

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE  
FACULTY SENATE

Senate Document Number 6819S  
Date of Senate Approval 05/02/19

-----  
Statement of Faculty Senate Action:

**APC Document 57 (AP Credit):**        **Revise the credit awarded for Advanced Placement exams in  
Art, Art History, Biology, Chemistry, English,  
Government, History, Music Theory, and Physics;  
Add Advanced Placement credit for Chinese**

**Effective Date: Fall 2019**

**<starts on next page>**

1. **Delete:** On pages 37 and 38, the entries for the following AP test scores:

<b>AP Test</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Course Waiver(s)</b>
<b>Art</b>			
Art History	5	4	ARTH 201 or 202
Studio Art, Drawing	5	4	ART 144
Biology	4, 5	4	BIOL 125, 126
Chemistry	4, 5	4	CHEM 111, 132
<b>English</b>			
Language & Composition	4, 5	4	LANG 120 (A)
Literature & Composition	4, 5	4	LANG 120 (A)
<b>Government and Politics</b>			
Comparative	3, 4, 5	3	Individually evaluated
United States	3, 4, 5	3	Individually evaluated
<b>History</b>			
United States	4, 5	4	HIST 101, 102
Music Theory	3, 4, 5	3	Individually evaluated
<b>Physics</b>			
1 or 2	3	4	Physics elective and fulfillment of Laboratory Science requirement
1	4, 5	4	PHYS 131
2	4, 5	4	PHYS 231
B	3	4	Physics elective and fulfillment of Laboratory Science requirement
	4, 5	8	PHYS 131, 231

**Add:** On pages 37 and 38, in place of deleted entries:

AP Test	Grade	Credit Hours	Course Waiver(s)
<b>Art</b>			
Art History	3	4	ARTH 174
	4, 5	4	ARTH 202
Studio Art, 2-D Design	3	4	ART 174
	4, 5	4	ART 122
Studio Art, 3-D Design	3	4	ART 174
	4, 5	4	ART 133
Studio Art, Drawing	3	4	ART 174
	4, 5	4	ART 144
<b>Biology</b>			
	3	3	BIOL 125
	4, 5	4	BIOL 125, 126
<b>Chemistry</b>			
	3	1	CHEM 111
	4, 5	4	CHEM 111, 132
<b>Chinese</b>			
	3	4	ASIA 102
	4, 5	4	ASIA 201
<b>English</b>			
Language & Composition	3	4	LANG 174 (A)
	4, 5	4	LANG 120 (A)
Literature & Composition	3	4	LANG 174 (A)
	4, 5	4	LANG 120 (A)
<b>Government and Politics</b>			
Comparative	3, 4, 5	4	POLS 174
United States	3, 4, 5	4	POLS 174
<b>History</b>			
United States	3, 4, 5	4	HIST 101, 102
<b>Music Theory</b>			
	3	3	MUSC 173
	4, 5	4	MUSC 130, 131
<b>Physics</b>			
1	3, 4, 5	4	PHYS 131
2	3, 4, 5	4	PHYS 231
B	3	4	PHYS 131
	4, 5	8	PHYS 131, 231

**Notes:**

A. To receive credit for LANG 120, students must satisfy at least one of the following criteria:

- Students with a score of 5 on one or both of the exams will receive 4 hours of credit for LANG120.
- Students with a score of 4 on both the Language and Composition test and the Literature and Composition exam will receive 4 hours of credit for LANG 120.

**Impact:** The changes in this document adjust the credit awarded in order for UNC Asheville to be in compliance with UNC policy 700.10.1. The impact is that more credit will be granted to students upon entry to the University.

- Elective credit will be granted when major credit is not deemed appropriate by the academic department.
- An increase in elective credit awarded may limit a student's room for course exploration.
- Increase in credit awarded should contribute to progress toward degree and timely degree completion.
- Departments who previously did not accept an exam were contacted to review and reconsider. From that review, credit will now be awarded for Chinese and additional Studio Art.
- Departments who previously listed the awarded credit as "individually evaluated" were contacted to review and reconsider. From that review, elective credit will be awarded if there is no equivalency.

