

AP Credit Policy Survey

Please complete this survey by May 1, 2017

Which institution do you represent? *

Please Choose Your Institution ▼

What is your name? *

First Last

What is your Title? *

What is your email address? *

Participation *

- ☒ I wish to participate in this survey
- ☐ I do not wish to participate, but I certify that I was notified of the survey.

If you were to select the policy for assigning credit to AP test scores that you think would work best for Arkansas, which of the following would you choose? *

- ☒ Credit given for a 3 for all AP subjects
- ☐ Credit given for a 4 for all AP subjects
- ☐ Credit given for a 3, 4 or 5 depending on subject (but standardized across the state)
- ☐ Credit given for 3 unless evidence is presented by an institution for higher score (like the Texas policy – scores would not be standard)
- ☐ I have no preference
- ☐ Other – Please Explain Below

Which choice most closely reflects how your institution currently assigns AP credit? *

- ☒ Credit given for a 3 for all AP subjects
- ☐ Credit given for a 4 for all AP subjects
- ☐ Credit given for a 3, 4 or 5 depending on subject
- ☐ Other – Please Explain Below

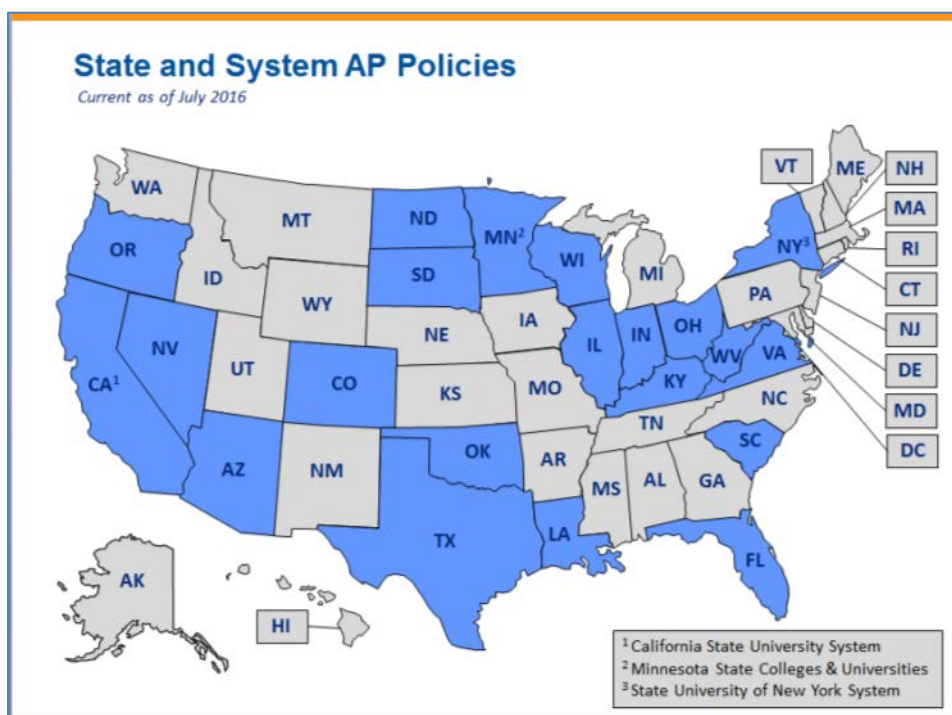


State and System-wide AP Credit and Placement Policies

For more than 50 years, the College Board's Advanced Placement Program® (AP®) has collaborated with high schools, colleges and universities to prepare students for success in higher education. AP provides motivated and academically prepared students with challenging course work developed, approved, and evaluated by college and university faculty. Research consistently shows that AP students who score a 3 or higher on AP exams experience greater academic success in college and improved graduation rates compared to students who do not participate in AP examinations.

A clear and consistent AP credit and placement policy can:

- Ensure that prospective students and families know which institutions recognize AP achievement and award course equivalent college credit and advanced placement based on qualifying scores
- Allow for the optimal application of qualifying AP scores for credit toward meeting general education requirements
- Improve seamless course articulation and transfer, credit portability, and degree completion rates
- Reduce the duplication and accumulation of excess credit hours, minimizing economic burdens for students and families, and improve enrollment efficiency for higher education systems





Arizona

- **Agency:** Arizona Board of Regents
- **URL:** <http://bit.ly/1J0KeaQ>
- **Min credit-granting score:** Most subjects require 3, some 4
- **Credit application:** General education

California

- **Agency:** California State University System
- **URL:** <http://bit.ly/1O47RqP>
- **Min credit-granting score:** 3
- **Credit application:** General education / breadth and transfer to University of California

Colorado

- **Agency:** Colorado Department of Higher Education
- **URL:** <http://higher.ed.colorado.gov/Academics/Transfers/GetCredit.html>
- **Min credit-granting score:** 3
- **Credit application:** Aligned with general education requirements

