

AP Capstone™

Implementation Guide

2023-24



AP Equity and Access Policy

College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It's only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Contact Us

AP Services for Educators

877-274-6474 (*toll free in the United States and Canada*)

212-632-1781

Contact Form: [cb.org/apeducatorinquiry](https://collegeboard.org/apeducatorinquiry)

AP Services for Students

888-225-5427 (*toll free in the United States and Canada*)

212-632-1780

Contact Form: [cb.org/apstudentinquiry](https://collegeboard.org/apstudentinquiry)

AP Services (mailing)

P.O. Box 6671

Princeton, NJ 08541-6671

610-290-8979 (fax)

For overnight and/or courier mail:

AP Services

1425 Lower Ferry Road

Ewing, NJ 08618-1414

College Board Services for Students with Disabilities

P.O. Box 6226

Princeton, NJ 08541-6226

844-255-7728 (*for school staff in the United States and Canada*)

212-713-8333 (*for all students and parents; and for school staff outside the United States and Canada*)

Email: ssd@info.collegeboard.org

Send eligibility-related mail such as SSD coordinator forms or applications for accommodations to:

College Board SSD

P.O. Box 7504

London, KY 40742-7504

866-360-0114 (fax)

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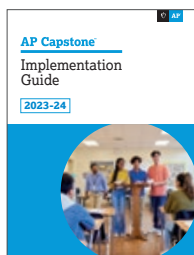
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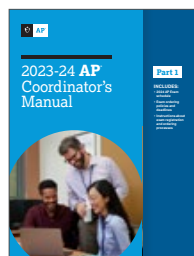
AP Capstone Diploma Program Overview

Where to Find Information

The publications below provide details about the AP Capstone Diploma™ program. Also see the AP Capstone™ section of AP Central® at collegeboard.org/apcapstone and the resources listed on page 44.



The **AP Capstone Implementation Guide** provides essential information for schools starting an AP Capstone program. It includes program requirements and policies, program costs, implementation models, and staffing ideas, as well as easy-access links.



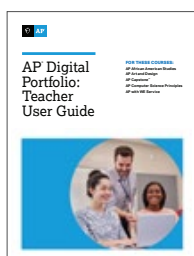
Part 1 and **Part 2** of the *2023-24 AP® Coordinator's Manual* contain important information about the AP coordinator's role in the AP Capstone program, including directions on how to order and administer AP Capstone assessments. **Part 1** will be available in August 2023, and **Part 2** will be available in early 2024.



The **AP Seminar Course and Exam Description** provides the pedagogical framework, curricular requirements, instructional approaches, and assessment details for the AP Seminar course.



The **AP Research Course and Exam Description** provides the pedagogical framework, curricular requirements, instructional approaches, and assessment details for the AP Research course.



The **AP Digital Portfolio: Student User Guide** and the **AP Digital Portfolio: Teacher User Guide** help students and teachers navigate the digital portfolio and the required submission and scoring of student work.

Getting Started in 2023-24

AP coordinators, teachers, and students sign in at myap.collegeboard.org. Once signed in:

- **Teachers** use **AP Classroom** to access and assign free instructional resources.
- **Students** use **My AP** to access AP Classroom assignments and register for exams.
- **AP coordinators** use **AP Registration and Ordering** to organize student exam registrations and submit exam orders.

AP Teachers

- At the beginning of the school year, AP coordinators or AP teachers create AP Seminar and AP Research class sections through myap.collegeboard.org. After class sections are created, teachers will see the join code for each section when signed in to myap.collegeboard.org or through AP Central. Distribute join codes to your students so they can enroll in their class section. These class sections and enrollments will automatically be added to the **AP Digital Portfolio**. Students don't enroll in the digital portfolio separately.
- New teachers must have their AP Course Audit form approved by their school's AP Course Audit administrator in order to access AP Classroom and the AP Digital Portfolio.

AP Students

- Students will use the join code provided by their AP teacher or AP coordinator to enroll in AP class sections at the beginning of the school year. Once they enroll in their section, they'll be automatically added to the digital portfolio. Students don't enroll in the digital portfolio separately.
- Students are assigned a unique, alphanumeric AP ID the first time they register through My AP. Once an AP ID is assigned to a student, it remains their AP ID every year they take an AP course or exam.

AP Coordinators

- **Ordering Deadlines:** The final AP Exam ordering deadline for all full-year and first-semester courses is November 15, 2023 (11:59 p.m. ET). Spring course orders and fall order changes must be submitted by March 15, 2024 (11:59 p.m. ET). The AP Seminar End-of-Course Exam is available in both digital and paper and pencil formats.
- **Exam fees:** The fee for AP Seminar and AP Research Exams in 2023-24 is \$146 per exam. Additional fees may apply for exams that are ordered late, canceled, or unused. College Board provides a \$36 fee reduction per AP Exam for students who are eligible for the College Board fee reduction. Schools are expected to forgo their \$9 rebate for these students.
- At the start of the school year, AP coordinators will create class sections in AP Registration and Ordering for each of their school's AP classes (if teachers haven't already created sections). A join code will be generated for each class section, which the AP coordinator can either provide to each teacher, or they can sign in to myap.collegeboard.org or through AP Central to retrieve it. Students will use join codes to enroll in their AP class sections. After enrolling in their AP Seminar or AP Research class section, students' information from My AP will be linked to the AP Digital Portfolio.
- If you have homeschooled or virtual school students who will be taking an AP Seminar or AP Research Exam at your school but are taking the corresponding AP course at a different school, you'll need to create an exam only section for that subject and provide the join code for the exam only section to those students. See page 23 for more information.
- Schools will be billed for all exams that are part of their exam order at the time the invoice is generated.

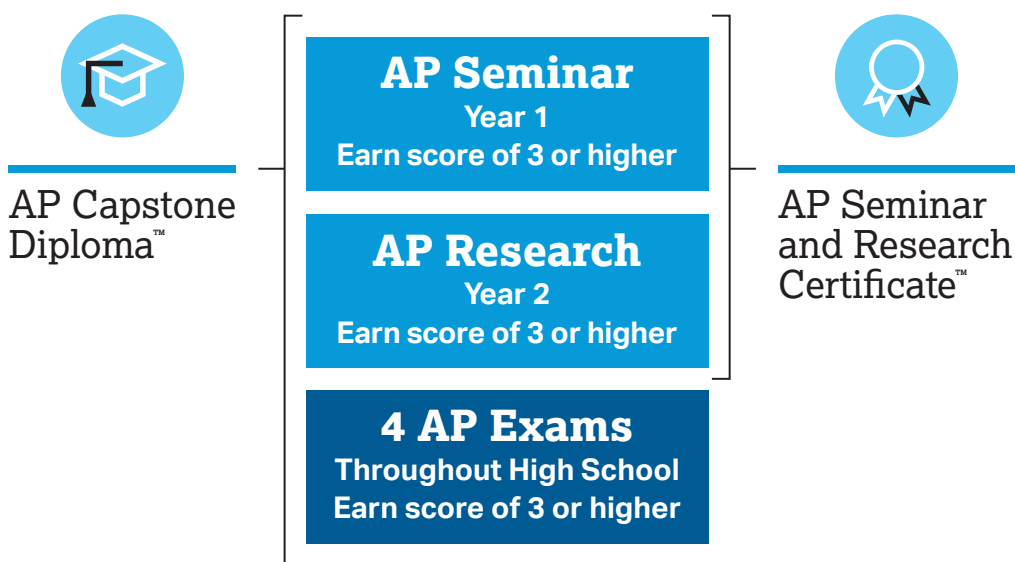
How AP Capstone Works

The AP Capstone Diploma program is a college-level program based on two courses—AP Seminar and AP Research—that complement and enhance discipline-specific AP courses.

The program gives students a chance to practice core academic skills that are increasingly valued by colleges. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college, career, and beyond.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of 3 or higher in both AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

AP Capstone was developed in response to feedback from higher education and is easily implemented and flexible. It has the potential to differentiate and transform high schools and their students by elevating the learning environment through a challenging, college-level program with high standards of assessment.



Benefits of AP Capstone

STUDENTS

- Fosters the research, argumentation, and communication skills at the core of college readiness and lifelong learning
- Provides a setting to build on the knowledge and rigorous coursework of AP in an interdisciplinary format
- Lets students show colleges that they've challenged themselves academically and also lets them illustrate their passion and interest in specific research topics
- Makes students self-confident, independent thinkers prepared for higher education
- Allows students to collaborate on their research topics with higher education faculty and/or local community leaders

HIGH SCHOOLS

- Allows high schools to differentiate themselves by offering an innovative diploma program and 2 exclusive courses: AP Seminar and AP Research
- Lets teachers expand their teaching skills in a student-centered classroom environment
- Offers a flexible, curricular content model that encourages creativity and student input
- Offers an implementation model that schools can customize for scheduling demands, curricular structures, or local and state/country requirements
- Builds professional excellence in a weeklong, collaborative professional learning institute

