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## **AP/IB Statewide Course Credit Policy 2021-2022**

### 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 2021-2022 AP/IB Statewide Course Credit Policy provides full transparency with course articulations available at community colleges and public universities. In the linked table, a student can find out how a particular AP exam subject and score articulates at all 24 public postsecondary institutions in Oregon as well as to which core transfer map content area that articulation applies.

### Legislative Actions:

In 2017, the AP bill (SB 207) set the cut score at 3 for AP unless exception was granted. In statute, HECC has a facilitator role for establishing policy and navigating any applications for exceptions to the cut score. In 2019, the IB bill (SB 160) set forth the same alignment for IB at the cut 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 curricular changes. In both AP and IB curricular content, as updates are enacted, the AP/IB Policy Workgroup members act as liaisons to the appropriate academic departments to ensure that the articulation recommendations are updated as needed.

Beginning fall 2020, the AP/IB Statewide Course Credit Policy is published online in this new “re-designed” format. The specific articulations for each subject, exam score, and public university or community college articulated course are listed. The tables shall be updated on an ongoing basis by email from either the higher education liaisons serving on the AP/IB Policy Workgroup (listed on page 4) or by institutional 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.

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 is 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).

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.

A Major Transfer Map is a course plan for a major that, when completed, will allow students to transfer credits from any Oregon community college to any Oregon public university and count all of those credits toward a bachelor’s degree in the specific major.

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](#))
- International Baccalaureate ([IB Articulations in Oregon 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.

Data was compiled by the Higher Education Coordinating Commission during the 2019-2020 academic year and is be updated to reflect the latest articulations regularly. 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 chart:

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).

2020-2021 AP/IB Policy Workgroup members are listed on the following page.

HIGHER EDUCATION COORDINATING COMMISSION

2020-2021 AP/IB Policy Workgroup members:

NAME	TITLE	ORGANIZATION
Amy Schuff	IB Coordinator	International School Beaverton
Ann Carey	Interim Dean of Academic Affairs	Portland Community College
Celeste Colasurdo	IB Coordinator	Southridge High School
Julia Pomerenk	Assistant Vice President for Enrollment Management and University Registrar	University of Oregon
Julie Downing	Instructional Dean	Central Oregon Community College
Kathy Childress	Principal	Corbett High School
Matt Stillman	University Registrar	Southern Oregon University
Noah Buckley	Director of Admissions	Oregon State University
Suzanne Koedoot	Transfer Articulation Specialist, Office of the Registrar, Academic Affairs	Portland State University
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Eric Juenemann	Career Connected Learning Specialist	Higher Education Coordinating Commission, Office of Community Colleges and Workforce Development
Erin Weeks-Earp	Workgroup Staff, Alignment and Articulation Policy Specialist	Higher Education Coordinating Commission, Office of Academic Policy and Authorization
Lillian White	Education Specialist, High School Success	Oregon Department of Education
Kristidel McGregor	Education Specialist: Accelerated Learning, Advanced Placement Incentive Program and Test Fee Program	Oregon Department of Education

Update recommended by the AP/IB Policy Workgroup – January 25, 2021