**Rationale:** In July 2018, the UNC Board of Governors adopted [policy 700.10.1](#), requiring all UNC system campuses to award appropriate credit for a score of 3 or higher on Advanced Placement (AP) Exams. The College Board equates a score of 3 to the College Course Grade Equivalent of B-, C+, or C, which is on par with our transfer credit policy. The policy includes a process to request an exception annually if an institution believes credit should not be awarded for a particular exam.

This document adjusts the credit awarded for AP exams at UNC Asheville to bring the institution into compliance with the policy. To streamline the process of this policy change review, one APC document is being submitted on behalf of all the impacted departments. APC asked each department to respond to a survey (reprinted below) regarding their decision process and the impact of proposed changes on their curriculum. The responses are included at the end of this document as an appendix.

**Survey Questions:**

1. How did the department come up with this decision?
2. What aspects of the AP Exam content led to this decision?
3. How do you anticipate the impact on students' success in future courses when credit for a score of 3 is given for a major requirement?

## APPENDIX 1

### A. Art and Art History

#### Art

**1. How did the department come up with this decision?**

Art and Art History faculty met to discuss the relationship between AP exam requirements and departmental course content, particularly pertaining to our foundations program. There was agreement that foundations courses in the studio area are a critical aspect of our studio art curriculum. All subsequent courses build on the knowledge established in ART122, ART144 and ART133. While an AP Exam score of 4,5 shows an acceptable mastery of equivalent content, we determined that students earning a 3 or below on the AP Exam have not exhibited an adequate grasp of crucial subject matter covered in foundations courses to receive credit for ART122, ART144 or ART133.

**2. What aspects of the AP Exam content led to this decision?**

In viewing exemplary sample portfolios provided on the AP Exam website, it is noted that these works demonstrate a knowledge base comparable to successful projects completed in our foundations courses.

**3. How do you anticipate the impact on students' success in future courses when credit for a score of 3 is given for a major requirement?**

Faculty discussed possible ramifications, were credit to be given to students with an AP Exam score of 3 for either ART122, ART144 or ART133. We anticipate that the general quality of work created in foundations classes would likely decrease, but also acknowledged concern that individual students bypassing major requirements might experience difficulty meeting rigorous demands in upper level courses due to lack of foundational knowledge. Giving credit for an elective course would serve to recognize the student's accomplishment in earning a score of 3 on the AP Exam, but would not interfere with their development of essential skills acquired in courses such as ART122, ART144 or ART133.

#### Art History

**1. How did the department come up with this decision?**

Through a discussion with department faculty about AP exam indicators showing mastery of content as well as through a conversation about the students' ability to apply knowledge to future studies.

**2. What aspects of the AP Exam content led to this decision?**

Faculty considered the fact that, when a student shows mastery of the material (indicated by a score of 4 or 5), they will have proven knowledge that is equivalent to material mastered in the survey course.

While students who scored 3 or below have not shown this mastery, they have an understanding of some discipline subject matter. However, they do not have the same foundation as a student proceeding on their course of study with a 4 or 5 score.

**3. How do you anticipate the impact on students' success in future courses when credit for a score of 3 is given for a major requirement?**

Giving credit for a general understanding (i.e, an elective) provides an opportunity for us to acknowledge the student's work in this area, while also recognizing their need to gain a solid foundation.

### B. Biology

**1. How did the department come up with this decision?**

**2. What aspects of the AP Exam content led to this decision?**

1 and 2. We have long been unhappy with the preparation of students that matriculate with AP credit. The AP biology test has never been well-regarded. Students that are serious about pursuing biology as a major have been advised to take chemistry and calculus AP courses since I was a high school student forty years ago. I did not get much pushback from the department about the policy change because it only affects non-majors. I, for one, believe that we have perhaps an even stronger obligation to ensure rigor in our offerings for non-majors, as this may be the extent of their formal science education.