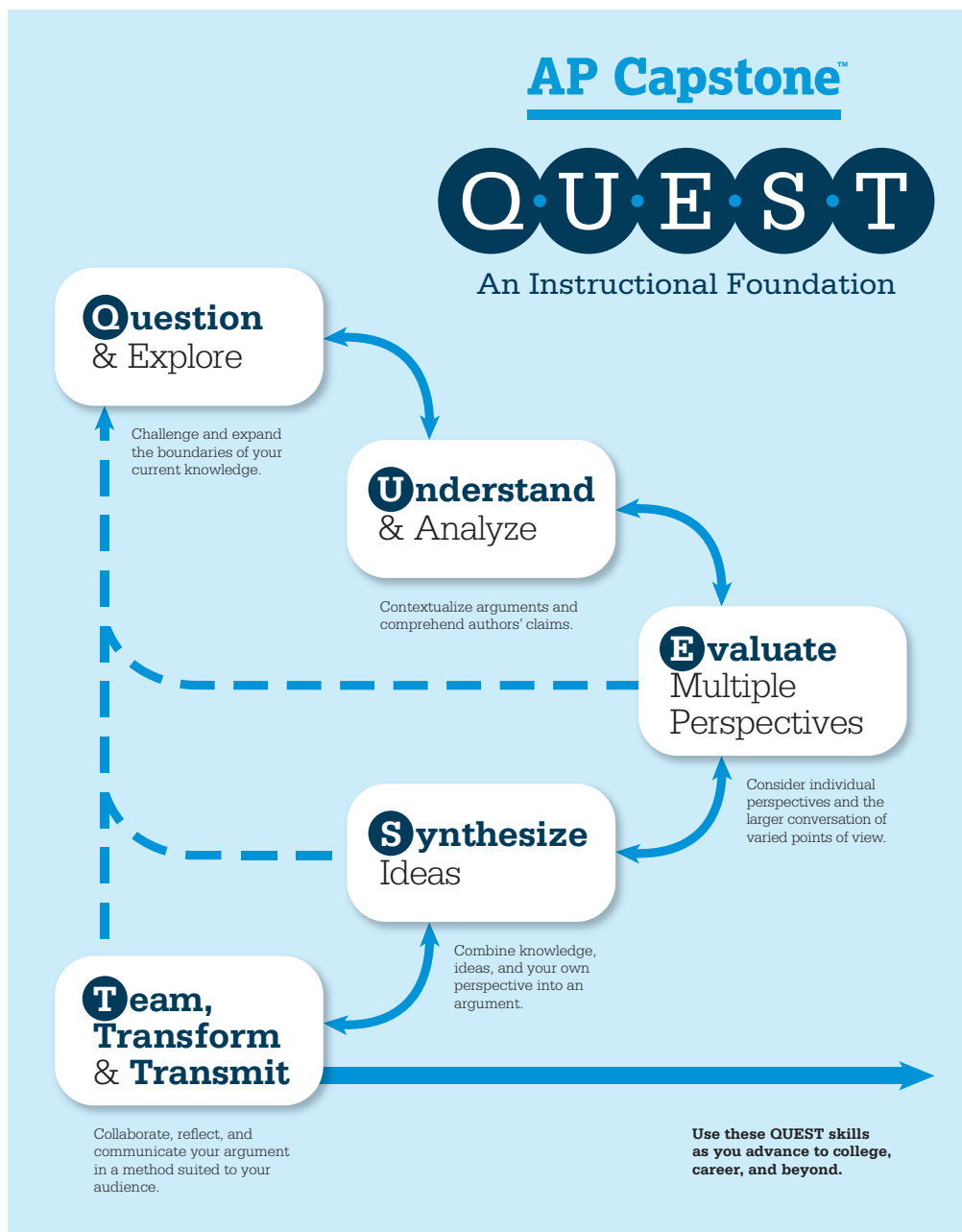
HIGHER EDUCATION

- Helps high school students develop research, collaboration, and communication skills essential for college and career success
- Identifies students with the research, writing, and collaboration skills necessary to complete college
- Identifies students who are able to articulate their passions and interests in specific research topics
- Provides consistent, externally validated measures of student ability
- Demonstrates a student's research and writing ability through a 4,000- to 5,000-word scholarly research paper

For credit policy and other information, visit: collegeboard.org/apcapstonehedsupport.

AP Capstone Pedagogical Framework

Students explore issues and topics using a pedagogical framework provided by College Board. This framework lets them develop, practice, and hone critical and creative thinking skills and make connections between various issues and their own lives. This recursive process allows students to go back and forth between the skills as they encounter new information.



AP Seminar Overview

AP Seminar is a foundational course that engages students in cross-curricular conversations where they can explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as a team.

Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students consider one topic or issue from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and gives students a rich appreciation for the intricacy of important issues.

Teachers have the flexibility to choose one or more appropriate themes that encourage deep interdisciplinary exploration based on:

- Academic problems or questions
- Concepts or issues from other AP courses
- Global or international topics
- Local and/or civic issues
- Student interests

AP Seminar Assessments

Students are assessed with two through-course performance tasks and one end-of-course exam. All three assessments are summative and used to calculate a final AP Seminar score.

REQUIRED CHECKPOINTS AND ATTESTATIONS

NEW To ensure students are not using generative AI to bypass work, students must complete interim “checkpoints” with their teacher to demonstrate genuine engagement with the tasks.

Students will need to complete the relevant checkpoints successfully to receive a score for their performance tasks. Teachers must attest, to the best of their knowledge, that students completed the checkpoints authentically in the AP Digital Portfolio. Failure to complete the checkpoints will result in a score of 0 on the associated task.

For details on each AP Seminar assessment and checkpoints requirements, see the [*AP Seminar Course and Exam Description*](#).

AP Seminar Performance Task 1: Team Project and Presentation—20% of the AP Seminar Score

The following components are formally assessed:

COMPONENT	WEIGHT/SCORING
Individual Research Report (IRR) (1,200 words)	50% of 20% (College Board scored)
Team Multimedia Presentation and Defense (TMP) (8–10 minutes, plus defense questions)	50% of 20% (Teacher scored [group score])

Recommended Completion Date: February 28, 2024

Submission Deadline: April 30, 2024, at 11:59 p.m. ET

Note: Teachers must carefully plan a calendar that provides sufficient time for tasks to be completed and uploaded by April 30, 2024, at 11:59 p.m. ET. Only the Individual Research Report is submitted through the **AP Digital Portfolio**. AP Seminar teachers are required to keep video files of the Team Multimedia Presentation and Defense for one academic year because College Board may request to review the scoring for these components to identify samples for scoring training and to ensure scoring quality.

Note: Teachers must review final student submissions, score student presentations, and attest to authenticity in the AP Digital Portfolio by May 10, 11:59 p.m. ET. **Students will receive a 0 for the IRR if the attestation is not completed by the teacher.**

AP Seminar Performance Task 2: Individual Research-Based Essay and Presentation—35% of AP Seminar Score

The following components are formally assessed:

COMPONENT	WEIGHT/SCORING
Individual Written Argument (IWA) (2,000 words)	70% of 35% (College Board scored)
Individual Multimedia Presentation (IMP) (6–8 minutes)	20% of 35% (Teacher scored)
Oral Defense (OD) (two questions from the teacher)	10% of 35% (Teacher scored)

Recommended Completion Date: April 15, 2024

Submission Deadline: April 30, 2024, at 11:59 p.m. ET

Note: Students must be given at least 30 school days (state testing, spring breaks, holidays, etc., would not count toward those days) to complete their research, compose their essays, and develop their presentations. The actual presentations must take place outside the 30-day window. The task is complex and rigorous, so students must be given sufficient time to complete it. Teachers would disadvantage students by giving them less time. Giving more time could also disadvantage students by reducing the time available for completing the Team Project and Presentation. Teachers should collect written work and presentation media from every student in the school's AP Seminar course(s) before any student actually delivers the oral presentation. Teachers must carefully plan a calendar that provides time for all the tasks to be completed, and submitted as final by April 30, 2024, at 11:59 p.m. ET.

Note: Teachers must review final student submissions, score student presentations, and attest to authenticity in the AP Digital Portfolio by May 10, 11:59 p.m. ET. **Students will receive a 0 for the IWA if the attestation is not completed by the teacher.**

AP Seminar End-of-Course Exam (2 hours)—45% of AP Seminar Score

2024 Exam Date: Tuesday, May 7, 2024, at 12 p.m. local time

During the AP Exam administration window, students take the AP Seminar End-of-Course Exam. The exam consists of four items (three short-answer questions and one essay question).

COMPONENT	WEIGHT/SCORING
<p>Part A Suggested time: 30 minutes (one source provided)</p> <p>Students are asked three short-answer questions to analyze an argument using evidence.</p>	<p>30% of 45% (College Board scored)</p>
<p>Part B Suggested time: 90 minutes (four sources provided)</p> <p>Students are asked to build their own arguments using at least two of the four provided sources. Each of the four sources will explore a common theme through a different perspective, allowing multiple entry points for students to approach the topic.</p>	<p>70% of 45% (College Board scored)</p>

AP Research Overview

Prerequisite: AP Seminar is a prerequisite for AP Research. See page 15 for policy.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong investigation to address a research question.

In the classroom and independently (while possibly consulting with an expert adviser in the field), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest. The course culminates in an academic paper of 4,000 to 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. The academic paper includes the following components:

- Introduction and Literature Review
- Discussion, Analysis, and/or Evaluation
- Method, Process, or Approach
- Conclusion and Future Directions
- Results, Product, or Findings
- Bibliography

Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and expert advisers as needed, and reflections on their thought processes. They have scheduled conferences with their teachers for review and approval of their scholarly work as evidenced by the portfolio. **The PREP and routine progress checks with students constitute the checkpoints that teachers need to attest to occurring throughout the year.**

Students present (using appropriate media) and defend the topic of inquiry/research question, approach, and findings or product to a panel.

AP Research Assessments

Students are assessed with one through-course performance task consisting of two distinct components. Both components are included in the calculation of students' final AP scores. There's no end-of-course exam for AP Research.

REQUIRED CHECKPOINTS AND ATTESTATIONS

NEW To ensure students are not using generative AI to bypass work, students must complete interim "checkpoints" with their teacher to demonstrate genuine engagement with the task.

Students will need to complete the relevant checkpoints successfully to receive a score for their performance task. Teachers must attest, to the best of their knowledge, that students completed the checkpoints authentically in the AP Digital Portfolio. Failure to complete the checkpoints will result in a score of 0 on the associated task.

For details on each AP Research assessment and checkpoints requirements, see the [**AP Research Course and Exam Description**](#).

The following components are formally assessed:

COMPONENT	WEIGHT/SCORING
Academic Paper (AP) (4,000–5,000 words)	75% (College Board scored)
Presentation and Oral Defense (POD) (15–20 minutes total for presentation followed by three or four questions from a panel of three evaluators)	25% (Teacher scored)

Recommended Completion Date: April 15, 2024

Submission Deadline: April 30, 2024, at 11:59 p.m. ET

Note: Teachers must carefully plan a calendar that provides time for the performance task to be completed and submitted as final by April 30, 2024, at 11:59 p.m. ET. Only the Academic Paper is uploaded to the **AP Digital Portfolio**. AP Research teachers are required to keep video files of the Presentation and Oral Defense for one academic year because College Board may request to review the scoring for this component to identify samples for scoring training and to ensure scoring quality.

