

The Master Schedule, A-G, and “A-G” Analysis

NOTE: This is a California-specific resource; however, the process of analyzing the “college readiness” of your master schedule is readily adaptable to other States. This resource includes an explanation of the a-g subject requirements/college preparatory course requirements of the University of California Office of the President, describes a process for analyzing your master schedule through an “a-g”/college preparatory course lens, and includes some information regarding maintaining a school’s/district’s a-g/college preparatory course list, and submitting new “a-g”/college preparatory courses for approval.

In California, the University of California entrance Subject Requirements are commonly referred to as the “a-g” subject requirements. In order to qualify for entrance to either the University of California or California State University, students must successfully complete a pattern of 15 college-preparatory courses from the subject areas of history/social science, English, math, lab science, a language other than English, visual and performing arts, and a college-preparatory elective.

The subject requirements include:

History/social science (“a”) – Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.

English (“b”) – Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.

Mathematics (“c”) – Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

Laboratory science (“d”) – Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.

Language other than English (“e”) – Two years of the same language other than English or equivalent to the second-level of high school instruction.

Visual and performing arts (“f”) – One year chosen from dance, drama/theater, music or visual art.

College-preparatory elective (“g”) – One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

A-G Analysis A simple analysis can quickly indicate a school's ability to offer sufficient "a-g" courses/college preparatory courses to its students by comparing the school's master schedule to its "a-g" list/college preparatory course list. This analysis will show how many "a-g" *courses/college preparatory courses* are offered, and how many *sections* of each course are offered. It reveals how many students are challenging themselves and able to access "a-g"/college preparatory curriculum. And, in California, it also lets you see what courses are on your school or District-specific official UC Office of the President "a-g" list but not offered, and what courses being taught in your high school might have "a-g" potential.

Conducting this analysis annually will help keep your "a-g"/college preparatory course list up-to-date and accurate, allow you to conduct a series of analyses, reveal what percentage of your courses meet "a-g"/college preparatory standards, and may well open opportunities to increase the number of "a-g"/college preparatory courses and access to these courses for your students, and thus helping them meet their college-going aspirations.

Ratio of "a-g" to non-"a-g"/Ratio of college preparatory courses to non-college preparatory courses: What is the overall ratio of "a-g"/college preparatory courses to non-"a-g"/non-college preparatory courses offered by your school?

- Using a copy of your school's master schedule, count all of the course sections your school offers in which students are enrolled. Write down this total.
- Using a copy of your school's master schedule, highlight all of the courses that are "a-g" approved/approved as college preparatory courses.
- Then total the number of "a-g"/college preparatory sections. Write down this number.
- Divide "a-g"/college preparatory sections by total sections.
- What number (percentage) do you get?

As a rule of thumb, in order for all your students to *minimally* complete the required 15 "a-g" courses (or whatever the number of college preparatory

courses required in your State) your school should have at least 62.5% of its total sections as “a-g”/college preparatory sections. (Keep in mind, too, that in California, and elsewhere, many career technical courses can also be “a-g” courses/college preparatory courses.)

Courses *not* highlighted on the master schedule Take a look at your [master schedule](#) again. What can you learn about the pattern of courses your school offers? What classes or sections are *not* highlighted/not college-preparatory? Do some of these course have "a-g"/college preparatory potential? Are they:

- Special Ed classes? ELD? PE? ROTC?
- CAHSEE/California High School Exit Exam support classes for Language Arts and/or Math OR other remedial language arts or math courses?
- Graduation requirements or academy/pathway requirements?
- Career-technical education (CTE) courses?

You may find that your school has many classes, including CTE and academy/pathway classes, that could qualify for "a-g"/ college preparatory credit. For courses that have “a-g”/college preparatory potential, now would be a good time to start collecting the information needed to submit them for approval.

NOTE: In California, You can update your “a-g” course list and submit new courses any time you want between February and mid-September. Make sure to submit courses early – if possible, no later than the end of May-- so that you have the opportunity to make any corrections or revisions if your course is first rejected for “a-g” approval. Remember, you may have to modify and resubmit the course before it is approved.

Your school’s (or district’s) a-g course list can be found at <https://doorways.ucop.edu/list/>

Instructions, resources, and templates for developing a new “a-g” course description can be found at <http://www.ucop.edu/a-gguide/>

In 2014, the following were some of the a-g submission guidelines:

A-G Online Update The A-G Online Update site is open to registered schools, districts, and programs from February 1 - September 15, 2014 and is divided into three distinct phases:

Phase 1 (February 1 - May 31, 2014): New courses initially submitted during Phase 1 have up to *two opportunities for resubmission* if the course is not initially approved. The *first resubmission* must be sent to UC by the close of Phase 2 (July 31, 2014); the *second resubmission* must be sent to UC by the close of the "a-g" course list update cycle (September 15, 2014).

Phase 2 (June 1 - July 31, 2014): New courses initially submitted during Phase 2 have only *one opportunity for resubmission*. Resubmissions must be sent to UC by the close of the update cycle (September 15, 2014).

Phase 3 (August 1 - September 15, 2014): New courses initially submitted during Phase 3 have *no opportunity for resubmission*. Any courses not initially approved during Phase 3 will need to be submitted to UC in next year's course list update cycle for "a-g" review.

You can also save time in early fall by removing courses that will not be offered that school year. That way, you can focus your time on revising potential new courses. Remember, if courses are not approved, and not on the "a-g" list, students cannot count them toward eligibility. For more information about the supporting materials you will need for each course you would like to submit head to the Doorways home page (<http://www.ucop.edu/doorways>), then to "a-g" Online Updates. The more courses your school offers that meet "a-g," the more opportunity your students will have to become eligible for college!

Courses on the "a-g" list but not the master schedule Courses that are on the "a-g" list but not on the master schedule should be deleted from the "a-g" list. These removed courses can be easily reinstated within three years. Again, visit the a-g "doorways" home page <http://www.ucop.edu/doorways> for more information. *NOTE: in*

2015, the University of California will launch a new “a-g” course database system, the a-g course management portal.

Aside from the fact that out-of-date "a-g" course lists give anyone who sees them misinformation, they can also hurt students. College admissions officers use the “a-g” list, not your master schedule, to examine what options were available to applicants, so they will think that students had access to all those listed. If they see students appearing to avoid challenging options, it can hurt students' chances for admission.

For example, if your “a-g” list has seven AP courses on it but your school only offers three, application reviewers will assume that students had access to all seven. A student who took all three AP courses will not be seen as someone who took the most challenging schedule possible, but rather as one who passed up the opportunity to take four difficult courses. Many colleges will rank how challenging a pattern of courses students took ahead of their GPA in making their admission selections.

Note: This resource is partially adapted and updated from a similar resource on the College Tools for Schools website, which CCASN helped to co-develop with our partners at the UC Berkeley Center for Educational Partnerships.. <http://collegetools.berkeley.edu>