**3. How do you anticipate the impact on students' success in future courses when credit for a score of 3 is given for a major requirement?**

We have recently added an entry-level course (BIOL 134) for all new students (both new freshmen and transfers) to ameliorate any deficiencies, particularly in laboratory experience, quantitative skills, and scientific writing. Since most of our students come from under-resourced public schools in the state, we find that an AP course cannot provide the same experience with regard to training on scientific instruments or students' access to an instructor's time and feedback on written and quantitative work.

## C. Chemistry

**1. How did the department come up with this decision?**

The department decision for granting 1 credit hour for General Chemistry Laboratory (CHEM 111) with an AP score of 3 requires some historical context of previous decisions for awarding AP credit. Prior to 2006, an AP score of 4 or 5 earned college course credit for both General Chemistry I (CHEM 132) and General Chemistry II (CHEM 144) lecture courses. In 2006, the policy was changed to award college course credit for only General Chemistry I (CHEM 132) with an AP score of 4 or 5 in Senate Document 3406S (<https://www3.unca.edu/facultysenate/y0506/sd3406s.htm>). The rationale for this change was that "Too many students who are currently placing into or out of CHEM 144 are not doing well because they are not adequately prepared for chemistry at UNCA. This change prevents students from advancing beyond their abilities when they arrive at UNCA." Essentially, this change was based on a high fail rate in the second semester of General Chemistry (CHEM 144 at the time) from students who had an AP score of 3 and earned credit for CHEM 132.

Course credit at this time was awarded for qualifying AP scores for the lecture course components only. Whether the AP credit also included CHEM 111 lab credit was evaluated on a case-by-case basis by reviewing the laboratory notebook from the student's high school AP chemistry experience. No faculty in chemistry recall any students being denied that credit. In addition, the 2002 redesign of AP Chemistry (detailed in <https://aphighered.collegeboard.org/courses-exams/stem/chemistry>) led to a lab requirement with a similar number of lab meetings to our CHEM 111 lab (16 meetings) and inquiry-based labs (also consistent with our CHEM 111 lab) that comprises 25% of the AP chemistry course experience.

As a result, the AP policy was further modified in 2009, to include credit for both the General Chemistry lecture (CHEM 132) and lab (CHEM 111) courses for students who completed AP with a score of 4 or 5 in Senate Document 2109S (<https://www3.unca.edu/facultysenate/2008-09/sd2109s.htm>). This maintained the need for a score of 4 or 5 to demonstrate content mastery because of the high fail rate in 2nd semester chemistry courses with a score of 3.

This 2019 proposal for awarding credit for CHEM 111 lab for an AP score of 3 follows from this historical data and rationale. Since the AP score earned by a student is based entirely on a written exam, the Chemistry Department maintains that an AP score of 3 still does not demonstrate the content mastery required to begin at an advanced level of lecture and laboratory classes in Chemistry. A score of 4 or 5 is still needed for awarding credit for CHEM 132 lecture content. However, every student who completes AP Chemistry has had a laboratory-based and inquiry-based experience equivalent to CHEM 111. Therefore, an AP score of 3 can potentially demonstrate student success in upper-level laboratory courses (CHEM 145, 222, etc.) that builds upon the hands-on, inquiry-based lab experience expected of an AP chemistry course.

**Faculty Impact:** A student entering with an AP score of 3 who intends to pursue a major in Chemistry (or Biology or Environmental Studies) would typically take CHEM 132, only, in their first semester, and then take CHEM 145 and CHEM 231 in their second semester. A student entering with no AP credit would be expected to take both CHEM 132 and CHEM 111 in their first semester, so this frees up three contact hours of CHEM 111 laboratory instruction per student.

**2. What aspects of the AP Exam content led to this decision?**

"The exam assesses students' understanding of the core scientific principles, theories, and processes governing chemical systems. There may be questions on the use of modeling to explain chemistry principles, the use of mathematical processes to explain concepts, making predictions and justifying phenomena, experimental design, and manipulation and interpretation of data."

