

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-2778-06/AA/TEKR (Rev)
November 9, 2006

**Support of the a-g Curriculum as California's Primary High School
Graduation Course Requirements**

- RESOLVED:** That the Academic Senate of the California State University (CSU) is in support of the a-g curriculum as California's primary pathway to high school graduation; and be it further
- RESOLVED:** That the Academic Senate CSU recognize the importance of the a-g curriculum in preparing high school students for both college and employment; and be it further
- RESOLVED:** That the Academic Senate CSU believe that the a-g curriculum contributes to a school culture of high expectations for student learning and achievement where academic challenges lead to student success; and be it further
- RESOLVED:** That the Academic Senate CSU send copies of this resolution to the Chair of California State Senate Education Committee, Chair of California State Assembly Higher Education Committee, California State Superintendent of Public Instruction, CSU Board of Trustees, Chancellor, campus president and provosts, and campus senate chairs; and be it further
- RESOLVED:** That the Academic Senate CSU deem that this bold initiative will only succeed if resources are available to low performing schools to assure that properly trained teachers, appropriate textbooks and learning materials are available to students.

RATIONALE: In too many of our schools, low income students, students of color and low-performing students are placed in low-rigor courses with low-level assignments. Research (Matt Gandal, 2006) shows that students of all skill levels actually do better when they're enrolled in rigorous classes, because students are less bored and more engaged in the classes. Schools and districts that require all students to take the a-g curriculum expect, demand, and foster high academic and post-secondary achievement in each of their students.

Employers want the same skills colleges do. Recent research by the American Diploma Project Network found that employers increasingly want the same high-level skills that college-bound students need. Employers cited the importance of strong reading and comprehension ability, so employees can understand informational and technical texts. Even jobs that in the past didn't require college-level skill sets have tougher entrance requirements today.

Most good jobs in California and across the nation require education beyond high school. It is estimated that, "over the next decade 83% of the jobs in the 30 fastest growing occupations in the U.S. will require a college education or training. Eight of the top 10 fastest growing jobs require an Associate's degree or higher." (Matt Gandal, 2006) Consequently, a rigorous a-g curriculum ought to be the primary pathway to graduation, and should be available to all students.

Approved Unanimously – January 18-19, 2007