Note: Teachers must review final student submissions, score student presentations, and attest to authenticity in the AP Digital Portfolio by May 10, 11:59 p.m. ET. **Students will receive a 0 for the AP if the attestation is not completed by the teacher.**

AP Capstone Diploma Program Policies

Certain policies are critical to the successful implementation of AP Capstone at your school. Your adherence to program policies and exam procedures, including performance tasks, is critical to producing valid AP scores. Violations of program policies and/or exam procedures may result in the cancellation of student scores and/or your school being withdrawn from the AP Capstone Diploma program by College Board.

The policies below are in effect for the 2023-24 school year.

PARTICIPATION

Schools must submit a required online form to join the AP Capstone Diploma program or to offer AP Seminar as a standalone course. Filling out this form ensures schools, and their teachers, understand the policies and professional learning requirements. Only students whose schools offer the AP Capstone Diploma program can enroll in AP Seminar or AP Research and submit performance tasks and/or take the AP Seminar End-of-Course Exam. Homeschooled students and students enrolled at virtual schools are eligible to participate in AP Capstone. See **Offering AP Capstone to Homeschooled and Virtual School Students** for more information.

PREREQUISITE

There's no prerequisite for AP Seminar. To develop the skills necessary for AP Research, students must first complete AP Seminar, including the end-of-course exam and all required performance tasks. Students who score a 1 or 2 in AP Seminar are still eligible to enroll in AP Research, but they may need additional support and guidance during the course.

PLAGIARISM AND FALSIFICATION OR FABRICATION OF INFORMATION

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their coursework. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution, or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g., evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

AP CAPSTONE POLICY ON USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

NEW Generative AI tools must be used ethically, responsibly, and intentionally to support student learning, not to bypass it. Accordingly, all performance tasks submitted in AP Seminar and AP Research must be the student’s own work. While students are permitted to use Generative AI tools consistent with this policy, their use is optional and not mandatory.

Students can use generative AI tools as optional aids for exploration of potential topics of inquiry, initial searches for sources of information, confirming their understanding of a complex text, or checking their writing for grammar and tone. However, students must read primary and secondary sources directly, perform their own analysis and synthesis of evidence, and make their own choices on how to communicate effectively both in their writing and presentations. It remains the student’s responsibility to engage deeply with credible, valid sources and integrate diverse perspectives when working on the performance tasks. Students must complete interim “checkpoints” with their teacher to demonstrate genuine engagement with the tasks.

Required Checkpoints and Attestations

To ensure students are not using generative AI to bypass work, students must complete interim “checkpoints” with their teacher to demonstrate genuine engagement with the tasks.

AP Seminar and AP Research students will need to complete the relevant checkpoints successfully to receive a score for their performance tasks. Teachers must attest, to the best of their knowledge, that students completed the checkpoints authentically in the AP Digital Portfolio. Failure to complete the checkpoints will result in a score of 0 on the associated task.

- In AP Seminar, teachers assess the authenticity of student work based on checkpoints that take the form of short conversations with students during which students make their thinking and decision-making visible (similar to an oral defense). These checkpoints should occur during the sources and research phase (IRR and IWA), and argument outline phase (IWA only). A final validation checkpoint (IRR and IWA) requires teachers to confirm the student’s final submission is, to the best of their knowledge, authentic student work.
- In AP Research, students must complete “checkpoints” in the form of in-progress meetings and work in the Process and Reflection Portfolio (PREP). No further checkpoints will be required.

College Board reserves the right to investigate submissions where there is evidence of the inappropriate use of generative AI as an academic integrity violation and request from students copies of their interim work for review.

Please see the [AP Seminar](#) and [AP Research](#) Course and Exam Descriptions for the current policy on AI and other tools along with guidance on administering mandatory checkpoints.

AP PROGRAM USE OF TURNITIN

College Board uses Turnitin to evaluate all final submissions in the digital portfolio. This measure is taken to identify instances of plagiarism and the improper use of generative AI. In cases where evidence of plagiarism and/or inappropriate generative AI usage is found, College Board reserves the right to conduct further investigations. Students may be asked to provide copies of their interim work for comprehensive review as part of the academic integrity verification process.

In keeping with the AP Capstone policies on plagiarism and generative AI usage, AP Capstone teachers and students will use Turnitin to evaluate the originality of student work and ensure that appropriate citations are included. Access to Turnitin is provided to participating AP Capstone schools (for their AP Seminar and/or AP Research classes only). Turnitin is a valuable tool for teaching students about citation, but it's **not** a plagiarism detector. Feedback from Turnitin should be considered in context and not simply taken at face value. Visit help.turnitin.com for more information on accessing and interpreting originality reports.

TEST SECURITY AND SHARING OF EXAM CONTENT

The AP Program maintains strict test administration and test security procedures designed to prevent testing irregularities and improper conduct that could disrupt the test administration or give any student an unfair advantage. Schools and students must adhere to all test security policies set forth in Part 2 of the *AP Coordinator's Manual*, the AP Exam Terms and Conditions, and any addenda.

EXAM ORDERING

AP coordinators must submit an order for AP Seminar and/or AP Research Exams through [AP Registration and Ordering \(myap.collegeboard.org\)](https://myap.collegeboard.org) for all students included in their exam roster by the ordering deadline indicated in **Part 1** of the *AP Coordinator's Manual*. An exam must be ordered for an AP Seminar or AP Research student in order for their work to be scored by the AP Program.

If a student doesn't plan to submit a performance task for scoring or take the end-of-course exam, their **Order Exam?** status should be set as **No** in the exam roster in AP Registration and Ordering.

BILLING

Standard billing policies apply to AP Seminar and AP Research. See **Part 2** of the *AP Coordinator's Manual* for detailed information about billing.

RESCORING

AP Seminar and AP Research performance tasks, as well as the AP Seminar End-of-Course Exam, consist of free-response questions, academic papers, or presentations, and therefore aren't rescored.

Students can get their AP Seminar End-of-Course Exam Free-Response booklets for a fee. No comments, corrections, or scores are included. Booklets for exams for which sources aren't released on the College Board website (for example, late-testing exams) aren't available.

SCORE WITHHOLDING AND CANCELLATION

If a student chooses to withhold or cancel their score for AP Seminar or AP Research, the entire AP Seminar or AP Research score, including the end-of-course exam and performance tasks, is withheld or canceled. If a student submits any of the performance tasks in AP Seminar or AP Research as final in the AP Digital Portfolio or takes the AP Seminar End-of-Course Exam, they'll receive a final AP score unless they cancel it.

LOST INSTRUCTIONAL DAYS

If a school or student has lost a significant number of net instructional days, contact AP Services for Educators before March 15, 2024, to request an extension for the digital submission of AP Seminar and/or AP Research performance tasks. Information in the request should include the school name and school code and a detailed reason for the extension request, as well as the AP ID for each impacted student.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

For AP Seminar and AP Research, students with documented disabilities may be eligible for accommodations for through-course assessments (performance tasks) and the end-of-course exam for AP Seminar. For information about requesting an accommodations approval, go to collegeboard.org/apssd or contact College Board Services for Students with Disabilities (SSD) at 844-255-7728 or 212-713-8333.

RETENTION OF PERFORMANCE TASK PRESENTATION VIDEOS

AP Seminar and AP Research teachers must keep video files of all performance task presentations and oral defenses for at least one academic year because College Board may request to review the scoring of these components to identify samples for scoring training and to ensure scoring quality. College Board directly contacts selected teachers to submit video files with instructions for providing samples and signed release forms for their students.

ROLE OF TEACHER AND EXPERT ADVISER

Please see the [AP Seminar](#) and [AP Research](#) Course and Exam Descriptions to learn about the role of teachers and expert advisers. Violations of this policy may result in cancellation of student scores and/or your school being withdrawn from the AP Capstone Diploma program.

ROLE OF THE INSTITUTIONAL REVIEW BOARD IN AP RESEARCH

All research proposals should be reviewed by the classroom teacher for ethical considerations prior to data collection. Multiple student revisions may be required before teacher approval is granted. In particular, research with human subjects, animal subjects, harmful microorganisms, or hazardous materials requires special consideration by the teacher.

Research involving human subjects must be evaluated for:

- potential harm to subjects that may result from their participation;
- potential benefits of the research for the subject and the community as a whole;
- procedures used to ensure the informed and voluntary participation of research subjects;
- procedures used to ensure the confidentiality of research subjects.

Accordingly, the teacher must review any surveys, interview questions, questionnaires, or other interventions to be used in a project, as well as student plans for protecting animal and human subjects' well-being and human subjects' anonymity and/or confidentiality. **Proposals that pose more than minimal risk to participants cannot be approved.**

If students do not plan to present their findings on human subject research in a competition setting, and/or disseminate their findings by publishing or publicly presenting their findings, teacher approval is sufficient.

However, there are two general circumstances in which additional review is necessary:

1. Students whose projects involve animal subjects, harmful microorganisms, or hazardous materials may require additional review or approval by school or district processes.
2. Students who want to publish and/or publicly present their findings regarding human subjects research will require an additional review and approval process by a federally registered Institutional Review Board (IRB).

Many communities have IRBs in local organizations such as high schools, science and engineering competition organizations, community colleges, universities, and medical centers.

Teachers may work with school administrators to establish and register an IRB to evaluate research projects using human subjects. The IRB registration process can be found by searching “IRB registration instructions” on [hhs.gov](https://www.hhs.gov).

PROFESSIONAL LEARNING

Summer professional learning is **required** for all new AP Seminar and AP Research teachers. Teachers won't be able to submit a syllabus for [AP Course Audit](#) authorization or access the [AP Digital Portfolio](#) without attending online or in-person training. Training is optional for returning teachers or interested administrators at schools approved to offer the AP Capstone Diploma program. In some cases, instructors may attend training up to two years prior to teaching the course. This is permissible if the instructor has attended the entirety of summer training prior to teaching the course. Teachers complete training once before the first year they teach the course—this isn't an annual requirement.

A limited number of fee waivers for teachers from eligible schools are available through an application process. To learn more about eligibility and how to apply, go to [AP Capstone Fee Waivers](#).

Professional learning is offered by select AP Summer Institutes (APSI) throughout the summer. Each session takes place over a consecutive four- or five-day period for 30 contact hours. Schools and teachers may attend the select APSI of their choice, space permitting, but teachers must be present for each day of the session. Teachers who aren't present for any part of the training won't be authorized to teach AP Seminar or AP Research.

