

2007 Guide to “a-g” Requirements and Instructions for Updating Your School’s “a-g” Course List

This guide provides comprehensive information about the "a-g" subject area requirements and the process for updating the school’s list of approved courses for the 2007-08 academic year. We recommend that you become familiar with the information and share it with the teachers, counselors, and administrators at your school site.

All information in this guide is also available online at www.ucop.edu/doorways/guide .

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Policy Clarifications and Course List Adjustments for 2007-08

UC continues to implement changes that streamline and improve the course list update and course approval processes, improve communications with you and your staff, and develop resources to assist schools in developing and submitting new courses for approval. The section below provides helpful clarifications and explains recent course list adjustments necessary to align with UC policy.

UC Policy Updates.

- 1. Online Learning / Distance Education.** In October 2006, UC faculty approved a much anticipated policy that determines the criteria and process by which online courses may be utilized by students to satisfy the “a-g” subject requirements. The policy represents several steps: (i) an online provider must apply to UC for “program status,” (ii) once the provider is granted “program status”, it can submit online courses/curricula to UC for “a-g” approval, and (iii) once those courses are granted approval, a program course list will be created on the Doorways web site and students will be able to use these approved courses for eligibility. However, it will likely take many months for the first set of online providers to be granted program status. Additional time will also be needed to receive and approve online courses and establish course lists for the providers. Since this process will take an extended period of time to implement, UC will continue the policy and procedure used in recent years – i.e., accept any pre-approved courses offered by UCCP and/or Cyber High, and recognize the completion of other college preparatory online courses if the high school principal certifies that the course is comparable to college preparatory curricula offered at the school site and ensures that the course and associated grades and credits are listed on the student’s transcript. *Important Note:* UC will not accept any online courses in the areas of visual and performing arts (VPA) or laboratory science, unless science courses require an on-site wet lab component. The complete online policy is available on the “a-g” Guide web site, in both the What’s New? and FAQ sections.
- 2. Non-Site-Based Independent Study.** UC faculty is discussing a policy to clarify the conditions under which non-site-based independent study schools and programs would be eligible to establish and maintain an “a-g” course list. Among the discussion items is a policy that would require that students (a) to spend some time at the school site, (b) have regular interaction with teachers who are experts in the discipline of study, and (c) take exams and other major assessments under the eye of a proctor. Currently, all new schools, including independent study schools, begin the process of establishing a course list by completing a “New School Information Sheet,” accessible on the “a-g” Guide web site at www.ucop.edu/doorways/guide.
- 3. WASC Accreditation.** In December 2002 UC faculty approved a policy that requires all public and private high schools to be WASC-accredited (or a candidate) in order to establish and/or maintain an “a-g” course list. That policy went into full effect in June 2006. Those schools that have opted to pursue WASC accreditation during the ‘06-07 academic year will be granted one year of leniency.
- 4. VPA Policy Implementation.** In 1999 UC faculty approved the addition of a year of visual and performing arts course work for students to become eligible for UC admissions. That policy had a lengthy implementation timeline and went into full effect in June 2006. A handful of schools have not yet come into compliance by offering year-long curricula in the arts. UC is working with these schools to make the necessary changes so that their students continue to be UC-eligible.
- 5. Validation Changes.** The University uses a process known as validation that allows students to clear, or validate, a course omission or “D” or “F” grade in certain subject areas. In 2004 UC faculty clarified a couple of validation rules: (a) a passing grade in the second semester of chemistry will no longer validate a “D” or “F” grade in the first semester, and (b) statistics will no longer validate geometry, but will continue to validate beginning and intermediate algebra. Both of these validation rule changes take effect for students graduating high school and entering UC in 2007.

UC Procedural Updates.

UC continues to improve its articulation procedures as well as the accuracy of schools’ “a-g” course lists, ensuring that they are consistent with UC faculty policies. Items below represent recent and upcoming activity.

- 1. VPA Courses.** In coordination with the full implementation of the VPA policy (see item #4 above) UC articulation staff has moved and/or removed all *semester* VPA courses from the “F” VPA area, as they no longer satisfy the requirement. Advanced *semester* VPA courses were moved to the “g” elective area and introductory *semester* VPA courses were removed from “a-g” course lists altogether.

2. **Honors Courses.** In order to comply with faculty policy, UC articulation staff continues to insist that schools change course titles of AP and IB courses to reflect the standard titles designated by The College Board and the International Baccalaureate Organization, respectively. Please refer to the AP and IB program course lists on the Doorways web site at www.ucop.edu/doorways/list for standard titles and, if you have not done so already, make related adjustments during the upcoming course list update cycle.
3. **Methods of Satisfying the Language Other than English (LOTE) Requirement.** UC offers several ways for students to satisfy the LOTE requirement. In the past year, we attempted to better articulate those methods so that students and counselors may feel freer to take advantage of them. The various options are represented in a table posted to the “e” LOTE area of the “a-g” Guide, at www.ucop.edu/doorways/guide.
4. **Program Status for CSU Early Assessment Program (EAP).** Among other valuable services, the CSU Early Assessment Program indicates to high school juniors their readiness for college-level English. If students need additional academic preparation, they can now take a new course entitled “Expository Reading and Writing” developed jointly by high school and CSU English faculty members. A standardized course description has been approved by UC faculty and satisfies the “b” English requirement. In June 2006, UC faculty granted “program status” for EAP, which allows any school that offers the EAP “Expository Reading and Writing” curriculum to quickly and easily add the course to their own “a-g” course list. If your school is interested in offering the course, please contact Nancy Brynelson, Co-Director, Center for the Advancement of Reading at (916) 278-4581. Detailed information on this course also is available at www.ucop.edu/doorways/guide.
5. **Ongoing Collaborations.** UC continues to collaborate with a wide range of secondary school constituents in order to stay abreast of current trends in high school education and promote smooth transitions to postsecondary institutions. The above policies in areas of online learning and independent / home study represent just a few of these efforts. In addition, in the past year, UC has worked with a group of journalism teachers to share mutual expectations for quality courses in that discipline, which resulted in the development of two model journalism courses, viewable on the “a-g” Guide web site, at www.ucop.edu/doorways/guide. UC faculty and staff continue to work with career-technical educators (CTE) to promote integration of academic and career-technical course content in ways that promote “a-g” approval for CTE courses. UC faculty has also worked with regional ROP programs to help design and approve an “Introduction to Education” course. This course can also be viewed at www.ucop.edu/doorways/guide. UC continues to work with charter schools, early/middle college high schools, small schools, and others in the course approval process. We look forward to continued collaborations so that together we may support an increasing number of California youth to successfully transition from high school to post-secondary education and training.

