Nov. 1, 2012

Dear Colleague,

We’re excited to announce the pilot of an innovative new secondary education program, the result of a collaboration between our two organizations: the College Board’s Advanced Placement Program® and Cambridge International Examinations.

The AP | Cambridge Capstone™ Program and Credential is a two-year curriculum designed to complement and enhance the in-depth subject-matter study provided through AP®. The program consists of a yearlong Seminar Course that offers students the opportunity to develop inquiry skills by critically examining global issues, and a yearlong Research Project that allows students to study a topic of particular interest through an investigation that culminates in an extended academic paper. Students who have earned qualifying scores on the assessments for both Capstone courses and have earned a 3 or higher on at least three AP Exams will earn the AP | Cambridge Capstone Credential, signifying that they have developed the knowledge, skills, and behaviors necessary for college success. The program is currently piloting at 13 U.S. and two non-U.S. high schools.

We believe that this program offers students the opportunity to develop a critical, questioning approach to information and disciplined scholarly research skills, within a context of interdisciplinary learning. These are skills highly valued by colleges and universities around the world.

We encourage you to review the enclosed brochure and share it with your staff because you may receive applications from students at the 15 pilot schools, whose transcripts will indicate their participation in the program. The brochure also includes a statement of support for the program, signed by a number of higher education institutions. These endorsements are intended to acknowledge the initiative and achievement of students participating in this rigorous program. If you would like to add your institution to the growing list of supporters, please visit the AP | Cambridge Capstone website: www.collegeboard.org/capstone.

Best regards,

Trevor Packer
Senior Vice President,
AP and College Readiness
The College Board

Ann Puntis
Chief Executive Officer
Cambridge International Examinations

CollegeBoard

Cambridge International Examinations
Excellence in education
The AP | Cambridge Capstone Program and Credential (Pilot)

A new collaboration between the College Board's Advanced Placement Program® and Cambridge International Examinations
The AP | Cambridge Capstone™ Program: An innovative secondary education program that gives students an opportunity to practice investigative, analytical, and research skills in an interdisciplinary context.

The AP | Cambridge Capstone™ Program and Credential, currently in pilot, is designed to complement and enhance the in-depth subject-matter study provided through AP® courses. The two-year Capstone curriculum will help students enhance their inquiry, research, collaboration, and communication skills by studying topics of global relevance from an interdisciplinary perspective, making connections between these topics and their AP subjects. The program promotes intellectual curiosity by giving students the opportunity to conduct in-depth research on a topic of their own choice and interest.

Students who have earned the Capstone Credential demonstrate that they have developed the knowledge, skills, and behaviors necessary for college success at any level. The program provides a solid foundation for learning how to learn, helping students develop increased intellectual independence and better preparation to take advantage of what a college education has to offer.
Structure of the Capstone Program

The AP | Cambridge Capstone Program is designed to be implemented during the last two years of high school. The program consists of the following components:

**YEAR ONE**

**Seminar Course**
AP | Cambridge Capstone Interdisciplinary Investigations and Critical Reasoning Seminar

| Team Project | Individual Presentation | Written Exam |

**YEAR TWO**

**Research Project**
AP | Cambridge Capstone Research Project

| Research Report | 4,500–5,000 words |

Earning the Capstone Credential

Students who earn qualifying scores on the Seminar Course and Research Project assessments and scores of 3 or higher on three or more AP Exams (taken at any point during high school) will qualify for a Capstone Credential.

The AP | Cambridge Capstone Program, in conjunction with AP courses, is intended to emphasize interdisciplinary study. The skills acquired through each of the three components can be applied and used to inform studies across the entire program.
Year One: AP | Cambridge Capstone Interdisciplinary Investigations and Critical Reasoning Seminar

In the yearlong Seminar Course, typically taken in 11th grade, students develop inquiry skills by investigating four to six global issues that go beyond the local or national context, affecting people wherever in the world they live or work. For example, examining immigration in a global context from different perspectives would require students to ask “Is immigration control ever justified?” rather than "Should immigration policy in Germany be changed?"