In addition, all AP Seminar and AP Research teachers need to complete and pass online scoring training annually to obtain access to score their students' work. This training is virtual and self-paced. The training modules will be available in AP Classroom during the academic year.

For more information on AP Capstone professional learning, visit collegeboard.org/apcapstonepl.

AP CAPSTONE TEACHER CONFLICT OF INTEREST POLICY

AP Capstone courses and assessments involve the scoring of student through-course performance tasks by the classroom teacher; therefore, to avoid any perceived conflict of interest, College Board recommends that no AP Seminar and AP Research teachers should be the classroom teacher for any student who is an immediate family or household member and is enrolled in AP Seminar or AP Research because this would put the teacher in the position of scoring official AP assessments. To avoid a perceived conflict of interest, College Board recommends that the immediate family or household member who is enrolled in AP Seminar or AP Research (student) should be transferred to another class section that's

taught by another teacher who doesn't pose a conflict of interest. Alternatively, if there's only one AP Seminar or one AP Research teacher and a schedule change won't resolve the conflict, the school should designate a different teacher to complete required online scoring training for either course and to score the affected student's presentation performance task components as a co-teacher in the AP Digital Portfolio. Replacement scorers must contact AP Services for Educators at [cb.org/apeducatorinquiry](https://apcentral.collegeboard.org/apeducatorinquiry) (Select the AP Capstone topic) to request access to online scoring training modules. No additional cost is incurred by a school that requires a replacement scorer.

College Board renders the aforementioned recommendations in an effort to ensure that all AP Capstone exams and courses are administered under standardized conditions and to prevent any student from receiving an unfair advantage on the AP Capstone course and exam. Such recommendations should be enforced by participating schools, their personnel, and their students to the extent feasible and in accordance with each school's current policies and procedures applicable to such situations.

REPLACING AP CAPSTONE TEACHERS MIDYEAR

AP Seminar and AP Research teachers must complete AP Capstone summer professional learning before teaching either course. See the Professional Learning section on page 24 for more information.

In rare cases—such as resignation, termination, personal leave, extended illness, or death—AP Capstone teachers must be replaced during the school year. In these cases, a school may assign a teacher who hasn't completed required training to an AP Seminar or AP Research classroom. The AP Program must be notified about replacement teachers by contacting AP Services for Educators at [cb.org/apeducatorinquiry](https://apcentral.collegeboard.org/apeducatorinquiry) (Select the AP Capstone topic).

Depending on timing, the replacement teacher may need to complete and pass required AP Capstone online scoring training and fulfill scoring responsibilities set forth in this *AP Capstone Implementation Guide*. The school leader and the replacement teacher should work together to see these requirements are met.

Any replacement teacher wishing to teach AP Seminar or AP Research in a future academic year must complete AP Capstone summer professional learning before teaching the course again.

STUDENT EXTENDED ABSENCE AND PERFORMANCE TASKS

General Recommendations

In the event that a student experiences an unavoidable and extended absence from school and isn't able to participate in the AP Capstone Performance Tasks (AP Seminar: Team Project and Presentation; Individual Research-Based Essay and Presentation; AP Research: Academic Paper; Presentation and Oral Defense) or any individual components of these tasks, the school/teacher should be as accommodating as possible, using technology or other means that allow the student to participate in the entire task or one or more of its components. If the student is unable to participate, for example, in the entire Team Project and Presentation or is unable to complete one or more components of either of the two performance tasks, College Board recommends one of the following options:

1. Continue in the course and have their completed tasks (or components) scored taking whatever AP score is earned. For example, if an AP Seminar student is unable to participate in the Team Project and Presentation, the student could choose to complete

the Individual Research-Based Essay and Presentation and the End-of-Course Exam and accept the AP score earned from these two completed assessments. (In this scenario, the teacher would remove the student from the team, and the student would receive a score of 0 for any assessment components not completed.); or

2. Continue in the course and then cancel their scores by completing the AP Score Cancellation Form by the published deadline (usually by mid-June). For example, if a student is unable to participate in the AP Seminar Team Project and Presentation, they may complete the other performance task, and if the student doesn't think their performance on the Individual Research-Based Essay and Presentation and End-of-Course Exam will earn a score the student wants to keep on record, they may cancel the score; or
3. The student may elect to drop the course altogether and consider re-enrolling the following academic year.

An AP Research student who doesn't submit an Academic Paper is ineligible to receive a score on the Presentation and Oral Defense and may elect to drop the course and re-enroll the following academic year.

College Board renders the aforementioned recommendations in an effort to ensure that all AP Capstone exams and courses are administered under standardized conditions and to prevent any student from receiving an unfair advantage on the AP Capstone course and exam. Such recommendations should be enforced by participating schools, their personnel, and their students to the extent feasible and in accordance with each school's then current policies and procedures applicable to such situations.

Considerations for AP Seminar

1. If the student is unable to complete the Individual Research Report component of the AP Seminar Team Project and Presentation, the student would be ineligible to receive a score for the Team Multimedia Presentation because the presentation is dependent on all team members' individual research. As a result, the student would receive no score for the entire Team Project and Presentation. If a student is in the process of completing the Team Project and Presentation and they drop out of the group in the middle of the performance task, the remaining group members should receive scores based on the active members in the group.
2. A student with extended absences may be removed from an AP Seminar team without consequence for the other students on the team, provided that all task instructions are followed to ensure completion of the Team Multimedia Presentation. However, teachers should attempt to accommodate students with extended absences as much as possible, using technology or other means to encourage participation, before considering dropping a student from a team.
3. Students who don't complete the Individual Written Argument aren't eligible to receive scores in the Individual Multimedia Presentation or the Individual Oral Defense.
4. For a student to receive an AP Seminar score, an exam must be ordered for them and that student must take the AP Seminar End-of-Course Exam. Students who submit any performance tasks as final but don't take the AP Seminar End-of-Course Exam won't receive an AP Seminar score.

5. It's acceptable for an AP Seminar student who hasn't completed one or more AP Seminar Performance Tasks to take the end-of-course exam.
6. Students must first complete AP Seminar, including the end-of-course exam and all required performance tasks, to develop the skills necessary to succeed in AP Research. Students who score a 1 or 2 in AP Seminar are still eligible to enroll in AP Research but might need additional support and guidance during the course.

Considerations for AP Research

If an AP Research student is unable to complete the Academic Paper, the student would be ineligible to receive a score for the Presentation and Oral Defense because the presentation and oral defense component is dependent on the research in the Academic Paper.

Assigning AP Capstone Course Grades on Student Transcripts

Assigning course grades for AP Seminar and AP Research on student high school transcripts is a local decision and is only dependent on an AP Capstone teacher having received course authorization through the AP Course Audit. Receiving a course grade for AP Seminar or AP Research isn't affected by a student's completion of the through-course assessments or the AP Seminar End-of-Course Exam, unless there's a school or district policy that dictates otherwise. Teachers should follow local policies when assigning course grades for students with extended absences from AP Capstone courses.

RETAKING AP SEMINAR AND/OR AP RESEARCH

AP Seminar

Students may retake AP Seminar; however, they may not resubmit the work they produced in previous AP Seminar courses as part of their through-course assessment(s).

Students who retake AP Seminar must complete all Performance Tasks and the end-of-course exam; individual component, task, or exam scores from previous years can't be applied.

AP Research

Students may retake AP Research; however, they may not resubmit the work they produced in previous AP Research courses as part of their through-course assessment(s).

Students who retake AP Research must complete the Academic Paper and Presentation and Oral Defense on a new research topic; individual component scores from previous years can't be applied.

STUDENT TRANSFER POLICY

The following protocols should be followed for students who transfer from one school to another.

From an AP Capstone School to Another AP Capstone School

A student who is enrolled in an AP Capstone course and who transfers to another AP Capstone school may continue to participate in the AP Capstone course at their new school, provided the new school is offering the course. If a student transfers during the academic year, the new school should make every effort to capture the work previously completed by the student before the transfer.

From an AP Capstone School to a Non-AP Capstone School

A student who is enrolled in an AP Capstone course and who transfers to a school that doesn't offer the program may not continue to participate in the AP Capstone course. At this time, schools that aren't authorized to offer AP Capstone courses can't accommodate students who may have been enrolled in an AP Capstone course prior to their transfers.

From a Non-AP Capstone School to an AP Capstone School

A student who isn't enrolled in an AP Capstone course and who transfers to an AP Capstone school may begin to participate in an AP Capstone course at the discretion of the new school. The time in the school year when the transfer occurs may play a role in determining whether the student is eligible to participate in an AP Capstone course, given the nature of the through-course assessment(s).

Note: Instructions for indicating transfer students in AP Registration and Ordering are included in [Part 1](#) of the *AP Coordinator's Manual*. The manual also includes detailed information about exam fee policies related to transfer students.

OFFERING AP CAPSTONE TO HOMESCHOOLED AND VIRTUAL SCHOOL STUDENTS

Students

Homeschooled and virtual school students who wish to participate in AP Capstone have the opportunity to do so through a virtual or local brick-and-mortar AP Capstone school. Virtual and brick-and-mortar schools may have their own local deadlines and policies regarding instruction and testing; therefore, students should do the following as early as possible:

- Use the [AP Course Ledger](#) to find a virtual or local brick-and-mortar school that offers AP Seminar or AP Research.
- Find a school to arrange testing. The AP coordinator for a school that agrees to order and administer exams for homeschooled and virtual school students will create an exam only section in AP Registration and Ordering for that subject and add those students.
- Students must enroll in both an exam only section and a teacher-led class section, in order to have access to resources assigned by the teacher for the class section as well as for teachers to submit presentation scores for students in the digital portfolio.

Note: AP Research doesn't have an end-of-course exam, but an exam must be ordered for a student in order for their performance task to be scored.

Accredited Virtual School Providers

In order for an accredited virtual school to offer the AP Capstone Diploma program, they must [sign up online](#) and be approved to participate. Some best practices for offering AP Seminar or AP Research in a virtual setting include:

- Scheduling classes in a synchronous format
- Providing opportunities for students to collaborate outside of classroom hours through online platforms (e.g., Zoom and Google Meet)
- Grouping AP Seminar students for Performance Task 1 based on their scheduling availability

More information about special ordering circumstances can be found on [AP Central](#) and in [Part 1](#) of the *AP Coordinator's Manual*.