Web Site Enhancements.

Enhancements to the “a-g” Guide Web Site (at www.ucop.edu/doorways/guide). We continue to update the “a-g” Guide web site with “What’s New” items, Frequently Asked Questions (FAQs), etc. In 2006, we improved functionality of the Cadre of Experts section of the site, and will continue to do so in the coming year. The trained, resourceful Cadre members are available to provide assistance with the course approval process to teachers, counselors, and administrators who seek guidance. Cadre members are now sorted not only by region, but also by county, school type, role, and area of expertise.

Enhancements to the “a-g” Online Update Web Site (at www.ucop.edu/doorways/update). The “a-g” Online Update web site is now in its sixth year of operation. In 2005-2006 100% of schools updated their “a-g” course lists online. Thank you. This has made the review process faster and more accurate. This year, the site will be available beginning January 16, 2007 for 2007-08 course list updates.

Enhancements to the “a-g” Course List Web Site (at www.ucop.edu/doorways/list). The Doorways course list web site now includes additional general information about your school (CDS code, WASC term of accreditation, school type, special programs, and more).

Purpose, responsibility, and general criteria for the “a-g” requirements

The purposes of the “a-g” subject area requirements are to ensure that entering students

- ◆ Can participate fully in the first year program at the University in a broad variety of fields of study;
- ◆ Have attained the necessary preparation for courses, majors and programs offered at the University;
- ◆ Have attained a body of knowledge that will provide breadth and perspective to new, more advanced studies; and
- ◆ Have attained essential critical thinking and study skills.

The following general criteria must be satisfied for courses to meet the requirement:

- ◆ Be academically challenging;
- ◆ Involve substantial reading and writing;
- ◆ Include problems and laboratory work, as appropriate;
- ◆ Show serious attention to analytical thinking as well as factual content; and
- ◆ Develop students’ oral and listening skills.

The Board of Admissions and Relations with Schools (BOARS) establishes the subject areas and pattern of courses required for minimum eligibility for freshman admission to the University of California. BOARS is a committee of the University’s Academic Senate and includes faculty representatives from each campus of the University. The Academic Senate has been given the responsibility from the UC Regents to set the conditions for admission, subject to final approval of the Board of Regents.

The [California State University](#) system has agreed to accept courses certified by the University of California to meet its subject area requirements.

General Requirements by Subject Area

The following sequence of high school courses is required by the Academic Senate of the University of California as appropriate for fulfilling the minimum eligibility requirements for admission to the University of California. It also illustrates the minimum level of academic preparation students ought to achieve in high school to undertake university level work.

The “a-g” requirements can be summarized as follows:

- History / Social Science** – 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 civics or American government.
- English** – Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.
- Mathematics** – Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- Laboratory Science** – Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.
- Language Other Than English** – Two years of the same language other than English.
- Visual & Performing Arts** – One year, including dance, drama/theater, music, or visual art.
- College Preparatory Elective** – One year (two semesters), chosen from additional “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as “g” electives.

Specific Subject Area Requirements

(a) HISTORY / SOCIAL SCIENCE

Two units (equivalent to two year-long courses or four semesters) of history / social science courses are required. Coursework must include

- ◆ **World History, Cultures, and Historical Geography** – One year, which can be met by a single integrated course or by two one-semester courses that are not predominately U.S. History; and
- ◆ **U.S. History / American Government (Civics)** – One year of U.S. History, or one-half year of U.S. History combined with one-half year of American Government (civics)

NOTES:

1. A wide variety of courses may be used. Courses should be empirically based and promote critical thinking and questioning regarding historical events and perspectives.
2. World History courses do not need to cover every culture or period in the history of humankind. For example, a suitable course could be an in-depth study of a single culture, such as a yearlong study of Chinese civilization. Alternatively, several cultures might be studied and compared, as in more traditional world history, culture, and historical geography courses.
3. World History/non-U.S. History courses may also address trans-cultural or trans-regional studies, including migration, immigration, and other sociological and cultural movements.
4. U. S. History courses may present and analyze historical events and movements with a particular focus such as science and technology in the development of American society; gender and family in American life; war, diplomacy, and international relations; and the comparative study of racial and ethnic groups in the United States. However, the course should cover the full span of American history, be embedded in the wider context of U.S. history, and carefully avoid isolating particular groups from the larger society of which they are a part.

(b) ENGLISH

Four units (equivalent to four year-long courses or eight semesters) of college preparatory composition and literature are required. Both reading and writing components must be included in the courses.

- ◆ **Reading.** Acceptable courses must require extensive reading of a variety of literary genres, including classical and/or contemporary works. Reading assignments must include full-length works. Excerpts from anthologies, articles, et cetera, can be supplemental but cannot constitute the main component of reading assignments.
- ◆ **Writing.** Courses must also require substantial, recurrent practice in writing extensive, structured papers. Student must demonstrate understanding of rhetorical, grammatical, and syntactical patterns, forms, and structures through responding to texts of varying lengths in unassisted writing assignments.

NOTES:

1. It is expected that courses appropriate for the final year (12th grade) of high school study will demand a substantially higher level of reading and writing requirements and skills outlined above. Prior to the 12th grade, students may complete ESL/ELD courses (up to one year in fulfillment of the “b” requirement); while unusual, in rare cases, the ESL/ELD course may be completed after a college-prep English course if there is evidence that the student would benefit academically from the course. (Refer to the section of this document “ELD, ESL, Sheltered and SDAIE courses.”)
2. For expected competencies in English reading and writing, consult the following resources:
 - ◆ “An Information Booklet for the Advanced Writing Placement Examination” (formerly “Subject A Examination”) for discussion of writing standards and examples of acceptable college freshman-level scored essays (www.ucop.edu/sas/sub-a/).
 - ◆ “Academic Literacy: A Statement on Competencies Expected of Entering Students to California's Public Colleges and Universities” (Spring 2002) for a description of the language arts material that almost all regularly admitted freshmen have learned (www.universityofcalifornia.edu/senate/reports/acadlit.pdf).