By studying global issues, students broaden their own understanding. They are encouraged to develop, scrutinize, and present their own points of view with confidence. During the seminar, they deconstruct and reconstruct arguments, interpret and reflect on their research and analysis and communicate their findings and ideas through reasoned arguments.

Through writing, reasoning, and collaboration, students explore topics of global significance from multiple perspectives. They also practice developing research questions, an essential skill needed in Year Two.

**During the Seminar Course, students must complete the following assessments:**

- **Team Project**
- **Individual Presentation**
- **Written Examination**

Sample teacher-selected topics include:

- Genetic engineering
- Ethics and economics of food
- Urbanization
- Alternatives to oil
- Artificial intelligence
- Endangered cultures
- International law
- Supranational organizations
- Integration and multiculturalism
- Medical ethics and priorities
- Religious-secular divide
- Impact of the Internet
- Technology and intelligent buildings
Using the Critical Path

One of the key features of the Capstone program is the Critical Path, a teaching and learning process and a method of investigation through which students can develop the skills of research, communication, and reasoning in a systematic way. The Seminar Course is iterative in nature: Students develop the skills by repeating the steps through the Critical Path using different topics, each time improving their levels of confidence and independence.

This approach teaches students how to follow and deconstruct arguments and assertions, separate fact from opinion, and assess and evaluate the truth of an argument or claim. The Critical Path gives students the tools to deal with a multiplicity of competing ideas, arguments, and information.

Development of research and inquiry skills is central to both courses

- **Deconstruction**: Detailed analysis of a point of view
- **Reconstruction**: Identification and evaluation of evidence for and against competing points of view
- **Reflection**: Assess the impact of research on personal perspectives

**Communication**: Communicate views, information, and research effectively and convincingly
Year Two: AP | Cambridge Capstone Research Project

During this yearlong course, typically taken in 12th grade, students use the skills developed in the Seminar Course and the content knowledge developed in their AP course work to study a particular topic of individual interest through an investigative Research Project that culminates in a 4,500- to 5,000-word academic paper. The Research Project is a sustained piece of academic work based on a question of the student’s own choosing. It may take a quantitative, qualitative, or blended approach.

The Research Project strengthens the student’s ability to design, plan, and manage a research project; collect, analyze, and synthesize information; evaluate and make reasoned judgments; and communicate findings and conclusions as well as to investigate more deeply into a topic of interest.

The student may:

• **Dig deeper into a topic studied in an AP course**

• **Cross boundaries with an interdisciplinary inquiry**

• **Study a new area of interest, one that the student may pursue in college**
Applying Methodologies and Articulating Findings: The Research Report

It must include the following:

1. A clearly articulated research question as the title

2. A literature review that outlines the research materials used and how the materials offer information and views relating to the question

3. Analysis and evaluation of the evidence

4. A conclusion that answers the research question and in which a judgment is made on the issue that is consistent with the evidence and how it has been evaluated

5. Reflection on the method used to research, the approach taken, the strengths and weaknesses of the evidence, and the implications of the conclusion(s) reached

6. A complete bibliography of sources consulted

Practicing College-Level Research Methods

Students should apply the research method(s) appropriate to their chosen subject. Some of the following research methods may be used in the report:

- Internet searches
- Database searches
- Interviews (e.g., with subject specialists, witnesses)
- Laboratory experiments
- Computer modeling
- Case studies
- Fieldwork (e.g., internships)
What Does the AP | Cambridge Capstone Pilot Mean to You?

Approximately 650 students across 15 schools are participating in the Capstone pilot in 2012–2014.

Score reports will be issued to colleges for the assessments associated with each component of the Capstone Program.

<table>
<thead>
<tr>
<th>Component</th>
<th>Colleges Receive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Course</td>
<td>A score report that includes a cumulative score for the three graded components (Team Project, Presentation, Written Exam)</td>
</tr>
<tr>
<td>AP Exams</td>
<td>Score reports for each AP Exam; these will look exactly the same as the AP Exam score reports you currently receive</td>
</tr>
<tr>
<td>Research Project</td>
<td>A score report for the research report</td>
</tr>
<tr>
<td>Capstone Credential</td>
<td>A report indicating that the student has earned the Capstone Credential, with final scores for all elements of the program</td>
</tr>
</tbody>
</table>

Seminar Course and Research Project assessments will be graded using Cambridge International Examinations’ well-established scoring processes. Students will also receive a teacher-assigned course grade.

