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# The Role of Advanced Placement Credit in Honors Education

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NORTHEASTERN UNIVERSITY HONORS PROGRAM

## INTRODUCTION

The role that Advanced Placement (AP) credit plays in an honors education is increasingly significant. More high school students have the opportunity to take AP courses and successfully complete the AP exams. As a result, they arrive on campus with credits toward some and often many of their early core-focused college requirements. This widespread bypass of early requirements often leaves honors programs scampering to find strategies for a robust experience in the early years of an honors education.

This essay emerges from our experience at Northeastern University, where the number of AP credits applied to our undergraduate degrees has increased dramatically over the last several years. We have developed a number of curricular responses to this phenomenon, and, in order to understand how students perceive the role of AP credits and plan to use them, we developed a survey instrument administered to our fall 2007 entering class.

This paper has several goals. First, as a backdrop for the larger discussion, we present a brief description of our honors program and an overview of AP credit. Second, we present the findings from our survey and a series of comments we received regarding AP credit through the NCHC listserv. Third, we situate the discussion within the larger concerns and challenges of honors education. The essay argues that the impact of AP credit directly affects many honors programs by presenting challenges to general education requirements as they are currently conceived and delivered at colleges and universities.

## BACKGROUND

### NORTHEASTERN UNIVERSITY'S HONORS PROGRAM

Northeastern University (NU) is a five-year cooperative education institution located in Boston, Massachusetts. The twenty-three-year-old honors program provides a comprehensive approach that emphasizes curriculum opportunities throughout the five years on campus, a commitment to a

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living-learning community model, and numerous opportunities to interact with faculty through seminars, dinners, and social activities.

The honors program offers three types of academic distinctions: Course, Junior/Senior Project, and University. Students *cannot use AP credit* to waive the requirements for Course Distinction. Currently students are required to take six honors classes (including an interdisciplinary seminar) in order to receive Honors Course Distinction recognition (students may take more than six courses and many do). Students joining after the freshman year have fewer course requirements.

Students may complete two courses for Honors Junior/Senior Project Distinction (usually a thesis or thesis-equivalent project). Students completing both Course and Project Distinction receive University Honors Distinction. If students meet all the requirements of the program, they take eight course equivalents (the equivalent of one academic year) in the program.

The majority of our courses match a typical general education curriculum. The number of entry-level courses far exceeds advanced classes in a particular major although, depending on the number of students in a major, some advanced honors courses are offered. Students may also do honors independent studies in their major, sign up for honors credit as teaching assistants, and use study abroad experiences as equivalents to honors courses. Advanced honors work in the major primarily occurs in the Junior/Senior Project.

Five years ago, we developed a number of interdisciplinary honors seminars. These courses are open to all upper-class students and have been offered by faculty in five of our six colleges. Currently we offer approximately fifteen honors seminars each year, with enrollment capped at nineteen students. The seminars are a unique honors requirement not mirrored in the university at large.

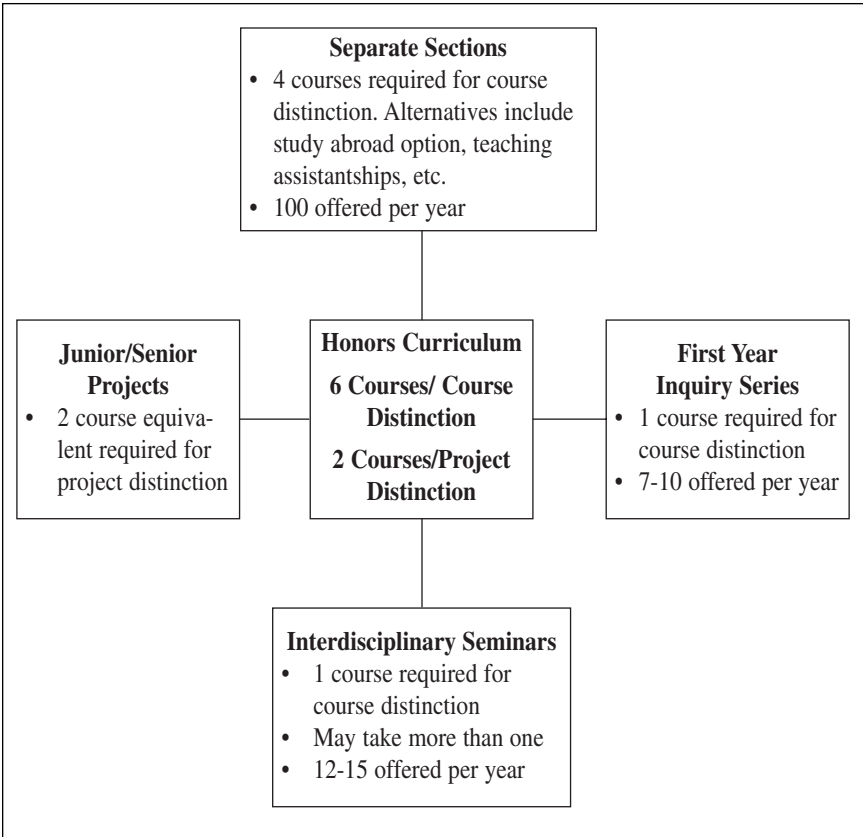
In 2006, the university underwent a revision of the academic core (general education) requirements. Prior to the academic year 2007–08, each college had different core requirements, with the College of Arts and Sciences requiring the most courses in its core. Now, all six colleges share the same core requirements. In response to these changes, the honors program developed seven courses for first year students called the First-Year Inquiry Series. The courses include comparative cultures, social sciences, science and technology, and arts and humanities (which all meet core requirements) as well as our own introductory course, Enhancing Honors 101. These courses are unique to the honors program and do not match university-wide course offerings. Below is a model of our academic program. Diagram 1 illustrates the academic programming that we offer in the program, including separate sections offered by departments, the First-Year Inquiry Series, the