3. English Language Development (ELD) courses, including SDAIE (Specially Designed Academic Instruction in English) and /or Sheltered English language arts courses, may be acceptable for a maximum of one unit (equivalent to one year), provided they are advanced college preparatory courses with strong emphasis on reading and writing. Such courses must specifically deal with rhetorical, grammatical, and syntactical forms in English, especially those that show cross-linguistic influence, and must provide explicit work in vocabulary development. A second year of approved ELD coursework may meet one year of the college preparatory elective requirement described below.
4. Sheltered/SDAIE English courses that are identical to the college preparatory English courses can be considered as satisfying the English requirements with no unit limitations.
5. Courses in speech, debate, creative writing, drama, or journalism do not meet the “b” English requirement, but may meet the “g” elective requirement as described under college preparatory electives. In order for these courses to meet the elective requirement, they must require substantial reading and writing, including expository writing.
6. There are different options of satisfying the “b” requirement for students with international and domestic records.
7. There is a one unit maximum credit allowed of ESL/ELD courses that students could use to meet the “b” requirement.

(c) MATHEMATICS

Three units (equivalent to three one-year courses) of college preparatory mathematics are required. Four units are strongly recommended.

- ◆ Elementary Algebra.
- ◆ Geometry. Courses must include topics in two- and three-dimensional geometry.
- ◆ Advanced Algebra.

NOTES:

1. This requirement may be met by completing three one-year courses in algebra, advanced algebra, and geometry.
2. Alternatively, this requirement may be met by completing a three-course sequence in integrated mathematics (e.g., Integrated Math Program – IMP). If a student has completed only part of the sequence, the following combinations are acceptable:
 - IMP I + Geometry + Algebra II
 - IMP I + IMP II + Algebra II
 - Algebra I + IMP II + Algebra II
 - Algebra I + IMP II + IMP III
 - Algebra I + Geometry + IMP III
3. One-year mathematics courses (e.g., algebra) taken over three or four semesters are acceptable to meet the “c” Mathematics requirement, but credit will be granted for only one year (two semesters) of work. For students utilizing this pattern, all grades awarded by the school are averaged in the GPA calculation.
4. Validating Requirements with Advanced Work. Completion of advanced course work in areas of sequential knowledge, specifically language other than English and specific mathematics courses with a grade of “C” or higher validates an earlier grade of ‘D/F’ as specified below:
 - Algebra II (Intermediate Algebra) validates Algebra I
 - Trigonometry validates Algebra I, II and Geometry
 - Algebra II/Trigonometry (year course) validates Algebra I, Algebra II and Geometry. If only the first semester is completed – Algebra II – then only Algebra I is validated.
 - Statistics validates Algebra I and Algebra II (but not Geometry)

5. Although only three years are required, four years are strongly recommended. Among regularly admitted freshmen, most complete a mathematics course in each grade from 9th through 12th.
6. The 1997 version of the *Statement on Competencies in Mathematics Expected of Entering College Students* can be downloaded from the UC Academic Senate's web page at www.universityofcalifornia.edu/senate/reports/mathcomp.html.
7. Traditionally, most entering college freshmen have taken pre-calculus and often calculus; however, other advanced courses such as statistics and discrete mathematics can also deepen students' understanding of mathematics.
8. The Calculus Readiness tests of the Mathematics Diagnostic Testing Project (MDTP) provide a good indication of the skill attainment upon completing a pre-calculus course. All UC campuses use these tests to determine student placement into calculus. MDTP also provides diagnostic readiness tests for other college preparatory secondary mathematics tests to California teachers and schools. For more information on MDTP, visit the MDTP website at <http://mdtp.ucsd.edu> or contact Donna Ames at (858) 534-4519.
9. Students who take calculus in high school are encouraged to take one of the Advanced Placement (AP) Calculus Examinations in order to place out of the comparable college calculus course.
10. College prep courses in mathematics taken in 7th and 8th grades with grades of "C" or higher may be counted toward the subject requirement. However, the principal of the high school from which a student graduates must certify on the transcript that the 7th and 8th grade courses are comparable in content to those offered at the high school. This certification is indicated by the high school awarding grades and credits on the transcript for the 7th and 8th grade courses. Alternately, when an applicant has successfully completed advanced work in an area of sequential knowledge (mathematics, language other than English) with a grade of "C" or higher, the student is presumed to have completed the earlier course work even if the earlier courses do not appear on the student's academic record.

(d) LABORATORY SCIENCE

Two units (equivalent to two one-year courses) of laboratory science are required; three units are strongly recommended. The intent of the laboratory science requirement is to ensure that entering UC freshmen have a minimum of one year of preparation in each of at least two of the foundational subjects of biology, chemistry, and physics. This requirement can be satisfied by taking two courses from among these specific subject areas. However, other courses may also qualify, if they provide a core set of knowledge in one of the three foundational subjects.

Certification Categories. Generally, courses that are suitable for satisfying the minimum requirement will fall into one of three categories:

1. College preparatory courses in biology, chemistry, or physics.
2. College preparatory courses which may incorporate applications in some other scientific or career-technical subject area, but which nonetheless cover the core concepts that would be expected in one of the three foundational subjects. A few examples could include some courses in marine biology or agricultural biology, which may qualify as providing appropriate content in basic biology; and some advanced courses in earth and space sciences, which may provide suitable coverage of chemistry or physics. These are only examples; other possibilities exist. However, it is emphasized that courses in this second category must cover, with sufficient depth and rigor, the essential material in one of the foundational subjects in order to qualify for "d" certification.
3. The last two years of three-year sequences in Integrated Science, where rigorous coverage of at least two of the foundational subjects is provided.

Additional courses beyond the required minimum of two may be drawn from a fourth category:

4. Advanced courses in any scientific subject area which depend on (i.e., build upon while offering substantial new material), and specify as prerequisite, one or more courses from categories 1-3.

Lower-level / introductory science courses that do not specify prerequisite courses from categories 1-3 above, and do not address a majority of concepts that would be expected in any one of the foundational subjects, will be considered for certification in the "g" elective area. Examples of courses that would normally fall into this category include environmental science, physical science, earth science, and Integrated Science 1.

Certification Criteria. To be considered for certification in the "d" subject area, a course must:

- specify, at a minimum, elementary algebra as a prerequisite or co-requisite;
- take an approach consistent with the scientific method in relation to observing, forming hypotheses, testing hypotheses through experimentation and/or further observation, and forming objective conclusions; and
- include hands-on scientific activities that are directly related to and support the other classwork, and that involve inquiry, observation, analysis, and write-up. These hands-on activities should account for at least 20% of class time, and should be itemized and described in the course description.