For more information about scoring, please visit www.collegeboard.org/capstone.
Capstone Program Timeline

You may receive score reports and high school transcripts from Capstone students beginning in fall 2013.

These students will have "Capstone Candidate" indicated on their high school transcripts.

<table>
<thead>
<tr>
<th>CAPSTONE MILESTONE</th>
<th>Cohort 1: Students begin the Seminar Course.</th>
<th>Cohort 1: Score reports for the Seminar Course assessments are sent to designated colleges.</th>
<th>Cohort 1: Students begin the Research Project. High school transcripts that include Capstone course grades are included with student applications.</th>
<th>Cohort 1: The first AP</th>
<th>Cambridge Capstone Credentials are issued to colleges, along with score reports for the Research Project final paper.</th>
<th>Cohort 2: Score reports for the Seminar Course assessments are sent to designated colleges in August.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUGGESTED COLLEGE ACTION STEPS</td>
<td>Inform recruiters and admission officers about the pilot and potential opportunities to meet with Capstone students.</td>
<td>Advise registrars and admission officers so that Seminar Course score reports may be considered in the admission process or for credit/placement, depending on your college's policy.</td>
<td>Advise admission officers that the AP</td>
<td>Cambridge Capstone Program may appear on profile sheets from the 15 pilot schools, and high school transcripts may include &quot;Capstone Candidate.&quot;</td>
<td>Advise registrars and admission officers that they may receive Seminar Course and Research Project score reports for consideration in the admission process or for credit/placement, depending on your college's policy.</td>
<td></td>
</tr>
</tbody>
</table>

FALL '12 | FALL '13 | AUG '13 | FALL '14 | AUG '14
What Your College or University Can Do

Recognize students who have earned the AP/Cambridge Capstone Credential through any of the following examples of support:

Admission Statement

- Sign on to the statement of support; visit: www.collegeboard.org/capstone
- Draft your own statement of support that recognizes student achievement in the program and encourages students who will earn the Capstone Credential to apply to your institution.

Scholarships and Honors Programs

- Offer merit scholarships for students who have earned the Capstone Credential.
- Consider the Capstone Credential for honors program selection or other recognition.

Credit or Placement

- Develop recommendations for setting a policy that grants credit, advanced placement or both for successful completion of the Capstone Credential. Credit could be awarded for courses that meet general education requirements, including:
  - Research foundations
  - Interdisciplinary seminars
  - Electives
  - Honors introductory courses

The AP/Cambridge Capstone Program engages students with rigorous college-preparatory curricula and a critical, questioning approach to information. It offers students the opportunity to develop disciplined and scholarly research skills within a context of interdisciplinary learning and global awareness. At the University of Washington, we value these skills and would be very interested in enrolling students who have distinguished themselves through the AP/Cambridge Capstone Program.

Philip Ballinger,
Assistant Vice President for Enrollment, Director of Undergraduate Admissions,
University of Washington
Statement of Support

Higher education leaders have already expressed interest in this pilot program by signing the following statement:

Students who have challenged themselves with a rigorous curriculum, developed strong critical thinking skills, and experienced interdisciplinary learning in a global context will be poised to make the most of their college experience. The AP | Cambridge Capstone Program will provide an excellent opportunity for students to develop those skills.

The AP | Cambridge Capstone experience not only promotes rigorous curricular content but also equips students with the independent research, collaborative teamwork, and the 21st-century knowledge and skills essential to success in college and in today’s interconnected world. The program combines the in-depth subject-matter study offered through AP courses and exams with the interdisciplinary global seminar curricula and assessment of research projects and presentations offered by University of Cambridge International Examinations.

The goals of the Capstone program are:

• Engagement with rigorous college-level curricula
• Promotion of a critical, questioning approach to information
• Development of disciplined and scholarly research skills applied to topics of global relevance

At MIT, we seek to develop the next generation of creative thinkers and leaders in this global society. Based on what I’ve seen, I believe the AP | Cambridge Capstone Program will be an excellent preparation for success.

