

COLLEGE BOARD
CHARGE TO THE ACADEMIC ADVISORY COMMITTEE FOR HISTORY

The following draft is a list of charges—mission, responsibilities, functions—of the College Board's Academic Advisory Committee for History. The charges are assembled in the following categories:

- I) Organization and Administrative Functions
- II) Knowledge and Research in History
- III) Curriculum and Instruction
- IV) Measurement and Evaluation (Assessment)
- V) Professional Development

I. ORGANIZATION AND ADMINISTRATIVE FUNCTIONS

1. To inform and advise the College Board on the discipline of history.
2. To consult and collaborate with the *Academic Advisory Committee for Social Sciences* on mutual goals, objectives and projects that pertain to the mission of the College Board, including such areas as:
 - a. Curriculum, materials and resources that serve to direct instruction
 - b. Teaching, instructional design and pedagogy
 - c. Research and assessment data that provide formative and summative information to teachers and to students concerning the rate of learning and rate of success
 - d. Technology, tools to be used by students and teachers to foster learning
 - e. Learning standards, common objectives and cognitive skills
 - f. Professional development to assist teachers in the delivery of instruction and assessment.
3. To maintain an equitable balance of discipline representation and secondary/post-secondary representation on the Academic Advisory Committee for History.
4. To monitor and revise the History Committee's (Charge) on a regular basis to reflect changes within the mission of the College Board and changes within the disciplines of history.
5. To consult and collaborate with Regional College Board Offices concerning the goals and aims of the Academic Advisory Committee for History and for matters related to the learning and teaching of history.

II. KNOWLEDGE AND RESEARCH IN HISTORY

1. To inform the College Board on important research and academic trends within the history discipline.
2. To act as a liaison between the College Board and historical professional organizations to facilitate sharing and collaboration.

3. To use the knowledge and skills that comprise the study of history to advise the College Board and to collaborate on its activities, projects, and programs.
4. To advise the College Board on academic standards, preparation, and achievement for success in post-secondary education.
5. To inform the College Board about cognitive research related to the teaching of history.

III. CURRICULUM AND INSTRUCTION

1. To develop a History Framework that guides the work and operations of the College Board, specifically in the development and quality of secondary history curricula.
 - a. Provide a rationale for the study of history
 - b. Specify historical thinking skills
 - c. Identify the major content themes in history
 - d. Promote a variety of approaches to assessment
 - e. Assess professional development needs and encourage the expansion of opportunities
2. To recommend to the College Board valid and effective practices related to the teaching of history.
3. To recommend to the College Board reviews and revisions to Advanced Placement (AP[®]) history courses.
4. At the request of the College Board, to review and make recommendations for the improvement of courses and course descriptions, study guides, or other instructional materials related to the teaching of Advanced Placement courses in history.
5. To advise the College Board concerning its activities related to pre-secondary school.
6. Advocate for equal access to post-secondary preparedness, opportunity, and success in history.

IV. MEASUREMENT AND EVALUATION (ASSESSMENT)

1. To advise the College Board on an effective and comprehensive set of examinations in history for use in preparation for college and in-college selection, placement, credit and exemption.
2. To recommend research, validity studies, and curriculum surveys that aid in improving assessments and help institutions make better use of them.
3. To maintain a collaborative effort with *AP*, *SAT II*, and *CLEP Test Development Committees* in history.
4. At the request of the College Board, to advise test development committees concerning issues related to assessment in history.

V. PROFESSIONAL DEVELOPMENT

1. To serve as an advocate for all secondary school teachers in their efforts to enhance their in-service professional development.
2. To identify guidelines for teacher education in history.
3. To recommend effective technologies for the learning and teaching of history.
4. To recommend programs and resources related to the content and the teaching of history.
5. To advise the College Board on content and various approaches for professional development.
6. To review College Board curricular materials and professional development publications.
7. To advocate access to quality professional development for all history teachers.