NOTES:

1. There is no preferred order to the sequence of courses that cover the foundational subject areas.
2. Students who have successfully completed a three-year integrated-science sequence will have met the two-year "d" requirement as well as the one-year "g" elective requirement. Students electing to enroll in an integrated-science program (ISP) are strongly advised to complete the entire three-year sequence. In most cases, the first year of an integrated-science sequence fulfills only the "g" elective requirement; the second and third years of the sequence then fulfill the two-year "d" laboratory science requirement. Accordingly, if only ISP I is successfully completed, then two courses from category 1 and 2 above must be completed. If ISP I and only one of ISP II or ISP III are completed, then one additional course from categories 1 or 2 above must be taken to fulfill the "d" requirement. If a student completes only part of the sequence, the following combinations may be used to meet the requirement:

ISP I + ISP II + one from Biology, Chemistry, or Physics

ISP I + two from Biology, Chemistry, or Physics

ISP I + one from Biology, Chemistry, or Physics + ISP III

Introductory Science such as Earth Science, Physical Science, Environmental Science (non-AP) + ISP II + ISP III

3. Online courses may be approved for credit toward the "d" requirement if they meet all the guidelines outlined above, including a supervised hands-on laboratory component comprising at least 20% of the course (e.g., UCCP courses).
4. Chemistry can no longer be validated.

(e) LANGUAGE OTHER THAN ENGLISH

Two units (equivalent to two, one-year courses) of coursework in a single language. Three units are recommended.

- ◆ **Minimum Performance Objectives.** Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, and composition. At this level, emphasis should *not* be on the ability to describe grammatical features of the language. In any language studied, the minimum performance objectives after two years of high school study should be the following:
 - The ability to sustain a brief conversation on simple everyday topics demonstrating good use of the whole sound system (good pronunciation), and the basic structural patterns in the present, past, and future tenses, the subjunctive, and commands
 - Summarize orally and in writing the main points of a relatively simple reading passage not involving specialized vocabulary

NOTES:

Classical languages (e.g., Latin, Greek) are acceptable to fulfill the "e" requirement.

American Sign Language (ASL) is a natural language and can be used to fulfill the "e" requirement, but signing English is not acceptable and will not satisfy the requirement.

College prep courses in languages taken in 7th and 8th grades with grades of “C” or better may be counted toward the subject requirement. However, the principal of the high school from which a student graduates must certify on the transcript that the 7th and 8th grade courses are comparable in content to those offered at the high school. This certification is indicated by the high school awarding credits on the transcript for the 7th and 8th grade courses. Alternately, when an applicant has successfully completed advanced work in an area of sequential knowledge (mathematics, language other than English) with a grade of “C” or higher, the student is presumed to have completed the earlier course work even if the earlier courses do not appear on the student’s academic record.

Certification of Competence in Language Other than English

The intent of the "e" requirement (languages other than English) is to ensure that freshmen have a minimal level of competence in a language other than English; this level corresponds to what is normally expected of a student who has completed two years of high school study with grades of “C” or better. Generally, bilingual students are considered to have met the "e" requirement and may choose not to enroll in language other than English courses. These students may be better served by enrolling in additional electives or, if their English is limited, English as a Second Language. Students who elect not to take language other than English courses must certify satisfaction of the "e" requirement by one of the following methods:

- ◆ Earning a satisfactory score on a recognized test (such as an SAT II: Subject Test, Advanced Placement test or Higher Level International Baccalaureate exam) or a proficiency test administered by a UC campus or another university;
- ◆ Two years of formal schooling at the sixth-grade level or higher with grades of “C” or better in an institution where the language of instruction is other than English;
- ◆ In cases where the options above are not available, certification by the high school principal, based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency or other appropriate source of expertise.

(f) VISUAL AND PERFORMING ARTS

One unit (one year-long course) required in any of the following categories: dance, drama/theater, music, or visual art.

- ◆ **Intention.** The intention is to provide a meaningful experience and breadth of knowledge of the arts so that students may apply their knowledge and experience to the creation of art and are better able to understand and appreciate artistic expression on the basis of that experience and knowledge.

The intent of approved VPA courses must be directed at acquiring concepts, knowledge, and skills in the arts disciplines, rather than to utilize artistic activities to fulfill non-artistic course objectives.

- ◆ **Prerequisites.** Acceptable courses need NOT have any prerequisite courses.
- ◆ **Co-Curricular Work.** Work outside of class must be required, for example, portfolio/performance preparation, reading, writing, research projects, and/or critical listening/viewing.
- ◆ **Course Repeats.** All approved performance, production or studio classes, introductory and advanced, may be taken more than one time and all grades earned in 10th and 11th grade will be included in the coursework considered for eligibility and admissions purposes. Repeated classes of this type are not subject to restrictions placed on a course that is being repeated due to a subject deficiency.
- ◆ **Course Standards.** Courses should provide students with an experience in the arts that implements the intent of the California State Board of Education approved Visual and Performing Arts (VPA) Content Standards. Curriculum must be designed to include the VPA Content Standards at, at least, the proficiency level in each of the five component strands. Each VPA course shall sufficiently address the state content standards under all five component strands, listed below.
 1. **Artistic Perception:** Processing, analyzing, and responding to sensory information through the language and skills unique to a given art.
 2. **Creative Expression:** Creating, performing, and participating in a given art.
 3. **Historical and Cultural Context:** Understanding historical contributions and cultural dimensions of a given art.

4. **Aesthetic Valuing:** Responding to, analyzing, and making critical assessments about works of a given art form.
5. **Connections, Relationships, and Applications:** Connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers.

For a more detailed description of the VPA Standards, go to www.cde.ca.gov/shsd/arts/standards.htm.

- ◆ **Acceptable and Unacceptable Courses.** Courses which are primarily recreational, athletic or body conditioning, or for social entertainment, are NOT acceptable visual or performing arts courses. Commercial courses or courses specifically designed for training for a profession in these areas are not acceptable. See specific examples below.
 - **Dance.** *Examples of acceptable courses include* ballet, modern dance, jazz, and ethnic dance, choreography and improvisation, dance history, dance production/performance. *Examples of unacceptable courses include* aerobics, drill team, cheerleading, recreational dance, and ballroom dance.
 - **Drama / Theater.** *Examples of acceptable courses include* acting, directing, oral interpretation, dramatic production, dramaturgy/history/theory, and stage/lighting/costume design. *Examples of unacceptable courses include* speech, debate, or courses in other disciplines that require students to perform occasional skits.
 - **Music.** *Examples of acceptable courses include* band (concert, symphonic, jazz), orchestra, choir (e.g., concert, jazz, soul, madrigal), music history/appreciation, and music theory/composition. *Examples of unacceptable courses include* a musical group, which performs primarily for sporting events, parades, competitive field events, and/or community/civic activities.
 - **Visual Art.** *Examples of acceptable courses include* painting, drawing, sculpture, art photography, printmaking, video/film production as an art form, contemporary media, ceramics, and art history. *Examples of unacceptable courses include* craft courses, mechanical drafting, web page development, yearbook, and photography offered as photojournalism (i.e., as a component of yearbook or school newspaper publication).