For Administrators

How to Become an AP Capstone School

Schools must submit an [online sign-up form](#) to join the AP Capstone Diploma program. There is an option for schools to sign up individually, or for a district to complete the form on behalf of multiple schools at once.

AP Capstone Diploma Program Costs

There are no annual administrative fees charged by College Board to participating schools or districts. We suggest that administrators consider the costs outlined below when planning to implement AP Capstone courses.

PROFESSIONAL LEARNING

Required professional learning is offered by select AP Summer Institutes (APSI) throughout the summer for all new AP Seminar and AP Research instructors. School leaders aren't required to attend this professional learning but may use this opportunity to deepen their understanding of the program and may make a special request to attend. Teachers complete training once before their first year teaching the course—this isn't an annual requirement.

A limited number of fee waivers for teachers from eligible schools are available through an application process available on our [AP Capstone Fee Waivers page](#).

The fee for professional learning is updated annually. It includes the required four-and-a-half-day summer professional learning and associated training materials.

Note: The professional learning fee doesn't include travel, lodging, some meals, credit card processing fees for registration, or incidentals. Additional training may be required at the school's expense if assessment scoring performance doesn't meet College Board standards. Fees for professional learning are subject to change annually.

See collegeboard.org/apcapstonepl for more information.

EXAM FEES

The 2023-24 exam fee for AP Seminar and AP Research is \$146 per exam, and schools retain a \$9 rebate per exam. An exam order for AP Seminar and/or AP Research must be submitted for all students included in the exam roster in AP Registration and Ordering. College Board provides a \$36 fee reduction per AP Exam for students who are eligible for the College Board fee reduction. Schools are expected to forgo their \$9 rebate for these students. Many states use federal and state funding to further reduce the exam fee for these students. The AP Program will update state subsidy information posted on AP Central (collegeboard.org/apexamfeeassistance) as soon as each state finalizes their 2024 funding plan.

See [Part 1](#) of the *AP Coordinator's Manual* for detailed information about fees.

ADDITIONAL COSTS

See the [Resourcing Your AP Capstone Program](#) section below for additional costs schools should consider when exploring implementation.

Resourcing Your AP Capstone Program

During the 2023-24 school year, all AP Seminar and AP Research students will receive digital access to EBSCO Academic Search Ultimate and Turnitin via the AP Digital Portfolio at no additional cost.

REQUIREMENTS

Teachers and students need high-speed internet access and technology to conduct research, complete multimedia presentations, and submit team and individual projects. Schools should be sure their technology infrastructure offers the bandwidth to perform these tasks.

Schools and districts should consider the following recommendations even though they're **not** mandatory:

- Compensation and/or release time for teachers to take online scoring training and score students' through-course assessments
- Extra time before or after school, or on weekends, for students to give their multimedia presentations (and to free up class time)
- Staff designated to support students enrolled in the AP Capstone program (e.g., librarian, media specialist, or expert adviser)
- Extra time during faculty meetings to explain the AP Capstone program and align curriculum with AP courses
- Professional learning time to allow AP Capstone teachers to meet as a professional learning community (PLC)
- Professional learning funding for AP Capstone teachers to attend AP Annual Conference sessions
- Release time for teachers to be AP readers
- Funding to reduce the AP Exam fee for AP Capstone students
- Meetings with parents to talk about the AP Capstone program
- Classroom furniture that facilitates group instruction and student collaboration
- Access to databases and online academic resources through the school library or media center
- One-to-one student access to computers, laptops, or tablets during AP Seminar and AP Research class time

Recruiting Students

Students who are motivated and prepared for college-level coursework are best suited for the AP Capstone Diploma program, but the program also benefits those students who show potential for AP coursework but haven't yet enrolled in AP courses. Students should demonstrate curiosity about real-world issues, a willingness to take intellectual risks, and a dedication to acquiring the skills that colleges and universities value—critical inquiry, analysis, and research. In short, AP Capstone students have an interest in becoming curious, independent, and collaborative scholars.

RECRUITMENT TOOLS

- AP Capstone on AP Central: collegeboard.org/apcapstone
- Elevate English 10 with AP Seminar website: collegeboard.org/apseminarela
- AP Students website: apstudents.collegeboard.org/ap-capstone-diploma-program
- AP Capstone student brochure: secure-media.collegeboard.org/digitalServices/pdf/ap/ap-capstone/ap-capstone-student-brochure.pdf
- AP Potential™: appotential.collegeboard.org
- Broadening Access to AP Toolkit: <http://cb.org/accesstoolkit>

RECRUITMENT STRATEGIES

- Present AP Capstone at a Parent Night as an extension of or introduction to AP coursework.
- Provide AP Capstone brochures during an open house.
- Meet with rising grade 10 or grade 11 students before course selection.
- Discuss the benefits and challenges of AP Capstone in face-to-face meetings with potential candidates and parents.
- Develop teacher recommendations tailored to AP Capstone characteristics and requirements.
- Plan classroom visits by school leaders, counselors, and current AP Capstone students to talk about the benefits of the program, how the program works, and how it fits into students' schedules.
- Recognize student participation and achievement through academic letters and honors distinctions.
- Direct students and parents to the AP Students website: apstudents.collegeboard.org/ap-capstone-diploma-program

RECRUITMENT OF STUDENTS WHO ARE NEW TO AP

AP Capstone can propel a diversity of students to pursue their own interests/passions. Students develop the tools to meaningfully and thoughtfully weigh in on issues that matter to them—whether local, regional, national, or global in nature. Students choose their own research topic for their theses. For some schools, AP Seminar may be used as a way to introduce students to the rigor of Advanced Placement® while providing the foundational skills that will complement other AP courses.

Scheduling AP Capstone Courses

AP Seminar and AP Research are flexible and may be offered as a sequence in grades 10 and 11, grades 11 and 12, or grades 10 and 12. Schools may offer a combination of sequences and align AP Capstone courses with an existing senior project requirement or existing AP courses.

Currently, many schools are offering AP Seminar in their English department to satisfy a graduation requirement. Learn more about this approach on AP Central: collegeboard.org/apseminarela. Although many schools are positioning AP Seminar for English 10, this course can be offered through any academic department and in grades 10, 11, or 12. AP Research follows AP Seminar. AP Research can be offered in grades 11 and 12 and can fit into any department.

We don't recommend that AP Seminar be offered in grade 9. However, students in grade 12 can be encouraged to take AP Seminar if they understand that they won't meet the eligibility requirements for the AP Capstone Diploma or the AP Seminar and Research Certificate.

AP Capstone schools can only offer AP Seminar in their first year of implementation. After the first year, schools can then introduce AP Research when ready.

Note: AP Seminar is a prerequisite for AP Research. See the **Prerequisite** policy on page 15 for details.

GRADE-LEVEL SEQUENCE	GRADE 10/11	GRADE 11/12	GRADE 10/12
Pros	<ul style="list-style-type: none"> Builds college-level critical skills early in the student's high school career. Increases participation and performance in AP courses. Enables grade 12 students to mentor students in AP Seminar and AP Research. Lets students complete a research project before submitting college applications and participating in college interviews. 	<ul style="list-style-type: none"> Student maturity provides a larger pool of students able to participate in AP Seminar. Students have a broader foundation of skills and content knowledge before beginning college-level work. Schools can structure a culminating experience for graduating seniors. 	<ul style="list-style-type: none"> Enables students to acquire college-level skills early and apply those skills in a culminating research project. Enables development of college-level critical skills early in the student's high school career. Increases participation and performance in AP courses. Enables schools to structure a culminating experience for graduating seniors.

GRADE-LEVEL SEQUENCE	GRADE 10/11	GRADE 11/12	GRADE 10/12
Cons	<ul style="list-style-type: none"> ▪ Adds a major research project to the traditionally busy grade 11. 	<ul style="list-style-type: none"> ▪ Students have limited opportunity to retake AP Seminar and AP Research. 	<ul style="list-style-type: none"> ▪ Requires that the curriculum bridge the grade 11 gap so AP Research doesn't need to reteach the skills acquired in AP Seminar.

Making AP Capstone Work with Your School Schedule

AP Seminar and AP Research are full-year courses enabling students to focus on college-level critical skills (AP Seminar) and college-level research skills (AP Research).

AP Seminar may be offered in a traditional schedule or an A/B block schedule. The Performance Task assessments usually begin toward the end of the first or the beginning of the second semester. The second Performance Task can't be started prior to January when the stimulus materials for that task are published by College Board. Final student work must be uploaded to the AP Digital Portfolio by April 30, 2024, at 11:59 p.m. ET. Teachers must review final student submissions, score student presentations, and attest to authenticity in the digital portfolio by May 10, 2024, 11:59 p.m. ET. Recommended completion dates for both are February 28 and April 15, respectively. The assessment schedule limits the ability to offer AP Seminar on a 4x4 block schedule. AP Seminar requirements can't be completed in a fall block-scheduled course. Although the 4x4 block schedule doesn't preclude offering the AP Capstone courses, it does require schedule variations.

AP Research may be offered in a traditional schedule or an A/B block schedule. The course can also be offered in a 4x4 block schedule, though this isn't recommended. Offering AP Research on this schedule requires support and accountability measures to make sure students are supervised throughout the research process and that teachers have ample time to teach the required skills and score student presentations and oral defenses. Schools that offer AP Research in the fall semester need to design student supports to monitor student-adviser relationships and to ensure that research projects are completed on time. AP Research teachers need time to score student presentations before the May 10, 2024, 11:59 p.m. ET submission deadline unless students are required to complete the research project and presentation before the end of the first semester. However, this limits the time available to students to complete the rigorous research project while completing other course requirements. Schools that offer AP Research in the spring semester should know that students have less time to complete the research project and presentation, since all student work must be submitted in the AP Digital Portfolio by April 30, 2024, at 11:59 p.m. ET.

SCHOOLS OFFERING AP SEMINAR AND AP RESEARCH IN A 4X4 BLOCK SCHEDULE

Due to the design of the through-course performance tasks in AP Seminar and AP Research, it isn't ideal to offer AP Seminar and AP Research in a 4x4 block schedule. However, if your school proceeds with this type of schedule, please consider the following:

- **Schedule as full-year course.** AP Seminar and AP Research are both offered as full-year instructional classes spanning all semesters/trimesters/quarters/etc. Schools pursuing this schedule must ensure that the same students are enrolled in the same classes during all semesters. This would require students to pair AP Seminar or AP Research with another course.
- **Schedule as fall semester course with dedicated support during spring semester.** AP Seminar and AP Research are offered during the fall semester; this allows students to have dedicated independent work time and access to AP Seminar and AP Research teachers and classmates.

