

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3599-23/APEP (Rev)
January 19-20, 2023

**CALIFORNIA STATE UNIVERSITY AUTHORITY OVER CHANGES TO COLLEGE
PREPARATORY A-G STANDARDS AND GUIDELINES**

RESOLVED: That the Academic Senate of the California State University (ASCSU) recommends that the Chancellor of the CSU engage appropriately with the leadership of the University of California and the leadership of the Academic Senates of both systems to explore establishing joint decision-making mechanisms between the CSU and UC to review and approve new courses and changes to the college preparatory A-G coursework standards and guidelines; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Chancellor, President, University of California, Academic Senate for the California Community Colleges, Academic Senate of the University of California, The California Intersegmental Committee of the Academic Senates (ICAS), Board of Regents of the University of California, University of California Board of Admissions and Relations with Schools (BOARS), CSU Board of Trustees, and the CSU Admission Advisory Council

***RATIONALE:** The CSU has long accepted the guidelines and standards approved by both the University and California and the CSU when the two systems aligned their college preparation requirements in 2003. Since that time all course review and approval and modifications to the standards and guidelines have been the unilateral purview of the University of California. The CSU has had no role in those high school courses submitted for A-G approval or for changes to the guidelines and standards. Recently, changes to guidelines and standards have been authorized by the UC that represent potential implications to the academic preparation of students planning to attend either the CSU or the UC. For example, the UC adopted in 2021 several changes to Area C that have created cause for concern by the CSU disciplinary experts (see the resolution from the CSU Math Council at the end of this document). In that instance, the changes to the Area C guidelines have resulted in the Area C certification of high school coursework by the UC that can replace coursework meeting the California Common Core State Standards in Mathematics (CCCSSM). Both the UC and the CSU rely upon students meeting the CCCSSM for college and career readiness. Furthermore, the CCCSSM have been used in practice to identify students who meet the ICAS [Statement on Competencies in Math Expected of Entering Freshmen](#). The 11th grade Smarter Balanced Assessment Consortium (SBAC) statewide testing by the California Department of*

Education assesses college and career readiness based on the CCCSSM and the CSU uses the results of that testing for mathematics readiness placement. Recent changes to the UC standards for Area C coursework are too ambiguous and school districts have begun submitting coursework alternative to Common Core Algebra 2 and Integrated Mathematics III that do not address the range of standards expected for college and career readiness. For example, the Los Angeles Unified School District has received approval for their "[Introduction to Data Science](#)" as an alternative to Common Core Algebra 2 and Integrated Mathematics III. This IDS curriculum only addresses CCCSSM [statistics standards](#) and therefore it represents inadequate preparation for college and career readiness as defined by the CSU, the CCCSSM, and the [Statement on Competencies in Mathematics Expected of Entering College Students](#) adopted by the Intersegmental Committee of Academic Senates (ICAS). This alternative curriculum also puts these students at risk relative to their 11th grade CAASPP testing in mathematics. This in turn threatens to increase the number of students entering the CSU who are identified as needing extra support to succeed in General Education Area B4 coursework, increasing the costs to the CSU for that required extra support. The CSU must do what it can to ensure that A-G college preparatory coursework properly prepares students to attend both the CSU and the UC. This resolution expresses concern that course approvals and changes to the CSU/UC A-G college preparation standards should not be a unilateral process conducted by the UC and instead should be a collaborative process between the CSU and the UC to hopefully avoid the kinds of problems that are arising from the recent unilateral changes to Area C and the associated coursework approvals. Recently, the CSU Math Council passed the attached resolution related to area c high school preparation

Approved – March 16-17, 2023

RESOLUTION REGARDING EXPECTATIONS FOR UC/CSU AREA C COLLEGE PREPARATION STANDARDS

Whereas; The California State University (CSU) Math Council has been charged by the Academic Senate of the California State University (ASCSU) to review recent changes to the UC/CSU Area C standards, and

Whereas; The CSU Math Council has previously established standards for college general education B4 courses in the document, "[CSU GE Area B4 Mathematics/Quantitative Reasoning Course Guidelines and Principles](#)", and

Whereas; These B4 Guidelines and Principles explicitly state that B4 courses must include content that deepens and reaches beyond what is expected from courses in high schools based on [California Common Core State Standards in Mathematics \(CCSSM\)](#), and

Whereas; Full coverage of the CCCSSM content standards requires completion of CCCSSM-based sequences, Algebra 1, Geometry, Algebra 2 or Integrated Mathematics I, II, and III or the equivalent, and

Whereas; College and Career readiness expectations include completion of these sequences or their equivalent that cover all of the CCCSSM standards, and

Whereas; The California Intersegmental Committee of Academic Senates has endorsed the "Statement on Competencies in Mathematics Expected of Entering College Students" which provides guidelines for the development of UC/CSU Area C mathematics courses, and

Whereas; These competencies and course guidelines are based on the full content of the CCCSSM, and

Whereas; The Smarter Balanced Assessment Consortium (SBAC) multi-state 11th grade testing is designed to assess the full range of the CCCSSM content standards found in these sequences, and

Whereas; California State University determination of college readiness includes successful completion of the SBAC assessment, and

Whereas; Clarity is needed to ensure a common understanding of the minimum expectations of competencies in mathematics for entering college students, therefore be it

Resolved; That the CSU Mathematics Council hereby reaffirms that the full range of CCCSSM standards, excluding the advanced "+" standards must be covered by the college preparatory coursework as a condition for admissions eligibility in the CSU; and

Resolved; That foundational (typically 3-year) sequences of courses approved as meeting the UC/CSU Area C requirement for admission to the CSU collectively cover the full range of CCCSSM standards, excluding the advanced "+" standards, and

Resolved; That the practice of Area C advanced math courses automatically validating foundational CCCSSM courses (i.e., Algebra 1, Geometry, and Algebra 2 or Integrated 1-3) be discontinued, and that henceforth a course shall only validate a prior course if the advanced course work specifically applies and builds upon the foundational CCCSSM standards in the prior course.

Resolved; That this resolution be linked to the CSU Mathematics webpage and distributed to the following:

- ASCSU
- CSU Chancellor's Office
- CSU Board of Trustees
- BOARS
- UC Academic Senate,
- AAC
- CSU Senate Chairs
- CSU Student Academic Senate