A-G 101
Policy changes, portal enhancements and course submission guidelines for Course List Managers

September 2019
Today's Topics

Policy Changes and Updates
  Online course policy
  Area D and Area F

CMP Enhancements
  Self-report an online course
  A-G CMP course search

Course Submissions
  Guidelines for course submission
  Sample course excerpts
Policy Changes and Updates: New Online Course Policy
Online schools that have A-G course lists (and therefore provide transcripts) are not considered publishers and are still required to submit courses to UC.
For certifying curriculum, you can refer to the A-G Policy Resource Guide to review the subject specific criteria for the courses you are evaluating. A link to the guide is at the end of the presentation. At the same time you reference A-G criteria, you also have the option to rely on local processes/mechanisms for evaluating curriculum and to consult instructors for determining quality of the curriculum. Further on in the presentation, there will be a preview of the “Self-report an online course” feature, which will further clarify this process.
Policy Changes

WHAT HAPPENS TO ONLINE PUBLISHERS’ COURSES THAT ARE ALREADY ON OUR LISTS?

Nothing!

Courses already approved under the former policy will remain on your A-G lists and will automatically roll forward to appear on your 2020-21 A-G course list.
For cases in which schools use online publisher courses but the publisher ultimately is not in the directory (and therefore the course cannot be included on an A-G course list) schools still have the option of having a student report those courses on their application. They would do so in the same way they report other courses that do not make it on to an A-G list.
Quality Matters is a third party organization that certifies higher education online programs/institutions. For high school online publisher curriculum, Quality Matters certifies on a course by course basis. Any course that a publisher has certified by Quality Matters will be exempt from the UC annual random review.
Policy Changes and Updates: Area D and Area F
Please also note the change of the subject name from Laboratory Science to Science. This reflects the trend in high school science curriculum in which many different types of hands on work (engineering projects/field studies), virtual labs/simulations, and traditional laboratory activities are all considered appropriate laboratory activities under the Science (D) criteria. Please refer to the A-G Policy Resource Guide for more information. A link to the guide is at the end of this presentation.
THE NEW CALIFORNIA ARTS STANDARDS AND THE VISUAL AND PERFORMING ARTS (F) COURSE CRITERIA

• UC’s current criteria for area F courses align broadly with the overarching Artistic Processes categories outlined in the new standards.

• If your VPA course includes the artistic processes of “creating, performing/presenting/producing, responding and connecting,” it will align logically with our current area F criteria.
A-G CMP Enhancements
Self-Report an Online Course
This is the landing page you will see when you click: Add a Course>Self Report an Online Course.
All publishers in the directory will be available in the drop down menu.
If you do not see the course you would like to add, simply add it yourself by typing in the Course Detail field the title of the course. All courses that have rolled over from the previous year or that have added by users will be available to select from the drop down menu.
You can choose to autofill information or manually add the information. If you choose to autofill, you will still be able to edit those fields if you wish.
District users with admin permissions will be able to also report the schools in their district teaching the given self-reported course.
This is a preview and not the final wording of the digital signature.
This will say that you have successfully “added” the course rather than “submitted” since the part of the process school users engage in does not require submitting anything to UC for review.
Course Search Improvements
A-G Approved Courses

Search for courses

Filters

Help

Use the search box or select filters to help find courses on the A-G List.

To view your institution’s course descriptions, go to your A-G course list and click on the course’s title. To search for an institution’s A-G course list and verify a course’s A-G approval status, use the A-G Course List website.
When a user begins typing in the search field, suggested filters will appear in a drop down menu.
If a user selects the "Filters" tab to the right of the search field, a selection of search options will appear below the search field.
When a user chooses to filter by subject, the specific disciplines will appear in a drop down menu.
A user can also type in the search field and further refine their search.

Course results will appear in a list, with basic course details available for the user to scan.
User will click this arrow icon to select and view a course description.
Once a user selects a course description to view, the “Model Course After” and “Export” options will be available.
If a user selects a program course, they will get a message asking that they contact the program directly about the given curriculum.
Course Submission: Tips and General Guidelines
A-G Course Submission

Add a New Course

- Add a program course
- Self-report an online course
- Model after another institution's course
- Add a brand new course

Select this option for courses that are from a program, like Advanced Placement (AP) or ROP/ROC.

Select this option for self-reporting online publisher courses.

Select this option if you are modeling your submission after an existing course already approved by UC (e.g. at a school outside of your district).

Select this option when you are submitting a brand new course. The rest of this presentation will focus on this type of submission.
A SUCCESSFUL A-G COURSE SUBMISSION:

- Is detailed but concise.
- Includes unit and assignment descriptions that focus on what students do, not what the teacher does.
- Is rigorous: the work of the course is clearly challenging.
- Meets subject-specific A-G criteria.
<table>
<thead>
<tr>
<th>Section</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Course Overview      | • One per course  
                        • 3-5 sentences, describing the overarching content and goals of the course |
| Unit Overview        | • One per unit  
                        • 3-5 sentences, describing the content and skills students learn in that unit |
| Assignment Summary   | • One per unit  
                        • 3-5 sentences, describing the product students deliver/present to demonstrate learning |
Examples: Unit and Assignment Overviews

What contributes to a successful course submission?
A-G Course Submissions

**DIRECTIONS**

Review the excerpted Unit Overview and consider what contributed to this course being a successful submission by identifying:

1) The content and skills students learn in the unit.
2) Evidence the course meets UC A-G course criteria.
Area G submissions should, in general, allow students to:

- Read and write substantially
- Solve complex problems
- Develop analytical thinking skills, including evaluating factual content
- Develop oral communication and listening skills
UNIT 1 OVERVIEW | ELECTIVE (G) COURSE SUBMISSION
ADVANCED CHILD DEVELOPMENT

Students will briefly study the many forms that education has taken in history before taking a more thorough look at education in Europe and then the United States in the last 200 years. Students will study the development of teaching as a profession as well as the development of the educational institution from colonial days to the present. The effects of cultural, linguistic, political, religious and social issues and movements on education will be discussed. Students will learn about the main philosophies, important legislation, and key figures in education.
A-G Course Submissions – Unit Overview Example 1

<table>
<thead>
<tr>
<th>What content and skills will students learn in the unit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Development of teaching as a profession</td>
</tr>
<tr>
<td>• Effects of cultural, linguistic, political, religious and social issues and movements on education</td>
</tr>
<tr>
<td>• Main philosophies, important legislation, and key figures in education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How does it meet the G criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Read and write substantially</strong> through the <strong>study</strong> of the profession, its main philosophies and key figures</td>
</tr>
<tr>
<td>• <strong>Developing analytical thinking and evaluating factual content</strong> through <strong>discussion</strong> of cultural, linguistic, political, religious and social issues and movements on education</td>
</tr>
</tbody>
</table>
A-G Course Submissions

DIRECTIONS

Review the excerpted Assignment Summary and consider what contributed to this course being a successful submission by identifying:

1) What students produce to demonstrate learning,
2) The parameters of that product, and
3) Evidence the course meets UC A-G course criteria.
UNIT 1 ASSIGNMENT | ELECTIVE (G) COURSE SUBMISSION
ADVANCED CHILD DEVELOPMENT

Students will create an assessment using an online quiz which will test the other students in the class on the major concepts from the unit. Students will take other students' quizzes, analyze the results, and then share what they learned from the process in a class discussion and brief reflection.
### What do students produce to demonstrate learning?
- Create an assessment using an online quiz.
- Class discussion/brief reflection

### What are the parameters of that product?
- Should test students on major concepts from unit.
- Students take each others’ quizzes & analyze the results.
A-G Course Submissions

DIRECTIONS

Review the excerpted Unit Overview and consider what contributed to this course being a successful submission by identifying:

1) The content and skills students learn in the unit
2) Evidence the course meets UC A-G course criteria
Area B submissions should, in general:

Include a variety of reading assignments that expose students to classic and modern literature, and non-fiction.

Include writing and speaking tasks in which students:

- Respond to varying demands of audience, purpose, genre and discipline, &
- Use evidence and evaluate the validity of multiple points of view.
- Require students practice speaking in large and small groups.
UNIT 4 OVERVIEW | ENGLISH (B) COURSE SUBMISSION
ADVANCED COMPOSITION

Students will use a critical lens to evaluate modern media’s impact on teenagers. Students will apply critical thinking, analysis, and interpretation skills to various media sources (print advertisements, commercials, social media, news articles, short videos) to evaluate how these forces shape teenage lives. Students will identify both positive and negative impacts of media on teens, learn how to establish and support their personal positions through writing, and gain skills synthesizing multiple perspectives from various sources.
## A-G Course Submissions – Unit Overview Example 3

<table>
<thead>
<tr>
<th>What content and skills will students learn in the unit?</th>
<th>How does it meet the B criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate media sources.</td>
<td>• Expose students to a variety of</td>
</tr>
<tr>
<td>• Identify positive and negative impact of media on young</td>
<td>readings through evaluating media</td>
</tr>
<tr>
<td>people.</td>
<td>sources.</td>
</tr>
<tr>
<td>• Learn how to establish position through writing.</td>
<td>• Use evidence and evaluate</td>
</tr>
<tr>
<td>• Synthesize multiple perspectives.</td>
<td>validity of multiple points of</td>
</tr>
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<td></td>
<td>view through establishing a</td>
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<td></td>
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<td>perspectives.</td>
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**UNIVERSITY OF CALIFORNIA**

**COUNSELOR CONFERENCE**
A-G Course Submissions

DIRECTIONS

Review the excerpted Assignment Summary and consider what contributed to this course being a successful submission by identifying:

1) What students produce to demonstrate learning,

2) The parameters of that product, and

3) Evidence the course meets UC A-G course criteria.
UNIT 4 ASSIGNMENT | ENGLISH (B) COURSE SUBMISSION
ADVANCED COMPOSITION

Students write an essay in which they analyze a song/poem/artwork of their choice in order to identify and interpret the artist's deeper meaning. Students compose an introductory paragraph that includes a strong thesis/claim, apply knowledge of subtext and ability to analyze deeper meaning in art, and use a clear organizational structure to provide evidence of their claim. Students develop outlines and review drafts in groups, reinforcing their ability to give and receive critical feedback. Additionally, students will practice oral communication skills by presenting their findings in small groups.
<table>
<thead>
<tr>
<th>What do students produce to demonstrate learning?</th>
<th>What are the parameters of that product?</th>
</tr>
</thead>
</table>
| • Students write an essay in which they analyze a song/poem of their choice & identify and interpret its deeper meaning. | • Strong thesis/claim  
• Apply knowledge of subtext  
• Use a clear organizational structure |
A-G POLICY RESOURCE GUIDE
https://hs-articulation.ucop.edu/guide/

A-G COURSE SEARCH
https://hs-articulation.ucop.edu/agcourselist

HSA BULLETIN
https://hs-articulation.ucop.edu/guide/news-resources/announcements/
THANK YOU