

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3244-16/APEP (Rev)  
January 21-22, 2016

**SUPPORT FOR REQUIRING A FOURTH YEAR OF MATHEMATICS/QUANTITATIVE  
REASONING FOR ADMISSION TO THE CALIFORNIA STATE UNIVERSITY**

- RESOLVED: That the Academic Senate of the California State University (ASCSU) call for the CSU to require a fourth year of mathematics/quantitative reasoning as part of the high school experience of entering first-year students; and be it further
- RESOLVED: That the ASCSU further specify that a mathematics/quantitative reasoning course be completed as part of the final year of high school; and be it further
- RESOLVED: That the ASCSU recommend that the CSU investigate the impact these requirements may have on the success of all students, particularly those from historically underserved populations; and be it further
- RESOLVED: That the CSU continue to engage K-12 and intersegmental constituencies regarding the impact these requirements may have on K-12 resources, advising, and implementation, including professional development needs; and be it further
- RESOLVED: That the ASCSU distribute this resolution to the CSU Admissions Advisory Committee, CSU Board of Trustees, CSU campus Deans of Education, CSU campus Senate Chairs, CSU Math Council, CSU Provosts/Vice Presidents of Academic Affairs, Director of the California Academic Partnership Program (CAPP) Advisory Committee, California State Student Association (CSSA), Intersegmental Committee of Academic Senates (ICAS), University of California (UC) Board of Admissions and Relations with Schools (BOARS), California State Superintendent of Public Instruction, CSU Deans for colleges that include math (by request to Provosts).

***RATIONALE:** In an era where people are increasingly concerned with quantitative literacy, strong quantitative reasoning skills form a foundation for future success in college and careers. Success of incoming students is maximized when students have had continued exposure to mathematics/quantitative reasoning. Since it has been demonstrated that mathematics skills decline with lack of practice, it is important that students continue practicing and developing quantitative abilities throughout their academic careers.*

*Note that this resolution does not call for a change to CSU entry-level competency requirements in mathematics.*

*CSU Mentor already recommends four years of mathematics (Algebra I, Geometry, Algebra II, or higher) but only requires three such years. Thus, many students may choose not to take mathematics in their final year of high school, and perhaps even in their final two years since Algebra I taken prior to high school counts toward this subject requirement. In 2014, two-thirds of US states*

*required a fourth year of mathematics for admission for their state university system (<http://ecs.force.com/mbdata/mbprofall?Rep=HS01>).*

*As conceptualized for the purposes of this admission requirement, we envision “mathematics” within a broad framework that could include classic mathematics (calculus, algebra, and geometry), statistics, financial literacy, etc. For the purpose of determining whether mathematics was taken in the fourth year, we go beyond the classic mathematics courses, and include other more application-oriented courses and additional proficiency development courses, potentially analogous to the Expository Reading and Writing Course (ERWC) for English. While this fourth-year course is intended to be a-g compliant, it is not envisioned as a fourth required area C course; due to course repetition or non-qualifying course content, a student may choose a fourth year course that does not uniquely add to a-g eligibility.*

**Approved March 3-4, 2016**