Schools pursuing this option for AP Seminar should schedule dedicated instructional days during the second semester for AP Seminar students and teachers to review the following:

- **Performance Task 1.** Team Multimedia Presentations, if not completed in the prior semester
- **Performance Task 2.** Instructions and stimulus materials, which are released in January
- **Performance Task 2.** Individual Multimedia Presentations

CONSIDERATIONS FOR DETERMINING CLASS SIZES AND COMBINING CLASSES

- **CLASS SIZE RECOMMENDATIONS.** Although decisions about class sizes are made by individual schools, the recommended class size for AP Seminar and AP Research courses is 20–24 students, an optimal size for fostering collaboration and teaching presentation skills. School leaders scheduling AP Capstone courses should consider the responsibilities and requirements of teacher assessment scoring. For example, an AP Research teacher with 40 students will need to schedule and score 40 Presentations and Oral Defenses, each requiring 20 minutes. School leaders and teachers need to coordinate closely to ensure that there's enough time to schedule presentations and assessment scoring activities to meet the April 30, 2024, 11:59 p.m. ET deadline.

Schools with large class sizes and/or many class sections are strongly encouraged to assign multiple AP Seminar and AP Research teachers to manage the scheduling and scoring of student presentations since the time frame of the presentations coincides with AP Exam preparation in the spring.

- **COMBINING AP SEMINAR OR AP RESEARCH WITH ANOTHER AP CLASS**

There are scenarios in which schools have to combine an AP Seminar class or AP Research class via an anchor AP course or a concurrent AP course. School leaders must consider additional instructional time to satisfy learning objectives in both courses. Please note: AP Seminar classes and AP Research classes cannot be offered concurrently to the same students. (See the **Prerequisite** policy on page 15 for details.)

Positioning AP Capstone Courses in Your Master Schedule

The flexibility of AP Capstone allows program implementation in a variety of settings and in academic disciplines of choice. Because AP Seminar and AP Research are both skills based, the courses can be associated with any academic content area. Schools may position the courses as required core classes or as electives, so long as they abide by any applicable state and district policies. Schools should also confirm that course designations of AP Seminar and AP Research align with entry requirements of higher education destinations for their students.

The following table lists implementation models, along with the pros and cons associated with each. These options help meet the demands of the school curriculum, state and district requirements, and local school traditions and culture.

SCHEDULE VARIATION TYPE	EXAMPLE	PROS	CONS
Core course, English	AP Seminar is offered as an English course, satisfying both a core credit and/or a fourth year of English for graduation requirement.	<ul style="list-style-type: none"> ▪ Gives more students the opportunity to access AP Seminar. Allows teachers the flexibility to integrate state standards. 	<ul style="list-style-type: none"> ▪ Requires additional funding to train and support English teachers.
Gradewide implementation	AP Seminar is offered as a required course for all students in grade 10.	<ul style="list-style-type: none"> ▪ Gives students a chance to develop critical research skills that can apply across all disciplines and transfer to other courses. 	<ul style="list-style-type: none"> ▪ Requires additional funding to train and support teachers.
AP course anchor	<p>All AP Capstone students are enrolled in a common AP course known as an anchor course.</p> <p>For example, all AP Seminar students are enrolled in AP U.S. History or all AP Research students are enrolled in AP Biology.</p>	<ul style="list-style-type: none"> ▪ Permits interdisciplinary instruction that supports student mastery of AP Capstone skills and enhances performance in the AP anchor course. ▪ Gives students a chance to apply AP Capstone skills in an AP content area. ▪ Fosters collaboration between teachers in different content areas. 	<ul style="list-style-type: none"> ▪ Presents master schedule complications in scheduling students for 2 courses and in scheduling common planning time for teachers to develop instructional strategies and lesson plans. ▪ Increases program costs because the AP content teacher should be trained in AP Seminar and/or AP Research curriculum and assessment.

SCHEDULE VARIATION TYPE	EXAMPLE	PROS	CONS
Concurrent enrollment in an AP course	<p>AP Capstone courses are integrated with AP courses.</p> <p>For example, AP Seminar and AP United States Government and Politics are taught concurrently, or AP Research and AP Chemistry are taught concurrently.</p>	<ul style="list-style-type: none"> Provides students with an immediate opportunity to apply rigorous college-level critical skills to rigorous college-level content. 	<ul style="list-style-type: none"> Requires one teacher to balance the demands of 2 AP courses in 1 course.
Distinct, tailored sections or academy setting	<p>AP Capstone courses are offered in multiple sections tailored to emphasize a specific area of interest or in the context of an existing school program.</p> <p>For example, AP Seminar or AP Research or both are offered as both a science and a social science course or as part of a public service or health sciences academy.</p>	<ul style="list-style-type: none"> Allows students to focus on a particular area of interest while acquiring a broad perspective on real-world issues. Enhances an existing content curriculum or academy curriculum in preparation for specialized higher education. 	<ul style="list-style-type: none"> Limits the opportunity for students to explore topics and perspectives outside of their interest areas. Limits the interest of students who may not fall within specific departmental or academy requirements.
Non-AP course anchor	<p>AP Capstone courses are integrated with existing non-AP courses.</p> <p>For example, AP Seminar and an art history elective are taught concurrently, or AP Research and a statistics elective are taught concurrently.</p>	<ul style="list-style-type: none"> Provides an instructional framework for the existing course. Provides students with the opportunity to learn specific academic content, along with the skills taught in AP Seminar and AP Research. Fosters collaboration between teachers in different content areas. 	<ul style="list-style-type: none"> Creates tension between the original curriculum and the requirements of AP Seminar and AP Research. Limits students' ability to explore issues that speak to their personal interests.

SCHEDULE VARIATION TYPE	EXAMPLE	PROS	CONS
Independent, interdisciplinary elective	AP Capstone courses are offered as independent electives. (Note: AP Seminar is a prerequisite to AP Research. AP Research can't be offered independently.)	<ul style="list-style-type: none"> Provides students with college-level critical skills that can be applied across disciplines. Benefits those students who show potential for AP coursework but haven't yet enrolled in AP courses. 	<ul style="list-style-type: none"> Elective designation may limit opportunities for students to complete both AP Seminar and AP Research.

Adding AP Capstone to Student Transcripts

Schools may choose to add a subtitle to their AP Seminar or AP Research courses (e.g., AP Seminar: [Subtitle]) that indicates a special disciplinary focus or emphasis as long as it complies to local, district, and/or state/country policies.

INCORPORATING AP SEMINAR AS AN ENGLISH COURSE

Many schools offer AP Seminar as an English course due to a growing number of states granting AP Seminar as a state graduation requirement for English.

Schools adopting this implementation model can add a specific designation to students' transcripts. For instance, 10th grade students who take AP Seminar as their English course can have the designation "English 10: AP Seminar" on their transcript. Similarly, for 11th grade, the course can have the designation "English 11: AP Seminar."

Addressing the AP Capstone Diploma Requirements

To earn the AP Capstone Diploma, students must earn a score of 3 or higher in both AP Seminar and AP Research as well as a score of 3 or higher on four additional AP Exams of their choosing. The exams may be taken at any time during high school and need not be concurrent with the AP Seminar and the AP Research courses. No specific AP courses, other than AP Seminar and AP Research, are required for the AP Capstone Diploma.

Accessing AP Capstone Awards

Students who earn the AP Capstone Diploma or AP Seminar and Research Certificate can view and print their diploma or certificate online through their AP score report in July. The award is also acknowledged on any AP score report that's sent to colleges after the award has been conferred.

Administrators can access this information through their AP educator score reports at [AP Score Reports for Educators](#).

Staffing AP Capstone Courses

The selection of AP Seminar and AP Research teachers is critical to the success of the AP Capstone program. The most effective AP Capstone teachers are those who are curious about real-world issues, are competent in teaching a skill-based rather than a content-based course, and are master facilitators of student learning, allowing students to take charge of their own learning. Teachers who have experience conducting and/or supervising independent research may be considered as well.

AP Seminar and AP Research teachers aren't required to have specific content-area certification unless this is stipulated by local, district, or state/country policy.

All AP Seminar and AP Research teachers are required to attend professional learning before their first academic year teaching the respective course.

Note: Administrators should be aware of the amount of time needed for scoring student work when assigning teachers to multiple sections of AP Seminar and/or AP Research. Although AP Seminar teachers may also teach AP Research, administrators should ensure that they're properly supported, especially in the spring when student work and teachers' scores are submitted.

The most successful AP Seminar and AP Research teachers demonstrate the ability to:

- Explore academic and real-world questions, problems, and issues from different disciplines and from multiple perspectives.
- Teach college-level thinking and research skills such as writing a thesis, conducting research, evaluating sources, developing arguments, and designing, planning, and conducting a research-based investigation.
- Teach time management, collaboration, oral communication, and presentation skills.
- Facilitate student learning in collaborative settings such as workshops and tutorials.
- Motivate students to think critically and innovatively about research questions.
- Collaborate closely with an AP Capstone team that includes administrators, AP teachers, media specialists, school counselors, and expert advisers.
- Manage scoring and submit student work according to submission deadlines.
- Modify instruction style in order to accommodate through-course performance tasks and skills-based learning outcomes.

Prior experience teaching AP or other college-equivalent courses taught in their high school isn't required.

The following table offers several staffing models along with the pros and cons associated with each.

