

**University of California
a-f Subject Area Requirements**

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What is the purpose of the a-f subject area requirements?

The purposes of the a-f 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.

Who is responsible for establishing the a-f requirements?

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, which, beginning with students entering in the fall of 2003 are the same as California State University's requirements.

What are the general criteria for courses used to satisfy 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
- ◆ Develop students' oral and listening skills

What are the a-f requirements, by subject area?

The following sequence of high school courses is required by the University of California of high school students to be minimally eligible for admission. 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:

- A History / Social Science** – Two years required, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American Government; **and** one year of world history, cultures, and geography.
- B English** – Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.
- C Mathematics** – Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- D Laboratory Science** – Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics.
- E Language other than English** – Two years of the same language other than English
- F College Preparatory Elective** – In addition to those courses required in "a-e" above, two years (four semesters) of college preparatory electives are required, chosen from visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

A detailed description of each of the subject areas required can be found below in the section titled “What are the specific requirements for each subject area?”

How do these requirements change for students entering in fall 2003?

The above subject area requirements have been amended for students applying for admissions for the fall of 2003. Above areas “a-e” remain the same. A Visual & Performing Arts requirement has been added, and will become the “f” requirement (see below). The elective requirement is modified (see below) and will become the “g” requirement.

F Visual & Performing Arts – One year, including dance, drama/theater, music, and/or visual art

G College Preparatory Elective – One year of college preparatory coursework as described under the “f” category listed on page 2 above.

A detailed description of the Visual & Performing Arts subject area requirement can be found below in the section titled “What is the Visual & Performing Arts requirement?”

What are the specific requirements for each subject area?

(a) HISTORY / SOCIAL SCIENCE

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

- ◆ **U.S. History** – One-half year, if combined with one-half year of American government (civics); or one year, if not combined with American government (civics)
- ◆ **American Government (civics)** – No requirement unless only one-half year of U.S. History is taken
- ◆ **World history, cultures, and geography** – One year, which can be met by a single integrated course or by two one-semester courses

NOTES on World History, Culture, and Geography:

1. A wide variety of courses may be used.
2. Courses do not need to cover every culture or period in the history of mankind. 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 geography courses.
3. Courses must focus on cultures outside the U.S., and, whenever possible, should limit study of cultures very similar to our own, e.g. England and Canada.

(b) ENGLISH

Four units (equivalent to four yearlong 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.
- ◆ **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 years of high school study will demand a substantially higher level of reading and writing requirements and skills outlined above.
2. For expected competencies in English reading and writing, consult “An Information Booklet for the University-wide Subject A Examination” for discussion of writing standards and examples of acceptable college freshman-level scored essays. This booklet can be found at <http://www.ucop.edu/sas/sub-a/>.

3. English as a Second Language (ESL) courses may be acceptable for a maximum of one unit (equivalent to one year), provided they are advanced college preparatory ESL 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. (Also see section below on sheltered/bilingual courses). A second year of approved ESL coursework may meet one year of the college preparatory elective requirement described below.
4. Courses in speech, debate, or journalism will not normally meet the requirements listed under the English (“b”) requirements, but may meet the elective requirement as described under college preparatory electives.
5. Not more than two semesters of ninth grade English can be used to meet this 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 could be met by three one-year courses in algebra, advanced algebra and geometry or by a three-year integrated course sequence.
2. One-year mathematics courses (e.g., algebra) taken over three or four semesters are acceptable to meet the Mathematics (“c”) requirement, but credit will be granted for only one year (two semesters) of work.
3. 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.
4. A description of the material that almost all regularly admitted freshmen have learned in contained in the 1997 version of the *Statement on Competencies in Mathematics Expected of Entering College Students*, which can be downloaded from the UC Academic Senate’s web page at <http://www.ucop.edu/senate/index2.html>.
5. Although traditionally most entering college freshmen have taken pre-calculus and often calculus, other advanced courses such as statistics and discrete mathematics can also deepen students’ understanding of mathematics.
6. 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. For more information on MDTP, contact Immouna Ephrem at (510) 987-9422 or immouna.ephrem@ucop.edu.
7. 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.
8. College prep course 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 that the 7th and 8th grade courses are comparable in content to those offered at the high school.

(d) LABORATORY SCIENCE

Two units (equivalent to two one-year courses) in at least two of the three fundamental disciplines of biology, chemistry, and physics. Three units are recommended.