Florida

- **Agency:** Florida Department of Education and Board of Governors
- **URL:** <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf>
- **Min credit-granting score:** 3
- **Credit application:** Aligned to statewide course equivalents to meet general education and subject-specific requirements

Illinois

- **Agency:** Illinois Board of Higher Education
- **URL:** <http://bit.ly/1EZdjbx>
- **Min credit-granting score:** 3
- **Credit application:** Aligned to statewide course equivalents

Indiana

- **Agency:** Indiana Commission for Higher Education
- **URL:** <http://bit.ly/1EQGYE7>
- **Min credit-granting score:** 3
- **Credit application:** Must count toward meeting students' degree requirements



Kentucky

- **Agency:** Kentucky's Council on Postsecondary Education
- **URL:** <http://1.usa.gov/1EQH12T>
- **Min credit-granting score:** 3
- **Credit application:** Aligned to campus course equivalents to meet general education and subject-specific requirements

Louisiana

- **Agency:** Louisiana Board of Regents
- **URL:** <http://1.usa.gov/1NkzCK7>
- **Min credit-granting score:** 3
- **Credit application:** Aligned to campus course equivalents to meet general education and subject-specific requirements

Minnesota

- **Agency:** Minnesota State Colleges and Universities
- **URL:** <http://bit.ly/1LmzXHO>
- **Min credit-granting score:** 3
- **Credit application:** Aligned with campus course equivalents to meet general education and subject-specific requirements

New York

- **Agency:** State University of New York System
- **URL:** https://www.suny.edu/sunypp/documents.cfm?doc_id=163
- **Min credit-granting score:** 3
- **Credit application:** Accepted for subject-specific requirements

Nevada

- **Agency:** Nevada System of Higher Education
- **URL:** <http://bit.ly/25dXzxU>
- **Min credit-granting score:** 3
- **Credit application:** Accepted for credit to satisfy electives, general education requirements, or major requirements

North Dakota

- **Agency:** North Dakota University System
- **URL:** <http://bit.ly/1O36Sa6>
- **Min credit-granting score:** 3
- **Credit application:** Aligned with general education and subject-specific course equivalents identified by system-wide common course numbers



Oklahoma

- **Agency:** Oklahoma State Regents for Higher Education
- **URL:** <http://www.okhighered.org/state-system/pdf/2016-5-27-agenda.pdf>
- **Min credit-granting score:** 3 except if a system institution determines, based on evidence, that a higher score on the examination is necessary for a student to be successful a sequent course
- **Credit application:** Aligned with campus course equivalents to meet general education and subject-specific requirements

Ohio

- **Agency:** Ohio Board of Regents
- **URL:** <http://1.usa.gov/1Kbfi8N>
- **Min credit-granting score:** 3
- **Credit application:** General education when possible

Oregon

- **Agency:** Oregon University System
- **URL:** <http://bit.ly/1EQH5zE>
- **Min credit-granting score:** 3 or 4, depending on exam
- **Credit application:** Aligned with campus course equivalents to meet general education and subject-specific requirements

South Carolina

- **Agency:** South Carolina Commission on Higher Education Policies
- **URL:** http://www.che.sc.gov/CHE_Docs/academicaffairs/apib_policy_May2016.pdf
- **Min credit-granting score:** 3
- **Credit application:** Aligned with campus course equivalencies to meet general education and subject-specific requirements

South Dakota

- **Agency:** South Dakota Board of Regents
- **URL:** <http://bit.ly/2awNQI7>
- **Min credit-granting score:** 3
- **Credit application:** Aligned with campus course equivalents to meet general education and subject-specific requirements

Texas

- **Agency:** Texas Higher Education Coordinating Board
- **URL:** <http://bit.ly/1JZKWZX>
- **Min credit-granting score:** 3 unless the institution's chief academic officer determines, based on evidence, that a higher score on the exam is necessary to indicate a student is prepared
- **Credit application:** Aligned with campus course equivalents meeting lower-division course requirements



Virginia

- **Agency:** State Council of Higher Education for Virginia
- **URL:** <http://1.usa.gov/1LmA4Tl>
- **Min credit-granting score:** 3
- **Credit application:** Aligned with campus course equivalents

West Virginia

- **Agency:** West Virginia Higher Education Policy Commission
- **URL:** <http://bit.ly/1ODI8me>
- **Min credit-granting score:** 3
- **Credit application:** Aligned with campus course equivalents to meet general education and subject-specific requirements

Wisconsin

- **Agency:** University of Wisconsin Board of Regents
- **URL:** <http://bit.ly/1lv1eSV>
- **Min credit-granting score:** 3
- **Credit application:** Degree credit determined by each campus for electives, course equivalence, or credit in the major