For further clarifications of the four categories, see **Policy Clarifications** below.

- ◆ **Policy Clarifications**
 - **Performance, Production, and Studio Courses.** Courses emphasizing performance and/or production (e.g., drama, dance, music, visual arts, and video production) must include appropriate critical/theoretical and historical/cultural content, as referenced in the state VPA Content Standards. Such courses should emphasize creative expression, not rote memorization and/or technical skills.
 - **Appreciation, History, and Theory Courses.** Appreciation, history, and theory courses should focus on the ability to make aesthetic judgments about art works and performances and must include all component strands of the state VPA content standards, including creative expression.
 - **Design Courses.** Visual and performing arts courses in design are expected to provide substantial time for students to understand, learn, and experience the elements of art and principles of design that underlie the medium/media addressed. Design courses must also include standards from all five component strands of the VPA content standards. (Refer to the [Design Course Resources](#) available on the a-g Guide web site.)
 - **Technology Courses.** Visual and performing arts courses that utilize technology must focus primarily on arts content. If the technology (i.e., software, equipment) is used as a tool of artistic expression, as a paintbrush would be used in a painting course, and all other component strands are adequately met, then such courses are acceptable. If the technology/software is so complex that the primary concern becomes learning the technology, then the course will not be approved to meet the VPA requirement.
- ◆ **Community College and University Transferable Courses.** The University of California will accept three semester unit (four quarter unit) UC-transferable college/university courses that clearly fall within one of the four disciplines of the arts (Dance, Music, Theatre, or Visual Arts). UC-transferable community college courses are listed at www.assist.org.
- ◆ **Honors Courses.** Designated Advanced Placement (AP) and International Baccalaureate (IB) courses are acceptable for UC honors credit. Three semester unit (four quarter unit) UC-transferable community college and university courses that clearly fall within one of the four disciplines of the arts are likewise acceptable for honors credit. A list of community college and CSU-transferable courses can be found at www.assist.org. Other honors

courses are acceptable if they meet the criteria described in the “Honors Level Courses” section of these Guidelines.

- ◆ **Private Study.** Private or community-based study in the arts will not qualify for approval to meet the VPA requirement. However, at the discretion of the teacher and consistent with school policy, private study in the arts, which includes standards-based comprehensive study in all five component strands, may serve as an adequate prerequisite for placement into advanced and/or honors level VPA courses. (See VPA honors section for further criteria guidelines.)
- ◆ **Independent Study.** Following school district approved guidelines, school-sponsored independent study in the arts may fulfill UC/CSU entrance requirements, if it is appropriately monitored by a faculty member, matches a concurrent UC/CSU approved high school course, and meets the “f” requirement guidelines as set forth in this document.
- ◆ **“g” Elective Courses.** Introductory semester VPA courses cannot be used to meet the “g” elective requirement. Advanced semester courses in the Visual & Performing Arts can be considered to meet the “g” requirement, but must also meet the criteria described in the “College Preparatory Elective Courses” section of this *Guide to a-g Requirements*.
- ◆ **Implementation Phase-in Timeline.** The VPA requirement was implemented beginning 2003.
 - Students entering after the fall of 2006 or later must satisfy the VPA requirement by completing an appropriate single course in a year-long sequence (i.e., the second semester must be the continuation of the first semester). If scheduling challenges demand, students may divide the year-long course in two different academic years, as long as the course curriculum is designed as a year-long sequence and approved as such by the University.

(g) COLLEGE PREPARATORY ELECTIVE COURSES

One unit (equivalent of two semester courses) required. Course(s) must fall within, or combine in an interdisciplinary fashion, the “a-f” subject areas.

The intent of the college preparatory elective requirement is to encourage prospective UC students to fill out their high school programs with courses that will meet one or more of a number of objectives:

- To strengthen general study skills, particularly analytical reading, expository writing, and oral communications;
- To provide an opportunity to begin work that could lead directly into a major program of study at the University; and
- To experience, in some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University.

Approved Elective Courses

Quality. All courses selected to meet the “g” elective requirement are expected to meet standards of quality similar to those required for the “a-f” requirements. Courses acceptable for the “g” elective area should be advanced courses designed for the 11th and 12th grade level and/or have appropriate prerequisites. Laboratory science courses intended for 9th or 10th graders (e.g., earth science, physical science, integrated science) are accepted as an exception to the advanced policy regulation. Elective courses should present material at a sufficient depth to allow students to achieve mastery of fundamental knowledge that prepares them for University work or a future career path.

Examples of Acceptable Elective Courses. Typical courses acceptable to fulfill the “g” elective area include economics, psychology, sociology, anthropology, political science, journalism, creative writing, speech and debate, computer programming, astronomy, agricultural science, biotechnology, environmental science, veterinary science, and others.

Advanced “a-f” Courses. Advanced courses listed on a school’s “a-g” course list in the “a-f” areas that are above and beyond the minimal requirements for that subject area (e.g. pre-calculus, Spanish 3, jazz ensemble), may also be used by student to fulfill the one-year elective requirement.

- ◆ **Subject Specific Guidelines.**

History: Courses should enable students to establish a breadth of understanding of history (e.g., world history, political history, or economic history) and should provide an understanding of the human past, including its relation to the present. Courses should develop a student’s ability to think critically, to evaluate historical data, and to analyze and synthesize evidence. All history courses should require extensive reading and writing.

Social Science: (Courses for the “g” area only) Courses should be in one of the social sciences: anthropology, economics, geography, political science, psychology, or sociology. Alternatively, courses could also be interdisciplinary in nature, drawing knowledge from two or more of these fields. Course objectives should include as many of the following as are applicable to the field: (1) an understanding of the development and basic features of major societies and cultures; (2) an examination of the historic and contemporary ideas that have shaped our world; (3) an understanding of the fundamentals of how differing political and economic systems function; (4) an examination of the nature and principles of individual and group behavior; and (5) a study of social science methodologies, and (6) an openness to a variety of cultures and perspectives. In order to develop a student’s ability to think critically, to evaluate ideas and information, and to analyze and synthesize qualitative and quantitative evidence (in the laboratory or in the field), a social science course must include a body of basic knowledge, extensive reading, and written and oral exposition. Courses that are designed to meet state-mandated social studies graduation requirements are acceptable provided that they meet the above criteria. Courses with applied, service, or career-related content are acceptable only if those components are used to augment the strong academic content of the course.