SCENARIO	PROS	CONS
Different teachers are assigned to AP Seminar and AP Research courses.	<ul style="list-style-type: none"> Teachers are able to specialize in the skills required for success in each course. Students are exposed to 2 teachers with different strengths that support a diverse learning experience. 	<ul style="list-style-type: none"> Teachers must coordinate a transition from AP Seminar to AP Research to take advantage of the weeks after the AP Seminar assessments are complete. Teachers must establish and maintain expectations across 2 courses through collaborative planning.
Teachers loop with a cohort of students from AP Seminar to AP Research.	<ul style="list-style-type: none"> Teachers establish a relationship with students in a 2-year experience that fully develops student strengths and bridges student weaknesses. Teachers are able to build a seamless transition from AP Seminar to AP Research by maximizing use of available instructional time. 	<ul style="list-style-type: none"> Schools incur a training cost increase because they must send 2 teachers to the required AP Seminar and AP Research professional learning. Teachers need expertise and a level of comfort in college-level skill development and college-level research methodology.
Two teachers are assigned to AP Seminar or AP Research in a team-teaching structure.	<ul style="list-style-type: none"> Teachers from 2 different disciplines support a variety of student interests. Teachers share responsibility for scoring assignments. 	<ul style="list-style-type: none"> Training costs increase because schools must send 2 teachers to the required AP Seminar or AP Research professional learning. FTE or local district requirements may limit shared responsibility for 1 course.

Getting Others Involved

School leaders should consider convening an AP Capstone team of faculty members to support the implementation of this new diploma program. Regular team meeting agenda items might include management of program implementation, student and teacher support issues, student recruitment, communication with parents and the community, and planning for vertical and horizontal articulation of AP Capstone skills. School or district leaders might also consider appointing a point person for AP Capstone to chair team meetings, ensure effective internal and external communication, and serve as program liaison to College Board. It's suggested that this point person be the school principal, AP coordinator, or AP Capstone teacher, who will receive important messaging from College Board on key updates and deadlines.

Additional AP Capstone team roles and responsibilities include the following:

SCHOOL LEADERS

- Form the AP Capstone team and collaborate with faculty and staff to develop an AP Capstone implementation strategy.
- Create a master schedule that supports broad student enrollment and effective instruction.
- Ensure that teachers have time to complete online scoring training and score student presentations.
- Be sure that teachers and students have access to required high-speed internet and technology appropriate to conduct research, complete multimedia presentations, and submit team and individual projects.
- Fund required summer professional learning and ensure release time for teachers to complete online scoring training.
- Support AP Capstone implementation in communications with students, faculty, parents, and the community.
- Read all communications from College Board about updates to the AP Capstone program.

TEACHERS

- Attend required professional learning for AP Seminar and/or AP Research.
- Facilitate student learning.
- Score student presentations and ensure timely upload of student work to College Board.
- Initiate relationships with colleagues or leaders from community organizations, getting them involved in the AP Capstone Diploma program as guest lecturers or expert advisers.
- Manage student–adviser relationships.
- Assist school leadership in the vertical and horizontal expansion of AP Capstone skills.

LIBRARIANS/MEDIA SPECIALISTS

- Ensure that students have access to college-level research materials, including online tools such as EBSCO, JSTOR, and ProQuest. Access to EBSCO Academic Search Complete is provided to AP Seminar and AP Research teachers and students at participating AP Capstone schools.
- Assist students in identifying and researching a variety of questions across multiple disciplines.
- Contribute to workshops and tutorials that address specific research issues.
- Work with teachers to conduct relevant lessons on research practices.

COUNSELORS

- Familiarize themselves with AP Capstone so they can share highlights of the program with parents and visiting college admissions representatives.
- Assist in identifying students for participation in AP Capstone.
- Help students communicate AP Capstone accomplishments to colleges and universities.
- Ensure that student course selections meet AP Capstone Diploma and/or AP Seminar and Research Certificate requirements.

Expert Advisers for AP Research

Expert advisers are an essential part of the AP Research course and may be drawn from the faculty, the community, local business and industry, or higher education. A designated staff member may also coordinate a pool of advisers for the AP Research course and match students with advisers. AP Research teachers and school administrators identify school and district policies that pertain to students who are engaging virtually or face-to-face with external advisers, and they communicate such policies to parents, students, and potential advisers. See page 52 of the [AP Research Course and Exam Description](#).

Recognition from Higher Education

ADMISSIONS BENEFITS

AP Capstone Diploma candidates enjoy a variety of admissions benefits from colleges and universities before, during, and after application cycles. Various benefits include invitations to meet with research faculty, direct admission into honors programs, and opportunities to join undergraduate research projects.

To facilitate admissions recognition, school leaders and students should indicate participation in the AP Capstone Diploma program in the following ways:

- **School reports to higher education.** School leaders include their school's participation in the AP Capstone Diploma program, along with the number of AP Capstone Diploma awards.
- **Counselor recommendations.** Counselors identify students as AP Capstone Diploma candidates on recommendation forms, including third-party applications such as the Common Application and the Coalition Application.
- **Teacher recommendations.** AP Seminar and AP Research teachers highlight student research projects.
- **Individual honors.** Students designate themselves as AP Capstone Diploma candidates, AP Capstone Diploma recipients, or AP Seminar and Research Certificate recipients in the awards/honors sections of their applications.
- **Include courses on transcripts.** Students and schools indicate AP Seminar and AP Research on high school course transcripts.
- **Admissions interviews and essays.** Students discuss their AP Seminar or AP Research work during admissions interviews and in their admissions essays, where appropriate.
- **Sending AP Seminar and AP Research scores.** Students send AP Seminar and AP Research scores to their preferred higher education institutions.

Note: AP Capstone Diploma candidates are defined as students who have earned a score of 3 or higher in AP Seminar, are enrolled or plan to be enrolled in AP Research, and are also likely to earn a 3 or higher on four additional AP Exams, as determined by school administrators.

CREDIT AND PLACEMENT BENEFITS

Several colleges and universities award credit for the successful completion of AP Seminar and AP Research. College Board currently provides information that colleges, universities, and state systems need to make sound, data-driven policy decisions regarding recognition of success in AP Capstone courses.

Visit collegeboard.org/apcapstonehedsupport to see a list of colleges and universities that endorse the AP Capstone program, and to use the [AP Credit Policy Search](#) to find specific credit and placement policies.

For Teachers

Staying in Touch with the AP Capstone Program

The AP Capstone program team keeps teachers posted on important updates throughout the year. Teachers should make it a priority to read all emails and documentation sent to them. Emails from the AP Capstone program are sent to AP Seminar and AP Research teachers with AP Course Audit authorized courses at the email address associated with their College Board professional account. Teachers should complete their authorization as soon as possible to receive all important communications and are encouraged to archive all communications and reference them as needed. Teachers should add the following sender email address to their contacts to prevent emails reaching their junk folder: collegeboard@e.collegeboard.org.

For questions related to the program, contact AP Services for Educators at [cb.org/apeducatorinquiry](https://collegeboard.org/apeducatorinquiry). (Select the AP Capstone topic.)

AP Capstone teachers are encouraged to join the teacher community associated with the courses they teach at apcommunity.collegeboard.org.

AP Capstone AP Course Audit Steps

Following the required summer training, new AP Seminar and AP Research teachers are equipped to prepare a course syllabus. The following activities must be completed within their AP Course Audit account:

- Teacher—Complete the course audit form
- Teacher—Submit course syllabus
- AP Course Audit Administrator—Review and approve the course audit form

New teachers can access AP Classroom and the AP Digital Portfolio after their course audit form has been approved.

Some countries, states, and districts may have earlier submission deadlines. Teachers are encouraged to check with school administrators to determine if they should submit syllabi to other authorizing systems before the deadline.

AP Seminar and AP Research teachers must develop and submit a syllabus of their own creation and can't submit the sample syllabus provided during training.

All new 2023-24 AP Capstone teachers must complete a course audit form and submit a syllabus for review.

All previously authorized courses can be renewed by a school administrator beginning March 1, 2023.

Required Checkpoints and Attestations

To ensure students are not using generative AI to bypass work, students must complete interim “checkpoints” with their teacher to demonstrate genuine engagement with the tasks. AP Seminar and AP Research students will need to complete the relevant checkpoints successfully to receive a score for their performance tasks. Teachers must attest, to the best of their knowledge, that students completed the checkpoints authentically in the AP Digital Portfolio. Failure to complete the checkpoints will result in a score of 0 on the associated task.

- In AP Seminar, teachers assess the authenticity of student work based on checkpoints that take the form of short conversations with students during which students make their thinking and decision-making visible (similar to an oral defense). These checkpoints should occur during the sources and research phase (IRR and IWA), and argument outline phase (IWA only). A final validation checkpoint (IRR and IWA) requires teachers to confirm the student’s final submission is, to the best of their knowledge, authentic student work.
- In AP Research, students must complete “checkpoints” in the form of in-progress meetings and work in the Process and Reflection Portfolio (PREP). No further checkpoints will be required.

College Board reserves the right to investigate submissions where there is evidence of the inappropriate use of generative AI as an academic integrity violation and request from students copies of their interim work for review.

Ensuring Students Understand the Directions for the Performance Tasks

Teachers must review the directions for completing each component of the AP Seminar and AP Research performance tasks, required checkpoints, as well as all parts of the AP Seminar End-of-Course Exam, with their students. Specific attention should be paid to: (1) word count, (2) presentation time, and (3) oral defense practices.

See the [AP Seminar Course and Exam Description](#) and the [AP Research Course and Exam Description](#).

Teacher Roles During the AP Capstone Performance Tasks

We recommend that all AP Capstone teachers be transparent with students about their roles and what any individual providing guidance to students should and should not do. As a reminder, students should not receive specific, directive feedback on their performance tasks.

For more information about the roles of AP Capstone teachers, see the [AP Seminar Course and Exam Description](#) and the [AP Research Course and Exam Description](#).

Submitting Student Work Using the AP Digital Portfolio

Students taking AP Seminar and AP Research must use the **AP Digital Portfolio** at digitalportfolio.collegeboard.org to submit performance tasks as final by the April 30, 2024, 11:59 p.m. ET submission deadline.

Each school's AP Capstone teachers, students, and AP coordinator interact with the digital portfolio throughout the school year. The following diagram illustrates the roles and major tasks in the process.

