field of inquiry (African American, Africana, African Diaspora, Africology, etc.) that seeks to reconstruct and transform our understanding of African phenomena. As such, this intellectual enterprise emerged as a quest to correct and complete American and global narratives and the depiction of African contributions to the landscapes of these human experiences.

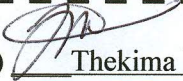
Therefore, the holistic nature of this discipline provides an on-going critical approach to examining human epistemology from an African-centered perspective which provides a unique and essential contribution to fulfilling our mission(s) to provide diverse, enriching, educational environments, curricula, experiences and services that support the diverse needs of all students and communities for which the system of California Community Colleges have made a commitment to serve.

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>.

Contact person (author of proposal)  Thekima Mayasa, Black Studies Dept., Chair, San Diego Mesa College.

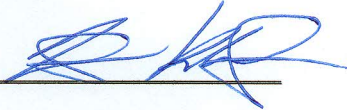
Phone number (please provide at least two numbers) (619) 388-2352 (office) or (619) 864-3653 (cell)

Email tmayasa@sdccd.edu

Seconder (must be from another District) Siri Brown, Ph.D., Social Sciences/Ethnic Studies Dept., Chair, Merritt College.

Phone number (please provide at least two numbers) (510) 434-3935 or (510) 436-2425

Email sbrown@peralta.edu

Signature of College Academic Senate President¹ Terry Kohlenberg, 
San Diego Mesa College

Email tkohlenb@sdccd.edu Date approved by College Academic Senate 

OR

Organization _____

President _____

Date Approved by Organization _____ Phone for President _____

RETURN FORM TO:

The Academic Senate for California Community Colleges
555 Capitol Mall, Suite 525, Sacramento, CA 95814
Email: disciplineslist@asccc.org

¹ By signing this document, the Senate President is certifying that the required investigation and statement of findings have been sufficiently addressed.

INFORMATIONAL PAGE ONLY

SEE PREVIOUS ATTACHED PAGE FOR ALL OFFICIAL SIGNATURES

Contact person (author of proposal): **Thekima Mayása, Black Studies Dept.- Chair, San Diego Mesa College**

Phone number (please provide at least two numbers): **(619) 388-2352 (office) or (619) 864-3653(cell)**
tmayasa@sdccd.edu

Secondar (must be from another District): **Siri Brown, Ph.D., Social Sciences/Ethnic Studies Dept. - Chair, Merritt College**

Phone number (please provide at least two numbers): **(510) 434-3935 (office) or (510) 436-2425**
Email: **sbrown@peralta.edu**

Signature of College Academic Senate President¹ **Terry Kohlenberg, Academic Senate President**
College: **San Diego Mesa College**

Email **tkohlenb@sdccd.edu** Date approved by College Academic Senate **May 5, 2014**

OR

Organization _____

President _____

Date Approved by Organization _____ Phone for President _____

RETURN FORM TO: The Academic Senate for California Community Colleges
555 Capitol Mall, Suite 525, Sacramento, CA 95814
Email: disciplineslist@asccc.org

¹ By signing this document, the Senate President is certifying that the required investigation and statement of findings have been sufficiently addressed.



National Council for Black Studies, Inc.

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P.O. Box 210370, 2815 Commons Way

Cincinnati, Ohio 45221-0370

Phone: 513-556-0785

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September 29, 2014

Craig Rutan

Associate Professor of Physics and Engineering

South Representative, Academic Senate for California Community Colleges

Chair, ASCCC Standards and Practices Committee

Academic Senate Vice President, Santiago Canyon College

Santiago Canyon College

Orange, CA 92869

Peace and blessings Professor Rutan,

The National Council for Black Studies (NCBS) is the leading organization of Black Studies professionals in the world and as such, has been in the forefront of driving the development of Black/Africana Studies as a respected academic discipline for over 30 years. Our guiding philosophy believes that education should engender academic excellence and social responsibility which include but are not limited in our efforts to:

- Establish standards of excellence and provide development guidance for Black Studies programs in institutions of higher learning
- Facilitate the recruitment of black scholars at all levels
- Promote and enhance scholarly Afrocentric research in all aspects of the African Diasporan Experience while working to ensure increased access of this information to the public at large
- Assist in strengthening the K-12 pipeline through the creation of multi-cultural education programs and materials
- Provide consultation to policy makers in key areas such as education, government and community development

As part of an on-going commitment to strengthening student success within the education pipeline and workforce, NCBS has increased our collaborations with California Community Colleges over the past decade to address the growth and needs of Black Studies as a discipline within the academe. During our Fall 2014 Board Meeting earlier this month, the request to support the newly proposed African American discipline designator for California Community Colleges as submitted for review by Thekima Mayasa, author and Board Member from San Diego Mesa College. After discussion, careful consideration and vetting, the proposed African American discipline designator was unanimously approved by the NCBS board.

The National Council for Black Studies recognizes the important role of California Community Colleges in cultivating equity and scholarship among all students within higher education. And we are committed to supporting endeavors that strengthen our efforts to achieve academic excellence and social responsibility in the process. If you have any questions or need any additional information, please feel free to contact me at 513-556-0785.

Light, Grace, and Balance,

Georgene Bess Montgomery

National Council of Black Studies, President

University of Cincinnati, Mail Location 0370

Cincinnati, OH 45221-0370

Promoting Academic Excellence and Social Responsibility