English: Courses should require substantial reading with frequent and extensive practice in writing that is carefully evaluated and criticized, as noted in the “b” requirement (above). Courses in journalism, speech, debate, creative writing, or advanced-level ELD/ESL are acceptable electives if they meet the general requirements in reading and writing stated above.

Advanced Mathematics: Courses in mathematics with second-year algebra as a prerequisite such as trigonometry, linear algebra, pre-calculus (analytic geometry and mathematical analysis), calculus, probability and statistics are acceptable electives. A computer science course is only acceptable as a mathematics elective and if it fulfills the following objectives: (1) enables students to express algorithms in a standard language; (2) requires students to complete substantial programming projects; and (3) involves the study and mastery of various aspects of computer science (e.g., how computers deal with data and instructions, the internal components of a computer, and the underlying computer logic).

Laboratory Science: Acceptable courses should cover topics from the biological or physical sciences and include laboratory activities. A terminal course designed only to meet graduation requirements is not an acceptable science elective. In this subject area only, lower level courses (e.g., physical science, earth science) are often accepted as electives.

Language Other Than English: Elective courses in the same language used to satisfy the “e” requirement must have at least two years of the language as a prerequisite. In order for a second language other than English to qualify as an elective, at least two years of this language must be completed.

Visual and Performing Arts (VPA): Advanced courses in the Visual & Performing Arts can be considered to meet the “g” elective requirement but must still address the five component strands of the state VPA standards. Advanced courses should enable students to understand and appreciate artistic expression and, where appropriate, to talk and write with discrimination about the artistic material studied. Courses devoted to artistic performance and developing creative artistic ability should have prerequisites (either one year of introductory coursework or experience approved by the instructor) and should assume proficiency beyond the introductory level. Courses must require on the average the equivalent of a five-period class per week. Work outside of the class must be required (e.g., portfolio/performance preparation, reading, writing, research projects, and critical listening/viewing). Advanced VPA courses that are a semester in length, will only be considered for the “g” elective area, not the “f” VPA area, which must be satisfied by completing an appropriate, sequential, year-long course.

Honors level courses

The University grants special “honors” designation and extra credit in students’ grade point average computation only to those high school honors level courses that meet the following criteria. The University strongly encourages that such courses be available to all sectors of the school population.

- ◆ **AP Courses.** Advanced Placement (AP) courses in the “a-g” subjects which are designed to prepare students for an Advanced Placement Examination of the College Board are automatically granted honors status, even if they

are offered at the 10th grade level (e.g., newly developed courses/exams in Human Geography and World History). For more information about AP, go to the College Board's web site at www.collegeboard.org/ap/.

- ◆ **International Baccalaureate.** Designated International Baccalaureate (IB) courses offered by schools participating in the IB program are automatically granted honors status. For a list of IB courses that are granted honors status, search for the "International Baccalaureate" program list on the Doorways course list web site at www.ucop.edu/doorways/list. For more information about IB programs, go to www.ibo.org.
- ◆ **College Courses.** College courses in the "a-g" subjects that are transferable to the University of California. To determine whether a course is transferable, go to www.assist.org.
- ◆ **Other Honors Courses.** Other honors courses (that are not AP, IB, or college courses) specifically designed by the high school are acceptable *if they are in the disciplines of history, English, advanced mathematics, laboratory science, languages other than English, and advanced visual and performing arts* and have distinctive features which set them apart from regular high school courses in the same discipline areas. These courses should be seen as comparable in terms of workload and emphasis to AP, IB, or introductory college courses in the subject. Acceptable honors level courses are specialized, advanced, collegiate-level courses offered at the 11th and 12th grade levels. Please refer to the notes below for special requirements for the certification of these honors courses.

NOTES on honors courses other than AP and IB:

1. Honors level courses should have established *prerequisites*, as appropriate to the discipline. See subject specific explanations below.
2. Honors level courses must have a comprehensive, written *final exam*. The purpose of the final examination is to permit students to exhibit depth of knowledge and sustained mastery of subject material. The final examination permits each student to demonstrate knowledge that is acquired, integrated, and retained.
3. Honors level courses must be designed for 11th and 12th graders who have already completed foundation work in the subject area. Ninth and tenth grade level high school courses that schools might designate as "honors" do not meet the UC honors level requirement and therefore are *not* granted special "honors" credit by the University. (Note: Tenth grade students who have the necessary preparation to complete UC designated honors courses (i.e., those designed for 11th and 12th graders) will receive UC honors credit; however, they will receive credit for not more than two units of these courses completed in the tenth grade.)
4. In addition to ninth and tenth grade courses, other courses that a school may designate as "honors" for local purposes but that do not fill the requirements stated in this section will not be granted special credit by the University.
5. In addition to AP and IB higher level courses, high schools may certify as honors level courses *not more than one unit in each of the following subject areas only*: history, English, advanced mathematics, each laboratory science, each language other than English, and each of the four VPA disciplines.
6. If there are no AP or IB higher level courses in a given subject area, the high school may certify up to, but not more than, two units at the honors level in that area. Exceptions to this rule require strong justification and documentation.
7. Most high school courses, which are not an AP or IB higher level course, shall be designated an honors level course only when there is a *regular course* offered in the same subject area at the same grade level. Exceptions to this rule require strong justification and documentation. See subject specific explanations below.

Descriptions for UC Approval of Honors Level Course by Subject

- a) **History/Social Science.** UC approved honors level history / social science courses used to satisfy the "a" requirement characteristically consist of courses in U.S. government, U.S. history, European history, world history, world cultures, and geography. Such courses are expected to provide both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. The courses must offer content and/or experience that are demonstrably more challenging than what is offered through the regular college preparatory courses in the same field. Factors considered for UC approved honors courses that satisfy the "a" requirement include but are not limited to the assignment and evaluation of one long or numerous short, challenging, and properly-annotated research papers and a comprehensive final examination. The use of college-

level textbooks is encouraged. The regular college preparatory courses in the subject areas should be offered, as well.