Digital Submission for AP Capstone

■ Completed in My AP ■ Completed in AP Digital Portfolio

- 1** **AP coordinator or AP teacher** signs in to myap.collegeboard.org at the start of school year and creates AP Seminar and AP Research class sections. If applicable, the AP coordinator notifies teachers when class sections have been created.
- 2** **Teachers** sign in to myap.collegeboard.org and get the join code for each class section they teach to distribute to students during class.
- 3** **Students** sign in to myap.collegeboard.org with College Board login information and enroll in an AP Seminar or AP Research class section using the join code provided by their teacher or AP coordinator. If instructed to do so by the AP coordinator, students also indicate their exam registration in My AP.
- 4** **AP coordinator** submits the exam order for all students included in the exam roster in AP Registration and Ordering.
- 5** **Teacher** creates AP Seminar student teams for team assignments.
- 6** **Teacher** distributes College Board–provided source material to AP Seminar students.
- 7** **Students** submit written performance tasks as final in the AP Digital Portfolio no later than April 30, 2024, at 11:59 p.m. ET or an earlier deadline set by their teacher.
- 8** **Teacher** submits scores for student presentations and completes attestations for required checkpoints in the AP Digital Portfolio by May 10, 2024, at 11:59 p.m. ET.
- 9** **AP coordinator** verifies that all students have submitted their written performance task components as final in the AP Digital Portfolio by April 30, 2024, at 11:59 p.m. ET and that teachers have submitted scores for student presentations and completed attestations in the digital portfolio by May 10, 2024, at 11:59 p.m. ET.
- 10** Performance tasks and scores for all students that the AP coordinator has ordered an exam for will be automatically submitted to **the AP Program** at the deadline.

TECHNICAL REQUIREMENTS AND RECOMMENDATIONS FOR THE AP DIGITAL PORTFOLIO

- Use a computer, tablet, or mobile device that supports the latest versions of Chrome (preferred), Safari (preferred), Firefox, or Edge, and is connected to the internet.
- The scoring feature isn't available on mobile devices.

For more information on the digital portfolio, see the [AP Digital Portfolio: Teacher User Guide](#) and the [AP Digital Portfolio: Student User Guide](#).

Due Dates for AP Seminar and AP Research Performance Tasks

The deadline for all student work to be submitted to the [AP Digital Portfolio](#) is April 30, 2024, at 11:59 p.m. ET. Teachers must review final student submissions, score student presentations, and attest to authenticity in the digital portfolio by May 10, 11:59 p.m. ET. Although the AP Program recommends interim deadlines for each component of the performance tasks, teachers may choose to set their own interim deadlines, which will be determined by their school calendars and schedules.

Scoring Student Work

Typically, AP teachers participate in the scoring process of AP Exams only if they have applied for and been selected to serve as AP readers. However, because students' final AP scores for AP Seminar and AP Research include presentations that aren't scored at the AP Reading, College Board collects the classroom teacher's scores for these components.

AP Capstone teachers can't score student performance tasks until they have completed online scoring training, which is available to teachers in AP Classroom during the school year.

For student samples of performance tasks, as well as rubrics used to score performance tasks, see the [AP Seminar](#) and [AP Research](#) exam pages on [AP Central](#).

Note: AP Seminar or AP Research teachers are discouraged from sharing the scores they assign to performance task components with their students. Final student AP scores are calculated from scores earned on all components, according to their corresponding weights.

AP Seminar End-of-Course Exam Date

The 2024 Exam Date for the AP Seminar End-of-Course Exam is Tuesday, May 7, 2024, at 12 p.m. local time. See [Exam Dates and Fees](#) for the other exam dates.

For detailed information about ordering exams for late testing, see [Part 1](#) of the *AP Coordinator's Manual*.

Getting Involved with the AP Reading

College Board encourages AP Seminar and AP Research teachers to apply to become AP readers. By participating in the AP Reading, teachers ensure that AP Exams continue to measure a student's ability to master college-level work. 98% of high school AP teachers and college faculty who have participated in more than one AP Reading say that their participation has had a positive impact on their teaching.

AP readers for AP Capstone courses can take advantage of flexible scheduling options, opportunities for professional learning hours, and continuing education credits (CEUs), as well as compensation.

For more information and to apply, visit collegeboard.org/readap.

For AP Coordinators

The AP Capstone section of **Part 2** of the *AP Coordinator's Manual* is the primary source of information for AP coordinators at participating AP Capstone schools. Download the manual, and review the AP Capstone page for AP coordinators at collegeboard.org/apcapstonecoordinator.

Role of the AP Coordinator in AP Capstone

AP coordinators:

- Create class sections in AP Registration and Ordering for their school's AP classes (if teachers haven't already created their own class sections);
- Manage the ordering, receipt, distribution, administration, and return of AP Seminar End-of-Course Exam materials;
- Order AP Research Exams; and
- Validate that uploaded student work is submitted as final by the April 30, 2024, (11:59 p.m. ET) submission deadline.
- Validate that teachers have submitted scores for student presentations and completed attestations for required checkpoints in the AP Digital Portfolio by May 10, 2024, at 11:59 p.m. ET

AP Research doesn't have an end-of-course exam, but an exam must be ordered online through AP Registration and Ordering for a student in order for their performance task to be scored by the AP Program.

AP coordinators don't have to manually submit work to the AP Program through the **AP Digital Portfolio** for it to be scored at the AP Reading. All performance tasks that have been submitted as final by a student, and any teacher scores associated with those performance tasks, will automatically be sent to the AP Program for scoring after the deadline as long as an exam was ordered for them.

Note: When students provide their registration information in My AP when first enrolling in a class section, they'll be assigned a unique, alphanumeric **AP ID**. This AP ID will automatically be added to the digital portfolio.

Creating Class Sections

At the start of the school year, AP coordinators create their school's AP Seminar and AP Research class sections in AP Registration and Ordering (if teachers haven't already created their own class sections). These sections will automatically carry over to the AP Digital Portfolio, where AP Capstone students will submit their performance tasks and teachers will score their work. Students enroll in their AP Seminar or AP Research class section through My AP. They don't enroll in the AP Digital Portfolio separately.

If you have homeschooled or virtual school students who will be taking an AP Exam at your school without taking the corresponding AP course at your school, you'll need to create an exam only section for that subject and provide the join code for the exam only section to those students.

Accessing the AP Digital Portfolio

After signing in with their College Board login information, AP coordinators will see all of the AP Capstone class sections that were created in myap.collegeboard.org and all students enrolled in each section. A legend at the top of the page helps AP coordinators determine each student's progress toward final submission of their work, and whether their presentations have been scored by their teacher.

Checking for Missing Data in the AP Digital Portfolio

AP coordinators should view the status of their school's AP Seminar and AP Research submissions and work with the teacher(s) to resolve:

- Missing student final submissions (before April 30, 2024, at 11:59 p.m. ET)
- Missing teacher scores on presentations (before May 10, 2024, at 11:59 p.m. ET)

Additional Resources

You may find the following resources helpful. Share these resources with the appropriate stakeholders in your school community to foster a successful implementation.

- The [search tool](#) of participating schools helps you form relationships with those currently implementing AP Capstone.
- The [AP Capstone student brochure](#) provides an overview of the AP Capstone program and is geared toward a student audience.
- The [AP Seminar](#) and [AP Research](#) Course Overviews are short, 2-page overviews of course content and assessments.
- The [AP Capstone section of AP Central](#) shares an overview of the program, the program benefits, and FAQs.
- The [AP Capstone Higher Education section of AP Central](#) to learn how institutions support the program and a link to the [AP Credit Policy Search](#) for finding specific credit and placement policies for AP Seminar and AP Research.
- This [AP Capstone video](#) provides an overview of the program with supporting commentary from prominent higher education admissions professionals.
- The second [AP Capstone video](#) features 2 of our current AP Seminar students, who speak about their experiences with AP Seminar and the AP Capstone program.
- The third [AP Capstone video](#) features students discussing their projects and topics of inquiry in the AP Research course.
- The [AP Seminar](#) and [AP Research](#) course pages on AP Central contain information, resources, and other helpful content for both courses.
- The [English 10: AP Seminar](#) page shares sample syllabi and other resources to help English 10 teachers integrate AP Seminar into their courses.
- The [AP Digital Portfolio: Student User Guide](#) tells students how to use the digital portfolio, including submitting work as final.
- The [AP Digital Portfolio: Teacher User Guide](#) tells teachers how to use the digital portfolio, including managing teams, and scoring student work.

2023-24 Important Dates

DATE	ACTIVITY
June–August	AP Seminar and AP Research professional learning.
July–August	AP Classroom and AP Registration and Ordering open.
August–September	AP Seminar and AP Research instruction begins. Students can access EBSCO and Turnitin through the AP Digital Portfolio once they have enrolled in their AP Seminar or AP Research class section in My AP.
October 4	Preferred deadline for AP coordinators to order AP Exams through AP Registration and Ordering .
November 15 by 11:59 p.m. ET	Final deadline to submit your exam order for all full-year and first-semester AP courses, and all exam only sections, without incurring additional fees. Exams can be ordered or canceled after this date, although a fee applies in some cases.
November 30	Recommended deadline for students to submit and teachers to approve AP Research Proposal Forms.
December	Required online scoring training for AP Seminar and AP Research launches.
January	Stimulus material for the AP Seminar Individual Research-Based Essay and Presentation is released to AP Seminar teachers in the AP Digital Portfolio .
January 31	Final deadline for new teachers to complete and returning teachers to renew the AP Course Audit.
January–March	Begin scheduling current AP Seminar students for AP Research and recruiting new AP Seminar students.
March 15 by 11:59 p.m. ET	Spring course orders and fall order changes deadline for AP coordinators to make final updates to the school's order through AP Registration and Ordering , if needed. Fees may apply.
March 29	Recommended deadline for all AP Seminar and AP Research teachers to complete required online scoring training modules.
April 30 at 11:59 p.m. ET	Deadline for all student work to be submitted as final in the AP Digital Portfolio .
May 7	Administration of AP Seminar End-of-Course Exam.
May 10 at 11:59 p.m. ET	Deadline for teachers to submit scores for student presentations and checkpoints attestations in the AP Digital Portfolio.
May 23	Late-testing administration of the AP Seminar End-of-Course Exam.
May–June	AP Research teachers should meet with AP Seminar students to discuss the course, get students ready to work with a consultant/expert adviser, identify a topic of interest, and develop a research question.
July	AP score reports, including AP Capstone awards, released online.

About College Board

College Board reaches more than 7 million students a year, helping them navigate the path from high school to college and career. Our not-for-profit membership organization was founded more than 120 years ago. We pioneered programs like the SAT® and AP® to expand opportunities for students and help them develop the skills they need. Our BigFuture® program helps students plan for college, pay for college, and explore careers. Learn more at [cb.org](https://collegeboard.org).