- ◆ **Integrated Science.** The science requirement could be met by a two-year integrated course sequence.
- ◆ **Alternative Courses.** Laboratory courses in earth/space sciences are acceptable if they have as prerequisites or provide basic knowledge in biology, chemistry, or physics. Courses such as Oceanography, Geology, Microbiology, Marine Biology or Environmental Science may also be appropriate for this requirement if they have the necessary prerequisites and address basic concepts and skills.

NOTES:

1. Laboratory activities in approved science courses should occupy at least 20% of course time.
2. It is expected that courses submitted for the purpose of meeting the Laboratory Science (“d”) requirement will normally have elementary algebra as a prerequisite or co-requisite.
3. Courses must be completed in grades 9-12, however students will receive credit for not more than one year of UC certified laboratory science work completed in the 9th grade.
4. Basic science concepts must be deliberately addressed in each course. In other words, courses organized around issues of scientific or public interest may not adequately address basic concepts.
5. Laboratory science courses that meet the quality standards expected for the “d” requirement but which are applied or vocationally focused may also qualify. These courses, however, are more likely to be acceptable if taken following completion of the “d” requirement courses. Examples include biotechnology and environmental science.
6. Students who have successfully completed a 3-year integrated science sequence will have met the two-year “d” requirement plus the one-year elective requirement. However, students who do not successfully complete the 3-year sequence will fall short of meeting the “d” requirement. For example, a student that completes only two of the three years will have met one year of the “d” requirement and one year of the elective requirement.

(e) **LANGUAGE OTHER THAN ENGLISH**

Two units (equivalent to two one-year courses) of coursework in a single language. Three units are recommended. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, and composition.

- ◆ **Classical Languages.** Classical languages (e.g., Latin, Greek) are acceptable to fulfill the “e” requirement.
- ◆ **American Sign Language.** American Sign Language is a natural language and can be used to fulfill the “e” requirement.
- ◆ **Minimum Performance Objectives.** 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:

1. At this level, emphasis should not be on the ability to describe grammatical features of the language.
2. Courses taken in 7th and 8th grades may be used to fulfill part of this requirement if the high school accepts them as equivalent to its own courses.

(f) **COLLEGE PREPARATORY ELECTIVE COURSES¹ (for students entering in fall 2001 and 2002)**

Two units (equivalent of two semester courses) required. Courses must fall within the following subject areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and languages other than English.

- ◆ **Intent of this Requirement.** 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:

¹ For students entering the University in the fall 2003, this requirement will become the “g” requirement and change from two units to one unit.

- 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, at some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University.
- ◆ **Advanced Level.** It is expected that, in general, courses used for this requirement will be at the advanced level of the subject area studied. If students are to meet the objectives of the “f” requirement, courses should be well beyond the introductory or “survey” level.
 - ◆ **Quality.** All courses selected to meet the “f” requirement are expected to meet standards of quality similar to those required for the “a” through “e” requirements.
 - ◆ **Alternatives.** There are several courses that may not qualify for the “a” through “e” requirements, but that might qualify for the “f” requirement. These courses include political science, economics, geography, humanities, psychology, sociology, anthropology, journalism, speech or debate, computer science, computer programming, and others. Courses that are interdisciplinary in nature, drawing knowledge from two or more of these fields, are also acceptable. Many other types of courses may be considered for the “f” 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 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. 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, or advanced-level 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, combinatorics, probability and statistics are acceptable electives. A computer science course is an acceptable mathematics elective 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 in which student make their own observations and measurements and analyze these data to obtain further information. Laboratory activities as defined above shall be included. A terminal course designed only to meet graduation requirements is not an acceptable science elective.

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

Visual and Performing Arts (VPA): The requirement of an advanced course in Visual & Performing Arts (VPA) applies only to courses that will be submitted during the academic years 2000-2001 and 2001-2002 for students entering the University in Fall 2001 and 2002. 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, and critical listening/viewing). Beginning 2003, VPA courses do not have to be at the advanced level (see guidelines and standards below).

When does the Visual & Performing Arts (VPA) requirement take effect?

Students who plan to enter the University in the fall of 2003 (current freshmen) must meet the new Visual & Performing Arts requirement. High schools are strongly urged to begin submitting courses for review and certification as soon as possible so that students can be advised appropriately. A letter inviting high schools to certify these new courses was mailed to schools in December 1999.