(Source: <https://apcentral.collegeboard.org/courses/ap-chemistry/exam>) . The concept-based exam covers

foundational chemical principles that are pre-requisite knowledge for 2nd-semester upper-level chemistry lecture courses, including Organic Chemistry I (CHEM 231) and Foundations of Inorganic Chemistry (CHEM 233). A higher level of content mastery (demonstrated by an AP score of 4 or 5) is needed for college credit in chemistry lecture course.

However, the AP Exam content does not assess laboratory skills. The student experience in CHEM 111 aims to build laboratory skills through an inquiry-based hands-on laboratory experience and to prepare students to engage in upper-level research-based laboratory courses (including CHEM 145 Quantitative Chemistry Laboratory and CHEM 222 Organic Chemistry Laboratory). Because the AP exam only assesses content knowledge in the scoring system, the Chemistry Department proposes that a minimum exam score of 3 should reflect an appropriate level of laboratory skills development (that have always been demonstrated in a case-by-case evaluation of laboratory notebooks prior to 2009).

This decision was reached at department meeting discussions of all Chemistry Department faculty.

**3. How do you anticipate the impact on students' success in future courses when credit for a score of 3 is given for a major requirement?**

We expect that a student who enters with an AP score of 3 will be able to start our chemistry lab sequence with CHEM 145, Quantitative Chemistry Laboratory, because they would have had experience answering inquiry-based questions using hands-on laboratory experimentation. However, student success in CHEM 145 does require a higher level of content mastery acquired in the General Chemistry (CHEM 132) lecture course. Therefore, the Chemistry department will submit a request to change the prerequisite for CHEM 145 from CHEM 111 to both CHEM 111 and CHEM 132.

**D. Chinese (Asian Studies)**

**1. How did the department come up with this decision?**

INTS faculty met to discuss the appropriate AP Chinese exam requirements in relation to Chinese courses' Students Learning Outcomes and course assessments. It was suggested that since Chinese is the only non-western language that is offered on campus at UNCA, it would be helpful that we reach out to colleagues within the UNC system as well as from other U.S. universities to investigate best practices. In the meantime, it was suggested that the rationale for AP Chinese approval for language credit be deferred to the rationale from the Languages and Literatures Department, so that Chinese complies with the rationale for taking AP credit for language credit, and there is consistency and conformity across languages, if applicable. After communicating with Chinese language instructors with the UNC system and researching AP Chinese credits for college Chinese courses, we agree that in general, a score of 3 satisfies credits of first year Chinese (ASIA 101 and ASIA 102 at UNCA), and an AP Exam score of 4 and above satisfies course waiver of three semesters of Chinese (ASIA 201 at UNCA). An AP exam score of 3 demonstrates language proficiency that is comparable to that of ASIA 102 and shows an acceptable mastery of equivalent content, while an AP Exam Score of 4 and above demonstrates a superior language ability that is expected of ASIA 201 students. We believe that students earning a 3 or below on the AP Chinese Exam have not exhibited an adequate grasp of crucial subject matter covered in ASIA 201 to receive credit for this course.

**2. What aspects of the AP Exam content led to this decision?**

In viewing exemplary sample portfolios provided on the AP Exam website, it is noted that these sample tests demonstrate a knowledge base comparable to successful completion of either ASIA 102 or ASIA 201 depending on the actual communicative use of language and oral skills (tones, intonation, culturally acceptable expressions and appropriateness). A score of 3 is equivalent to a level of Novice High, which is an appropriate and acceptable language proficiency level after two semesters of college Chinese, and a score of 4 and above is Intermediate Low, a comparable proficiency level for ASIA 201.