- b) **English.** UC-approved honors level courses in English should have as prerequisite at least two years of college preparatory composition and literature. Such courses should require extensive reading of poetry, prose, plays and novels chosen from a variety of historical periods and styles. The curriculum must emphasize advanced critical analysis and interpretation in order to develop sophisticated written arguments about assigned literature. Frequent writing assignments, especially of papers averaging 3-5 pages in length, should emphasize the stages of composing sustained arguments based on detailed textual analysis: pre-writing, drafting, revising. Writing instruction and carefully-designed prompts should aim at enabling students to express complex and interrelated ideas with clarity and a mature, sophisticated style. Regular feedback on written assignments is essential to the success of honors level courses. Regular college preparatory sections in English must also be available in the curriculum. The UC honors-approved courses must be demonstrably more challenging than regular college preparatory sections, requiring more extensive and challenging reading assignments; more frequent, complex, sustained writing assignments; and written examinations, including a comprehensive written final examination.
- c) **Mathematics.** UC-approved honors level courses in mathematics must be at the mathematical analysis (pre-calculus) level or above. These courses should have three years of college preparatory mathematics as prerequisite work. Mathematical analysis that includes the development of the trigonometric and exponential functions can be certified for UC honors credit. If mathematical analysis is certified at the UC honors level, there should be a section of the regular college preparatory course offered, as well. The honors level course should be demonstrably more challenging than the regular college preparatory sections. Calculus, with four years of college preparatory mathematics as prerequisite, qualifies as an honors level course if it is substantially equivalent to an AP calculus course. Statistics, with a three-year mathematics prerequisite, may also be approved for honors credit if it is substantially equivalent to an AP statistics course. These two courses do not require a separate section in the regular college preparatory curriculum. Each UC-approved honors level course in mathematics must include a comprehensive final examination.
- d) **Laboratory Science.** UC approved honors level courses in laboratory sciences are generally in the disciplines of biology, chemistry, and physics. Honors level courses in these disciplines typically require one year of prior laboratory science. Honors level courses in any other laboratory science (e.g., Environmental Science, Marine Biology, etc.) may also be considered for UC honors certification if they require a year of biology, chemistry, or physics, as well as at least algebra as prerequisites. The third course in an integrated science sequence may be considered for honors designation if it has the appropriate breadth, depth, and prerequisites. All UC-approved honors level laboratory science courses should be demonstrably more challenging than the college preparatory courses required as prerequisites. Topics covered and laboratory exercises must be in depth and involve analysis and research. Each UC approved honors level course must have a comprehensive written final examination including laboratory concepts. There should be a section of the regular college preparatory course offered for each UC-approved honors level laboratory science course.
- e) **Language Other Than English.** UC-approved honors level courses in languages other than English must have as a prerequisite at least two years of college preparatory instruction in that language. Modern language courses should focus on the use of the language for active communication and provide advanced training in oral/aural proficiency and literacy skills. Courses should include instruction in grammar, culture, reading comprehension, composition, and conversation and should be conducted exclusively in the target language. Coursework should be developed around authentic texts from diverse genres, including literary works of art, recordings, films, newspapers, and magazines. There should be a comprehensive final examination that evaluates levels of performance in the use of both written and spoken forms of the language. Classical language courses should include as many of these elements as appropriate. If the third year of any language other than English is certified at the UC honors level, there should be a regular third-year college preparatory course offered, as well. A UC-approved honors course in a language other than English at the fourth or fifth year level must have as a prerequisite three or four years, respectively, of college preparatory instruction in that language and does not necessarily require a corresponding regular college preparatory section.
- f) **VPA: General Criteria**
UC-approved honors level courses in Visual and Performing Arts (VPA) should have as a prerequisite at least two years of college preparatory work in the discipline or comparable (alternative) experience that includes all five component strands of the state-adopted VPA Content Standards.

Honors courses may be open to students who have not completed the prerequisite college preparatory work but whose preparation in the art form is at a high artistic level and who can demonstrate comprehensive knowledge in all five component strands of the art form. Alternative entrance into the honors level course shall be by audition/demonstration and a standards-based content exam (oral, written, or portfolio/performance).

Honors level courses should be demonstrably more challenging than regular college preparatory classes and study content in the art form that is of artistic and cultural merit and represents a variety of styles, genres, or historical periods. The curriculum must be comparable to college curriculum and target skills and conceptual development beyond the art form's advanced level of the VPA Content Standards. The curriculum must require in-depth written assignments that demonstrate student knowledge across the component strands. Each student must complete a variety of individual assessments with a comprehensive final examination that includes a written component as well as other assessment tools appropriate to the five strands of the art form and are representative of high levels of analysis and self-evaluation.

Honors level course work in the art form may not require a separate class section in the regular college preparatory curriculum. These courses necessitate a separate written curriculum documenting the additional breadth and depth expected as well as an explanation of the differentiated curriculum. The use of college-level textbooks is encouraged.

All VPA honors course work shall include advanced studies/projects, examples of which are listed for each specific arts discipline (Dance, Music, Theatre, and Visual Arts) in the sections below.

VPA Discipline-Specific Criteria:

In addition to the above general criteria, each separate arts discipline must include the following specific guidelines to qualify for honors credit.

- ◆ **Dance** courses at the honors level require students to demonstrate artistic superiority in multiple aspects of dance as an art form. Dance honors studies/projects may include but are not limited to sophisticated choreography including production collaborations, advanced written and oral research analysis, and advanced kinesthetic mastery and historical knowledge of many genres of dance. Critical self-analysis and peer review of projects may be broadened by technology resources, traditional and innovative documentation and recording (e.g., notation, virtual reality and/or simulation).
- ◆ **Music** course descriptions will delineate the honors level of achievement expected by the individual student as well as explicit descriptions of honors studies/projects that will be completed. These studies/projects may include but are not limited to solo and/or small ensemble performance, score analysis, musical composition and/or arranging, critical analysis of individual performances by others, critical self-analysis through portfolio development.
- ◆ **Theatre** courses at the honors level require students to demonstrate artistic leadership. Collaborative skills continue to be essential in students' work, but the honors distinction is that the individual takes the responsibility for organizing others to complete a theatrical performance project. The student must first qualify as an outstanding playwright, director, designer, dramaturg, actor, or stage manager, then must also serve as producer of the project or chief of a major area of production. Analysis of the honor student's project is required and must include a post-show critique, written or oral, of leadership skills conducted by the teacher and ensemble peers, and a critical self-analysis.
- ◆ **Visual Arts** course descriptions will define the high level of achievement expected by the individual student as well as suggested descriptions of honors visual arts projects. The honors level subjects/projects may include but are not limited to compiling a body of work at the mastery level in a particular arts medium, written research and analysis of a particular genre, style, or historical period. Critical self-analysis through portfolio development, solo exhibition of original work, and verification of honors achievement level relevant to the art form, is required.