The VPA requirement includes a phase-in process, as described below:

- ◆ Students entering in the fall of 2003 (current ninth graders) may present two semesters of acceptable VPA courses from any one or two of the VPA areas (dance, drama/theater, music, or visual arts)
- ◆ Students entering the fall of 2004 or the fall of 2005 may present any two semesters of acceptable VPA courses provided that both courses are from a single VPA area (dance, drama/theater, music, or visual arts)
- ◆ Students entering in the fall of 2006 or later must satisfy the VPA requirement by completing an appropriate single course in a yearlong sequence (i.e., the second semester must be the continuation of the first semester, requiring the first semester as a prerequisite).

What is the Visual & Performing Arts requirement?

(f) VISUAL AND PERFORMING ARTS² (beginning with students entering in 2003)

One unit (equivalent to one yearlong or two semester courses) required in any of the following areas: dance, drama/theater, music or visual art.

- ◆ **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, and critical listening/viewing.
- ◆ **Course Standards.** Courses should provide students with an experience in the arts that implement the intent of the Dept. of Education's Visual and Performing Arts Standards, as follows:
 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. Connection, Relations, and Application: Connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers.

² Beginning with students entering the University in fall 2003, the "f" requirement becomes Visual & Performing Arts and the Elective requirement changes to the "g" requirement.

- ◆ **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/or are better able to understand and appreciate artistic expression on the basis of that experience and knowledge.
- ◆ **Performance and Production.** Courses emphasizing performance and/or production must include appropriate critical/theoretical and historical/cultural content. “Appreciation” courses should focus on the ability to make aesthetic judgements about arts works and performances.
- ◆ **Not Acceptable Courses.** Courses which are primarily recreational, athletic, or body conditioning, or for social entertainment, are not acceptable visual and 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.** Acceptable courses include ballet, modern dance, jazz and ethnic dance, choreography and improvisation, dance history, dance production/performance. Unacceptable courses include aerobics, drill team, cheerleading, recreational dance, and ballroom dance.
- ◆ **Drama / Theater.** Acceptable courses include acting, directing, oral interpretation, dramatic production, dramaturgy/history/theory, and stage/lighting/costume design. Unacceptable courses include speech, debate, or courses in other disciplines that require students to perform occasional skits.
- ◆ **Music.** Acceptable courses include band (concert, symphonic, jazz), orchestra, choir (e.g. jazz, soul, madrigal), music history/appreciation, and music theory/composition. Unacceptable courses include a musical group that performs occasionally for sporting or other events.
- ◆ **Visual Art.** Acceptable courses include painting, drawing, sculpture, art photography, printmaking, video production, contemporary media, ceramics, and art history. Unacceptable courses include crafts, mechanical drafting, and photography if offered as a photojournalism component in a yearbook or school newspaper.

How are sheltered and bilingual courses addressed?

Sheltered/bilingual courses may be used to satisfy the “a-f” subject requirements with the exception of the English (“b”) requirement. Acceptable sheltered/bilingual courses must be equivalent in content and skills development to comparable courses taught in English in the same subject area (e.g. Sheltered Algebra should be equivalent to Algebra 1).

How are honors level courses defined?

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:

- ◆ **AP Courses.** If they are Advanced Placement (AP) courses in the “a-f” subjects which are designed to prepare students for an Advanced Placement Examination of the College Board.
- ◆ **International Baccalaureate.** If they are International Baccalaureate (IB) higher level courses offered by schools participating in the IB program.
- ◆ **College Courses.** If they are college courses in the “a-f” subjects which are transferable to the University of California.
- ◆ **Other Honors Courses.** If they are high school courses in history, English, advanced mathematics, laboratory science, and languages other than English which are not AP or IB Higher Level courses, but have distinctive features which set them apart from regular high school courses. These courses should be seen as comparable in terms of workload and emphasis to AP, IB Higher Level, 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.

NOTES:

1. Honors courses should be available to all segments of the school population.
2. Honors level courses should have established prerequisites, as appropriate to the discipline.

3. Honors level courses must have a comprehensive written final exam.
4. Ninth and tenth grade level high school courses that schools might designate as “honors” do not meet these requirements and therefore are not granted special “honors” credit by the University.
5. 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.
6. Tenth grade students who have the necessary preparation to complete UC designated honors courses will receive UC honors credit; however, they will receive credit for not more than two units of these courses completed in the tenth grade.
7. 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, and each language other than English.
8. 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.
9. A high school course, which is 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.