**3. How do you anticipate the impact on students' success in future courses when credit for a score of 3 is given for a major requirement?**

Based on a study of a sample test portfolio provided at College Board website, we believe that students with AP Exam score of 3 tend to perform well when they take ASIA 201 as their next level Chinese course, and a student with a score 4 and above will benefit more when they take ASIA 202. Although there might be some overlap between their prior knowledge of Chinese and course contents in these courses at UNCA, students generally appreciate the opportunity to further solidify their Chinese language skills and learn new

materials at the same time. This is also conducive to a positive learning environment where students with different vocabulary, grammar, idiomatic expressions, and familiarity with different topics can share their knowledge and information as a learning community.

To sum up, we feel it is appropriate to give students whose Chinese AP Exam score is 3 a course waiver for ASIA 102, and students whose Chinese AP Exam score of 4 and above a course waiver for ASIA 201.

## **E. English**

### **1. How did the department come up with this decision?**

First, Jessica Pisano, Writing Program Coordinator, consulted not only with Registrar Lynne Horgan and Associate Writing Program Coordinator Brian Graves, but also with colleagues from other institutions across North Carolina. She then reviewed the AP Language and Literature exams and conducted a survey in Fall 2018 sections of LANG 120 to gauge student perceptions. In response to these data and conversations, she drafted a proposal and then shared it with the English faculty at a department meeting. The English faculty were unanimously supportive of the proposal.

### **2. What aspects of the AP Exam content led to this decision?**

While the AP exam asks students to “analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques,” it does not ask students to think critically about how “good writing” may differ in different contexts. In fact, it doesn’t seem to acknowledge that all writing is rhetorically situated and must be attuned to a particular purpose and audience. These ideas are fundamental concepts for academic writing at the university level and to our first-year writing curriculum.

Furthermore, while the exam asks students to “move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review,” its strict time requirements--55 minutes to read and 40 minutes to write--prevents any kind of process, forces students to rely on formulaic writing strategies, and limits critical thinking. In short, the writing promoted by the AP exam not only fails to teach students the critical writing skills necessary for academic writing, but actually reinforces contradictory skills.

### **3. How do you anticipate the impact on students’ success in future courses when credit for a score of 3 is given for a major requirement?**

LANG 120 is not a major requirement; however, if students were to receive credit for LANG 120 with a 3 on an AP exam, they would not be guaranteed dedicated writing instruction at the college level.

Note: [summary document of the AP survey](#) the English department conducted in the fall 2018 LANG 120 classes.

## **F. Government (Political Science)**

### **1. How did the department come up with this decision?**

The department has always taken the position that the Intro courses are critically important to subsequent success in the major and have found in discussion with students over the decades that supposedly equivalent transfer or AP credits do not reliably replicate the substance and rigor of our own classes. Thus, we typically grant credit towards the major for transfer and AP classes but not credit toward the required intro courses. Of course, the chair can grant credit in compelling cases.

### **2. What aspects of the AP Exam content lead to this decision?**

The first testimonial I read about the value of AP classes argued that "The four AP courses and five exams I took in high school definitely prepared me for the rigors of college-level courses." That is precisely what we expect of AP courses. They prepare students for the rigors of college level classes but are not, in our view, the equivalent of college level courses taught by credentialed experts in the field.

In explaining the construction and grading of the exams, advocates note that questions are designed by experts to be "of appropriate difficulty for the test-taking population." But part of the point is that what is



appropriate for a high school test-taking population is different from what we expect of a college test-taking population.

**3. How do you anticipate earning credit for score of 3 could impact success in future courses when credit is given for a major requirement?**

We fear that students who get credit for our required intro courses based on AP score may be disadvantaged in upper division courses if those AP course are not, in fact, equivalents of college-level introductory courses.

## **G. History**

**1. How did the department come up with this decision?**

We discussed this for about an hour in January at a regular department meeting. All members were in attendance, including our admin who was a recent HIST major and had taken AP US. I had also consulted in advance with colleagues who grade AP History exams: our adjunct, and a member of last year's external review team. We reviewed that we already accept a score of 3 on AP World History and concluded that we do not see appreciably lower performance from those students, many of whom also take AP US.