ELD, ESL, Sheltered and SDAIE courses

Advanced level (i.e., CELDT levels 4 and 5) English Language Development (ELD) and/or English as a Second Language (ESL) courses may be approved to meet the "b" English requirement. Courses at this level must include college preparatory composition and literature comparable to other mainstreamed college preparatory English courses (described above in the "[b](#)" [English specific requirements](#) section). When applying to the University, students can use only one year of UC-approved ELD/ESL course work to meet their 4-year English requirement for UC eligibility.

Sheltered and SDAIE (Specially Designed Academic Instruction in English) courses may be used to satisfy the “a-g” subject requirements. As sheltered and SDAIE courses simply refer to the instructional methodology (rather than course content), it is expected that sheltered/SDAIE courses in all subject areas would be *equivalent* in content and skill development to comparable courses taught in the same subject area (i.e., Sheltered Algebra should be equivalent to Algebra 1; SDAIE English 11 should be equivalent to English 11).

Interdisciplinary and/or integrated courses

Interdisciplinary and/or integrated programs may be used to satisfy one or several of the subject requirements. For example, an integrated Humanities program may be used to satisfy part of the “a,” part of the “b,” and part of the elective requirements. When these interdisciplinary / integrated courses are submitted for review and certification, please indicate clearly which subject area requirements are satisfied by the course.

We understand that many schools are guided by reform initiatives that encourage the integration of academic and career-related content to form courses that are both rigorous and relevant. These rigorous applied academic courses may be approved by UC if teachers focus on the academic content, using the career-related content as an application and extension of the core knowledge taught in the academic area.

As noted above in the detailed description of the “[elective](#)” requirement, interdisciplinary electives are also acceptable.

Updating the school’s course list

UC requests that all schools (and/or districts) submit their course list updates electronically (at www.ucop.edu/doorways/update).

New Schools: New schools (or existing schools) wishing to establish an a-g course list for the first time should go to the “New School Submission” tab of the a-g Guide web site (at www.ucop.edu/doorways/guide) to download, print, complete and fax the “[New School Survey](#).” Once this survey is received by UCOP staff and the school has become WASC-accredited (or a candidate), UCOP will assign a User ID and Password for the a-g Online Update web site so that school personnel can submit courses for approval.

In December 2002, the Board of Admissions and Relations with Schools (BOARS) approved a policy requiring all public and private high schools to be accredited (or at least affiliated, i.e., candidacy status) by the Western Association of Schools and Colleges (WASC) in order to establish an a-g course list. Schools that are not WASC-accredited, but had established a-g course lists prior to the passage of this policy, will be able to maintain their current course lists through June 2006, or until they become WASC-accredited or a candidate. New schools must become WASC-accredited or a candidate before establishing an “a-g” course list. All materials must be submitted to UC by September 1 to allow sufficient time for the articulation process to occur for the current school year.

Online update process

- 1. Review materials.** Before you revise your course list, be sure to review all materials in this packet.
- 2. Coordinate with school and district personnel.** UC knows that in some public school districts a district administrator coordinates the update of course lists for all high schools in the district, while in other districts, schools take on this responsibility themselves. This packet of information has been sent to all schools and all districts. Please coordinate with your counterparts at the school or district level so that everyone is familiar with the material in this guide and so that efforts are not duplicated. For public school districts, UC has assigned a User ID and Password for both school and district personnel so that both can access the a-g Online web site and work together on updating the course list, if desired.
- 3. Log onto www.ucop.edu/doorways/update.** To get into the online system, you will need a User ID and Password. If you did not receive this information, you can contact the help line at hupdate@ucop.edu or (510) 987-9570.
- 4. Follow prompts.** As you move through the web site, it is best to do so sequentially the first time, using the “next” button at the bottom or top of each page. Once familiar with the site, you can use the navigation bar on the left to move around.

5. **Complete all information.** There are several required fields marked with a red asterisk (*). Please be sure to include all required information. To help your students, UC is interested in storing more information about your school and courses. To the degree possible, please complete all fields accurately.
6. **Take your time.** This online system allows you to come back to the update process over a period of weeks or months, as you choose. All information entered is saved as you move from one screen to the next.
7. **Submit to UC.** Once you have moved through each section of the site, advance to the “submit” page to electronically send your submission to UC. Before doing so, be sure your submission is complete. The site will only permit you to submit if you have logged onto the site using the submission User ID and Password. You will not be allowed to submit again until the previous submission has been reviewed by UC staff. The preferred deadline is March 16, 2007.

Notification. Once your submission is reviewed by UC, you will receive an e-mail that links to a cover letter and checklists for all courses that were not approved. You should print these documents for your records. You can view your school’s updated course list at www.ucop.edu/doorways/list .

Technical Support. Should you need assistance navigating through the a-g online update web site, contact hsupdate@ucop.edu or (510) 987-9570.

New course certification

New developments and directions in high school curricula have generated considerable interest in the process of course approval. To foster and facilitate our cooperation in these matters, UC offers the following recommendations:

- Make this material regarding the “a-g” requirements widely known to your staff. Feel free to photocopy this material and refer staff to the a-g Guide web site at www.ucop.edu/doorways/guide . In addition to the information in this packet, the “a-g Guide” includes dozens of standard, honors, and innovative course descriptions, as well as tools and resources designed to assist schools in the course design and submission process. These course descriptions should be used only as guides, i.e., “FOR REFERENCE ONLY.” New course descriptions should be original, created to reflect accurately the curriculum that will actually be taught at each individual school.
- Consult with trained UC and high school colleagues early on as you plan new courses and new ways to restructure your curriculum and patterns of course offerings. The process of early consultation has worked very well in the past. In the last year, we have trained 10 regional Cadre of Expert teams specifically to assist with this function. You can find your local “experts” on the a-g Guide web site at www.ucop.edu/doorways/guide , under the “Cadre of Expertss” tab.
- Consult nearby UC faculty for assistance in developing new curriculum. They may be willing to work with you to ensure that a course is appropriately rigorous (in content and level) before submitting it for approval.
- Ensure that new courses are intellectually challenging, include substantial reading and writing, require critical thinking and problem solving (as appropriate), and show attention to patterns of critical thinking.
- Use the “Course Description Template” (and accompanying instructions) to ensure that all necessary information is included. The template can be downloaded from www.ucop.edu/doorways/guide .

Contacting UC

For questions relating to the certification process, deadlines, or the status of your submission, contact

High School Articulation Help Line

hsupdate@ucop.edu

(510) 987-9570

(510) 987-9522 Fax