Are interdisciplinary and/or integrated courses acceptable?

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.

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.

How do I update our list of courses to meet UC subject area requirements?

To revise your list, please follow these steps:

1. **Review materials.** Before you revise your course list, be sure to review all materials in this packet.
2. **Revise the list.** Use the enclosed copy of your school’s list and mark all changes. (**Note:** The enclosed list may not contain courses that UC has approved for the new VPA requirement. If you have already submitted courses to meet the new requirement **please do not resubmit them.** The University is in the process of notifying you about the acceptability of these courses separately from the regular update process.)
 - If there are no changes, simply return the list signed at the bottom.
 - Mark all changes in red.
 - Do not retype the list.
 - Cross out courses you plan to delete from your list.
 - Indicate any “technical updates” (see explanation below)
 - Write in any new courses you plan to add to your list for the 2000-2001 academic year.
 - Underline the honors, Advanced Placement, and International Baccalaureate courses that, in your estimation, meet the University guidelines and specifications noted in the section above (p. 8).
 - List only those courses that will be offered by your school during the 2000-2001 academic year.
 - Be certain that all course titles and numbers exactly agree with students’ transcripts.

- Sign the bottom of the enclosed list.
- By June 30, 2000, return the list to...

Martha Beames
 UC Office of the President
 Outreach, Admissions, and Student Affairs
 1111 Franklin St., 9th floor
 Oakland, CA 94607-5200

3. Provide necessary documentation. Incomplete documentation may delay the production of your list.

- Course descriptions must be provided for any new “a-f” courses being added to the list (with the exception of AP and IB courses). Course descriptions should include information outlined in the attached “Course Description Template”.
- Documentation should be provided to justify honors courses beyond the maximum number allowed, or honors courses for which your school does not offer a parallel, regular course, in the same subject area at the same grade level. Follow guidelines on p. 8 above.

Individual School lists vs. District lists. UC needs to know which courses are being offered by each individual high school, whether the high school or the district office takes responsibility for modifying the list of courses. If a district list is submitted, it should indicate which courses are being offered by each high school during the academic year to be updated. Districts may choose to use a matrix, listing schools across the top, courses along the side, and checking appropriate boxes to indicate which courses will be offered at each high school. If a district shifts to allowing the individual high schools to submit their own lists, all courses that were previously approved do not have to be re-submitted. Only documentation for new courses is required. Regardless of how the lists are submitted, UC will continue to issue a list for each high school.

Technical Updates. If you are simply requesting a change in course name, number of units, length (semester or year) or pre/co-requisites, then you need only submit a “technical update” (see attached form). A technical update is not necessary if you are changing textbooks, other instructional materials, teaching strategies, or assessment methods. For an electronic copy of the “Technical Update Form”, place an e-mail request to AFSubjects@hotmail.com

New Course Submissions. In response to (and with feedback from) K-12 educators around the State, we have developed the attached “Course Description Template”. Although we do not require schools to submit new courses using this format, we do encourage it, especially if courses are innovative ones that have not traditionally been approved through the UC course certification process. By using this template as a guide, you will ensure that you have included the detail that UC expects in order to review your course without having to request additional information. For an electronic version of this template, place an e-mail request to AFSubjects@hotmail.com

How can the school facilitate 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 the material in this packet regarding the “a-f” requirements widely known to your staff. Feel free to photocopy this material, or if you prefer to distribute an electronic version, it can be found at www.ucop.edu/sas/admit/HSupdateltr.html.
- Consult with UC Admissions staff (contact information below) 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.
- 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 enclosed “Course Description Template” to ensure that all necessary information is included. For an electronic version of this template, e-mail us at AFSubjects@hotmail.com

Who do I contact if I have questions?

For any questions, you can send an e-mail to AFSubjects@hotmail.com and someone will get back to you within 24 hours.

Or, if you'd rather call...

For questions relating to the certification process, material that must be forwarded, deadlines, or the status of your list, contact:

Martha Beames, Articulation Specialist
(510) 987-9570
(510) 987-9522 Fax

For questions regarding your plans for curricular changes at your school, the purpose of the "a-f" subjects, and other matters relating to your school's course offerings and University admission requirements, contact:

Louise Randolph, Senior Articulation Analyst
(510) 987-9569
(510) 987-9522 Fax