**2. What aspects of the AP Exam content led to this decision?**

AP US covers a lot of detail, more than we cover in our equivalent course. Instead, we emphasize themes which students then explore in upper level courses. The majority of our students concentrate in US history which means not only that they take multiple upper level courses but also complete senior theses in aspects of US History. Licensure students also take NC history and US constitution while interns nearly universally complete their work in local/US History. Thus students have multiple opportunities for exposure to broad themes in US History.

**3. How do you anticipate the impact on students' success in future courses when credit for a score of 3 is given for a major requirement?**

We have no concerns since all students take our methods course, HIST 250, which prepares them to think broadly about themes and also to do research in our discipline.

## **H. Music**

**1. How did the department come up with this decision?**

Dr. Christine Boone grades AP Music Theory exams and knows specific details about what each score means. She is confident that students who earn a 4 or a 5 on the exam have already mastered the material taught in MUSC 130 and MUSC 131.

**2. What aspects of the AP Exam content led to this decision?**

Students who earn at least a 4 on the AP Music Theory exam must know scales, intervals, key signatures, and basic chord spelling. Students who earn a 3 may have a weakness in one of these areas that would be addressed in MUSC 130 and 131.

**3. How do you anticipate the impact on students' success in future courses when credit for a score of 3 is given for a major requirement?**

We need to be sure that students who earn a 3 on the AP Music Theory exam are thoroughly proficient in the fundamental skills needed for entrance into MUSC 201 and 231. If some of these basic skills are lacking, they will quickly fall behind in these courses. Students must have the proficiencies taught in MUSC 130 and 131 to move into MUSC 201 and 231, but these courses aren't specifically required for Music majors, so there shouldn't be an impact.

## **I. Physics**

**1. How did the department come up with this decision?**

We as a department looked into the grading of the AP Exam and what a score of 3 means. We also looked into why there is now a Physics 1 and 2 AP Exam. After looking into these issues (the results of which are the answers to questions 2 and 3 below), we decided in a department meeting to make the changes to our

department's AP policy. Before, if a student made a 4 or 5 on the Physics 1 exam, they got credit for our UNCA course PHYS 131. We extended that so that even making a 3 on the Physics 1 exam would also result in credit for our UNCA course PHYS 131. Before, if a student made a 4 or 5 on the Physics 2 exam, they got credit for our UNCA course PHYS 231. So we extended that so that even making a 3 on the Physics 2 course would result in credit for our UNCA course PHYS 231.

**2. What aspects of the AP Exam content led to this decision?**

The AP Physics B exam was redesigned in Fall 2014. It was replaced by two AP exams, Physics 1 and Physics 2. Each new exam is now aligned to a 1-semester introductory algebra-based college physics course. Our two courses at UNCA that correspond to these two 1-semester courses are PHYS 131 and PHYS 231. The content of the two new exams Physics 1 and Physics 2 line up directly with the content covered in PHYS 131 and PHYS 231. So credit for Physics 1 should give a student credit for PHYS 131, since they cover the same content. And credit for Physics 2 should give a student credit for PHYS 231, since they also cover the same content.

**3. How do you anticipate the impact on students' success in future courses when credit for a score of 3 is given for a major requirement?**

We looked up what the scoring on the AP Exams mean. A 5 means "extremely well qualified", corresponding typically to making an A or an A+ in a college course. A 4 means "very qualified" and corresponds to making an A-, B+, or a B in a college course. And a 3 means "qualified", corresponding to making a B-, C+, or a C in a college course. These definitions are given by the College Board. We came to the conclusion that making a 3 on these AP Exams means these students are qualified in the coursework, corresponding to making at least a C in a college course. Earning a C in a college course means they have mastered the material well enough to get credit for the course and move on to taking the next course. C students progress well-enough in their degrees and are entitled to move on in their future coursework. Since a 3 on the AP Exam corresponds to being at least a C student, we had no problem in awarding course credit for a score of a 3 on the AP Exams. We don't think a 3 is detrimental to a student progressing on in their future coursework.