

AP COURSE AUDIT SYLLABUS SELF-EVALUATION CHECKLIST

In order to facilitate authorization of your AP course, carefully examine your syllabus against the following checklist.

Preparation

- You have read the curricular and resource requirements for your course.
- You have followed the syllabus preparation guidelines.
- You have examined the sample syllabi.
- You have examined the multiple samples of evidence addressing each of the curricular requirements (available October 2006).

All of the resources mentioned above are available on AP Central at the link below.

- [Resources for Teachers and Administrators](#)

Identification

- To ensure your anonymity when your syllabus is reviewed, neither your name nor your school's name appears on the syllabus (your syllabus will be automatically linked to your Course Audit form upon submission).

Instructional Materials

- For courses that use a textbook, you have included complete bibliographic citation (author, title, publisher, year, and edition) for the primary textbook used.
- As applicable to your course, and to best demonstrate how your course meets the curricular requirements, you have included a list or brief description of the types and quantity of instructional materials you use beyond the textbook (e.g., primary sources, newspapers, journals, audiovisual materials, software, model of graphing calculator, etc.).
- For courses that use a teacher-created packet or several individual texts in place of a textbook, you have included a list or brief description of these items.

Providing Clear Evidence

- You have provided clear and explicit evidence to fully satisfy each curricular requirement. This is especially important for requirements that include multiple items, and for those where finer degrees of judgment are required on the part of reviewers, i.e., requirements that go beyond the literal inclusion of a given topic, or that deal with such matters as *inquiry*, *critical thinking skills*, or *science as a process*. For example:
 - **Art History:** The course teaches students to understand works of art through both contextual and visual analysis.
 - **Biology:** The course provides students with an opportunity to develop a conceptual framework for modern biology emphasizing applications of biological knowledge and critical thinking to environmental and social concerns

- **Chinese and Japanese:** In addition to **communication**, the course also addresses the Standards' other four goals: **cultural** competence, **connections** to other school disciplines, **comparisons** between the target language and culture and those of the learners, and the use of the language within the broader **communities** beyond the traditional school environment.
- **Comparative Government and Politics:** The course introduces students to the analysis and interpretation of data relevant to comparative government and politics.
- **English Language and Composition:** The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.
- **Environmental Science:** The course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world.
- **French and German Language:** The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, and topics.
- **European History, United States History, and World History:** The course teaches students to analyze evidence and interpretations presented in historical scholarship.
- **Macroeconomics:** The course promotes the understanding of aggregate economic activity; the utilization of resources within and across countries; and the critical evaluation of determinants of economic progress and economic decisions made by policymakers.
- **Physics B and C:** The course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills.
- **Psychology:** The course teaches ethics and research methods used in psychological science and practice.
- **Spanish Language:** The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, topics, and registers.
- **Statistics:** The course draws connections between all aspects of the statistical process, including design, analysis, and conclusions.
- **Studio Art:** The course emphasizes making art as an ongoing process that involves the student in informed and critical decision making.
- **US History:** The course uses themes and/or topics such as those listed in the Course Description, selected at the teacher's discretion, as broad parameters for structuring the course. The themes are designed to encourage students to think conceptually about the American past and to focus on historical change over time. The topic outline is suggested as a general guide for AP teachers in structuring their courses; it is not intended to be prescriptive of what teachers must teach.

Examples of ways that current AP teachers are meeting these requirements are available in the sample syllabi and evidence tables available on AP Central at the link below.

- [Resources for Teachers and Administrators](#)

- Where appropriate or necessary, you have described sample assignments, assessments, or class activities to provide evidence of a particular curricular requirement.
- For those courses in which the curricular requirements refer specifically to the topic outline or themes provided in the AP Course Description, you have clearly correlated the list of topics taught in your course with the Course Description's topic outline or themes.

You have identified any curricular requirement for which you have substituted an “alternate approach” which provides an equivalent college-level experience for your students, and you have provided a complete explanation of that alternate approach within the syllabus. Alternate approaches must be clearly labeled as such on your syllabus. For more information about alternate approaches, see the Syllabus Preparation Guidelines at the link below.

- [Syllabus Preparation Guidelines](#)

- For any curricular requirements that refer to degrees of frequency or time allotments (e.g., *frequent, almost exclusively, or 25% of instructional time*), your syllabus indicates, either in a note or within the course outline or calendar, the time amount or frequency. NOTE: It is not necessary to continually restate practices that occur frequently or throughout the course; a few clear examples will suffice.
- For AP science courses, you have included a listing of the laboratory investigations and their goals along with the total amount of time devoted to lab experiences. For each lab, you have included a designation of whether the lab is student conducted (hands-on), virtual, or teacher led.
- You have limited the scope of your syllabus to include only a description of the course and sufficiently detailed information to clearly satisfy the curricular requirements. While school profiles, personal philosophies, and reference lists have been included in syllabi previously posted on AP Central and published in AP Teachers Guides, these sections are not necessarily relevant to the purpose of the syllabus you submit for the AP Course Audit.