

Gaining UC Approval for “F” and “G” Requirements

The ability to make Speech and Debate a class as opposed to simply a club allows coaches to spend more time with their students, and allows students to spend more time learning and practicing the techniques that will make them better competitors and more well-rounded orators. In order to accomplish this, schools and districts must meet the approval of the University of California system by meeting very strict and specific requirements. The goal of this guide is to help clarify the UC submission process. Specific requirements and forms can be found at <http://www.ucop.edu/a-gGuide/ag/>, and through the provided links in this guide.

Please be advised: Each submitted course MUST be tailor-made to your school and/or district’s specific ESLRs or Mission Statement. Duplication of another school’s approved course may result in the withdrawal of approval from BOTH schools.

I. Courses may be designed to fit one of two requirements:

- a. F Requirement: [Visual and Performing Arts](#)
 - i. “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.”
 - ii. “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.”
- b. G Requirement: [College Prep Elective – Visual and Performing Arts](#)
 - i. “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.”
 - ii. “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.”

II. Helpful Tips

- a. If another school in your district has already received approval for a course, and if you are offering a course that is identical (i.e., same course content, text, student expectations, etc.), then you may request to have it added to your course list without submitting to UC a complete course description. UC expects the submitting school to use the exact same course title.
- b. Use the new Core Curriculum requirements to your advantage! Using the Listening and Speaking Across the Curriculum state standards as a focus and guide will help you to create a specific and standards-based curriculum and course description.
- c. Both the VPA and Elective requirements MUST fulfill the five California VPA standards:
 - i. **Artistic Perception:** Processing, analyzing, and responding to sensory information through the language and skills unique to a given art.

- ii. **Creative Expression:** Creating, performing, and participating in a given art.
 - iii. **Historical and Cultural Context:** Understanding historical contributions and cultural dimensions of a given art.
 - iv. **Aesthetic Valuing:** Responding to, analyzing, and making critical assessments about works of a given art form.
 - v. **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.
- d. UC is most interested in course content, not in the teaching strategies, assessment methods, or instructional materials used. Provide adequate detail about the content, outlining major themes, topics and sub-topics. Explanation of major assignments, instructional materials, and assessment methods serve primarily to provide additional information about course rigor and content.
 - e. For courses that integrate academic and career-related content, provide a full description of the academic content. Discuss how the career-related content is used as a strategy to deepen understanding of theoretical concepts, extend knowledge, or bring the curriculum to life through real-world applications.
 - f. In naming and describing the course, use language that represents its academic nature. Avoid titles that describe instructional tools or strategies.
 - g. Just as you advise your students to write to their audience, recognize that UC is looking for breadth and depth of content, rigor, and evidence of development of essential analytical and critical thinking skills. Focus on the content knowledge of the course.
 - h. When describing instructional materials, teaching strategies, and assessment methods, describe how the conventional instructional materials (texts, literature), teaching strategies (lecture, direct instruction) and assessment methods (tests, essays, reports) are supplemented by the innovative and/or less conventional instructional materials (source documents, human resources, Internet, videos), teaching strategies (project-based learning, service-learning, internships), and assessment methods (journals, group projects, portfolios).
 - i. Avoid subject specific, career-related, or educational jargon.