Stuart Schmill,
Dean of Admissions,
Massachusetts Institute of Technology

Statement from representative institutions from the College Board’s AP Higher Education Advisory Committee and the University of Cambridge’s Higher Education Advisory Committee:

Columbia University
Davidson College
Duke University
Florida State University
Massachusetts Institute of Technology
New York University
Pennsylvania State University
University of Maryland
University of Michigan
University of Southern California
University of Texas at Austin
University of Virginia
Yale University
University of Washington
For More Information

Visit www.collegeboard.org/capstone

Contact AP College and University Services:
aphighered@collegeboard.org
Cookie,

I have been receiving comments on this subject from my academic units. John Windsor’s comment brought up the viewpoint that this evaluation should be considered from the University overall, not just the Colleges. Perhaps we should add to agenda for Academic Council and let the Associate Deans come to a conclusion. Most of my units favor EGN 1XXX, but the only way it would be used by most of them is as a free elective.

Ed

Very Truly Yours
Edward H. Kalajian, Ph.D, P.E.
Professor, Civil Engineering
Associate Dean, College of Engineering
Florida Institute of Technology
150 W. University Blvd., Melbourne, FL, 32901-6975
321-674-8020 FAX 321-674-7270
kalajian@fit.edu

From: John Windsor
Sent: Thursday, December 13, 2012 10:02 AM
To: Edward Kalajian; Ashok Pandit; Daniel Kirk; Rhoda Baggs; Fredric Ham; George Maul; Kunal Mitra; Chelakar Subramanian; Manolis Tomadakis; Pei-Feng Hsu; Pierre Larochelle; Ralph Locurcio; Richard Newman; Samuel Kozaitis; Stephen Wood; William D. Shoaff
Subject: RE: The AP/Cambridge Capstone Program and Credential

Ed,

Depending on topic investigated I might offer ENS1XXX or OCN1XXX. Considering a whole university perspective, perhaps an Interdisciplinary Science credit would be appropriate? ISC1XXX?

Thanks,

John W.

From: Edward Kalajian
Sent: Wednesday, December 12, 2012 4:36 PM
To: Ashok Pandit; Daniel Kirk; Rhoda Baggs; Fredric Ham; George Maul; John Windsor; Kunal Mitra; Chelakar Subramanian; Manolis Tomadakis; Pei-Feng Hsu; Pierre Larochelle; Ralph Locurcio; Richard Newman; Samuel Kozaitis; Stephen Wood; William D. Shoaff
Subject: FW: The AP/Cambridge Capstone Program and Credential

Dear Faculty,
Please review the attached and see if you would consider using for credit. One mechanism would be to award 3 credits of EGN 2050 UG Research in Engineering and Applied Sciences or to award 3 credits of EGN 1xxx, which could be used as a free elective. Your comments please.

Ed

Very Truly Yours
Edward H. Kalajian, Ph.D, P.E.
Professor, Civil Engineering
Associate Dean, College of Engineering
Florida Institute of Technology
150 W. University Blvd., Melbourne, FL, 32901-6975
321-674-8020 FAX 321-674-7270
kalajian@fit.edu

From: Charlotte Young
Sent: Wednesday, December 12, 2012 4:25 PM
To: Edward Kalajian; Michael Grace
Cc: Charlotte Young
Subject: FW: The AP/Cambridge Capstone Program and Credential

Not that you don’t have enough to do ☹️ but would you mind passing the attached information on to one or two of your departments to see if this is something they might accept for transfer credit?

Thanks,

Cookie

Charlotte Young
Registrar
Florida Institute of Technology
150 W. University Blvd.
Melbourne, FL 32901
ph 321.674.7400
fax 321.674.7827

From: Gary Hamme
Sent: Thursday, November 29, 2012 11:16 AM
To: Michael Perry; Charlotte Young
Cc: Judith Kelliher
Subject: The AP/Cambridge Capstone Program and Credential

Hello Mike and Cookie:

After you review the attached document, would you see any reason why Florida Tech would not accept this credential for credit equivalent in select courses?

Regards,

Gary

Gary L. Hamme
Associate Vice President
Enrollment Management
Florida Institute of Technology
150 West University Boulevard