
AP/IB Statewide Course Credit Policy 2024-2025

Summary:

In 2019-2020, the mapping of higher education credit articulated for Advanced Placement (AP) and International Baccalaureate (IB) exams was coordinated and published by HECC and advised by the AP/IB Policy Workgroup. This process led to a more transparent and better aligned articulations list, with the expectation that over time articulations will become increasingly similar among community colleges, comprehensive regional universities, and larger research universities.

Several important factors contributed to Oregon's statewide policy re-design, including action by the Oregon Legislature, advancement of Oregon's Transfer Agreements, and increased focus on transparency for students around course articulations in the K-12 – postsecondary transition.

The AP/IB Statewide Course Credit Policy provides full transparency with course articulations available at community colleges and public universities. In the online table, a student can find out how a particular AP or IB exam subject and score articulates to all 24 public postsecondary institutions in Oregon as well as to which core transfer map content area that articulation applies.

Legislative Action:

In 2017, the AP bill (SB 207) set the cut score at 3 for AP unless an exception was granted. In statute, HECC has a facilitator role for establishing policy and navigating applications for exceptions to the cut score. In 2019, SB 160 set forth the same alignment for IB at the score of 4. The AP/IB Policy Workgroup, staffed by the HECC, took charge of implementing both senate bills in addition to continuing regular updates stemming from subject specific curricular changes. For both AP and IB course content changes, the AP/IB Policy Workgroup members act as liaisons to the appropriate academic departments to ensure that the articulation recommendations are updated as needed.

As of fall 2020, the AP/IB Statewide Course Credit Policy is published in this new “re-designed” format. The specific articulations for each subject, exam score, and public university or community college articulated course are listed in a large table in the new policy. First published in April 2020, the tables shall be updated on an ongoing basis. HECC staff updates the articulation upon notification from either the higher education liaisons in the AP/IB Policy Workgroup (listed on page 4) or by college or university registrars. HECC Staff will work to ensure that the overall integrity and continuity of the policy is maintained over time, in close communication with the workgroup and the institutions. The purpose of this coordination is to ensure alignment with the Oregon Transfer Compass tools and provide high levels of transparency for students and K12 partners.

Historical Background:

The statewide course credit policy stems from legislation in 2005, when the Oregon Transfer Module was established and the public institutions had to “Develop uniform standards for awarding college credit for advanced placement test scores” and over time work together to support the alignment of articulations from different campuses. The intent of this work was to ensure that students who transfer would not need to repeat coursework that had been “packaged” in the Oregon Transfer Module. In the policy that existed until fall 2019, cut scores for the AP and IB exams varied by subject, but within each subject they were intended to be consistent across institutions.

In an effort to streamline transfer among Oregon’s higher education institutions, simplify the articulation process, and reduce loss of credit, Oregon’s State Legislature passed House Bill 2998 (2017), which led to the development of the Oregon Transfer Compass tools including the Core Transfer Maps (CTM). The Oregon Transfer Compass aims to serve students by providing unified statewide transfer agreements in specific majors, called Major Transfer Maps (MTM). Faculty Subcommittee members for Major Transfer Maps engage with the statewide tables to review and advise about the inclusion of AP and IB subject articulations during a dedicated stage in the MTM Curriculum Articulation Policy development and again during the maintenance process. HECC staff coordinate the communication between the different groups.

The Core Transfer Maps are groups of eight courses that add up to at least 30 credits. When the full set of eight courses is successfully completed at an Oregon community college, they are guaranteed to transfer as a block to any Oregon public university, and they will count toward that university’s core bachelor’s degree requirements. Core Transfer Maps are a streamlined subset of the Oregon Transfer Module and the Associates of Arts Transfer degree and can improve efficiency in credit transfer between postsecondary institutions through its organized general education framework.

Major Transfer Maps are major-specific transfer degrees that allow students to transfer credits from Oregon community colleges to Oregon public universities if the participating institutions offer programs in the MTM subject area. Currently, Major Transfer Maps have been developed for Biology, Business, Computer Science, Elementary Education, and English Literature majors, and Human Development and Family Studies, Psychology, Sociology, Sociology/Anthropology are underway.

The AP/IB Statewide Course Credit Policy serves as a reference point to compare and align course articulations for specific subjects and exams, as well as when credit is awarded by a community college for an AP/IB exam *and* that course is also included in the CTM or an MTM.

See linked reference tables:

- Advanced Placement [AP Articulations in Oregon PDF.pdf](#)
- International Baccalaureate [IB Articulations in Oregon PDF.pdf](#)

Technical Notes on the Tables:

Starting in the fall of 2019, the updated Statewide Advanced Placement Policy expands access to articulated college credit for high school students with a score of a 3 on their AP subject exams (while the minimum score was previously 4 in some subjects). This document aims to consolidate and communicate Advanced Placement (AP) course credit articulations for the 7 public universities and 17 community colleges in Oregon.

Articulation data was compiled by the Higher Education Coordinating Commission during the 2019-2020 academic year and will be updated to reflect the latest articulations regularly during implementation. Updates for articulations listed in this table should be sent to Erin Weeks-Earp (erin.weeks-earp@state.or.us) at the HECC. Updates to the table must be sent by community college or university registrars or members of the AP/IB Policy Workgroup.

To read the table:

The far left includes four identifier columns, followed by 24 columns of specific institutional articulations. The first column (Column A) contains the Core Transfer Map content areas, the second column (Column B) includes Credit Ranges for each score and subject, and third (Column C) lists the AP Exam Subject name, these are in alphabetical order down the rows. The final identifier (Column D) shows exam scores 3, 4 and 5.

The 17 Colleges and 7 Public Universities are listed in the remaining columns and for each AP exam subject. The cell at the intersection of university/college column and subject exam name and score shows the respective course articulation (e.g. ART 204) and the awarded number of credits (figure in the parentheses).

2024-2025 AP/IB Policy Workgroup members are listed on the following page.

HIGHER EDUCATION COORDINATING COMMISSION

2024-2025 AP/IB Policy Workgroup members:

NAME	TITLE	ORGANIZATION
Amy Schuff	IB Coordinator	International School of Beaverton
Bonnie Gutierrez	Associate Registrar for Transfer, Graduation & Service	University of Oregon
Julie Downing	Instructional Dean	Central Oregon Community College
Kathy Childress	Principal	Corbett High School
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Update recommended by the AP/IB Policy Workgroup – March 3, 2025