Interdisciplinary Honors Seminars, and the Junior/Senior Project. A more detailed explanation of the coursework is included in Appendix A.

In addition, we have worked on academically linked initiatives such as the development of our First-Year Reading Project and expansion of activities in our Living-Learning Communities. All of these steps helped distinguish the honors program from the larger university, and they marked a radical change from the way the program was historically envisioned.

Two developments—the synergy between university-level curriculum changes and honors changes and the move to a new building—have contributed to a much higher profile for the program and a more significant institutional role. One of the unexpected consequences of the synergy is that we have become an incubator for university-wide innovation. This fall, our First-Year Reading Project will transition into a university-wide offering for all incoming students.

**Diagram 1. Academic Programming Offered in the Program**



Our relationship with the office of admissions also became more complex as the numbers of applicants increased and our program developed. Our curricular innovations are viewed as effective recruitment tools for the most academically competitive students. In addition, the adoption of the university-wide reading program came to fruition through collaboration between the two offices. As a result, we enjoy close ties with the office and feel that they are responsive to our concerns and needs within the program. One outcome of these close ties was the development of an admission system that goes beyond GPA/SAT scores to evaluate more subtle factors such as leadership and community-service, which the honors program highly values.

### HISTORY OF AP EXAMS

The first AP exams were developed in the early 1950s, and the College Board gained oversight of the exams in 1956. The original AP courses were introduced at elite high schools for their top students. The College Board currently grades thirty-seven different exams on a five-point scale. Today, AP courses are offered in approximately two thirds of American high schools. Schools offer an average of nine AP courses in their high school curriculum (Lewin, 2008). Some states, such as Wisconsin, South Dakota, and Kentucky, have developed on-line AP programs to reach students (Carnevale, 2002; Carr, 2001; "Case Study," 2002). Other states, including Arkansas, pay the fees for students taking the test ("In Brief," 2005). In 2007, 1.5 million students took 2.5 million AP exams (Lewin, 2007).

Criticisms of AP courses have been raised around issues of access, particularly for minority students and students from rural areas. Each year, more minority students are participating in these courses, especially Hispanics. From the College Board's perspective, more is better. If more teachers are allowing students to take AP exams, it means a broader population than top students are taking AP courses (Farrell, 2006:A42).

President Bush pushed the link between success in math and sciences and AP courses in his 2006 State of the Union Address. In that speech, he promised to help train more teachers for AP courses as a way to fuel high school reform (Marklein, 2006). Although Bush sees AP courses as a way to improve high school innovation, questions are being raised at the college level regarding the use of AP credit to bypass course work (Marklein, 2006).

Elite schools such as Harvard are now requiring the top score of five for advanced standing. Other elite schools, such as the California Institute of Technology, award no advanced placement credit (Lewin, 2002). Certainly, there does seem to be a shift, at least at elite colleges, to rethink the appropriateness of accepting AP courses as substitutes for campus core requirements ("Rethinking Advanced Placement," 2006). In part, these schools are

concerned that focus on AP credit serves to distort the preparation of high school students for college. For example, the Massachusetts Institute of Technology no longer awards AP credit for chemistry courses (Lewin, 2002). Some educators argue that AP classes are preoccupied with teaching to the test and that this preoccupation distorts high school learning (Oxtoby, 2007).

This rethinking of AP credit at the college level is also taking place at many mid-level institutions across the country. A recent report published by George Washington University, for example, argues for both raising the standards for AP credits—shifting from 4 to 5 for test scores assigned undergraduate credit—and limiting the number of AP credits that can be counted toward a degree to fifteen (George Washington University, 2002). The goals of these suggested reforms are to encourage enrollment in more college-level courses with fewer options to place out of primarily general education courses.

A slow shift is also occurring within high schools themselves. Some elite private high schools have already pulled themselves out of the “AP game,” arguing that their own courses are more challenging and interesting and that they provide better preparation for college-level coursework (Oxtoby, 2007). Some public high schools are also beginning to rethink the appropriateness of AP offerings. For example, in early 2007, Scarsdale High School was the first public high school to consider eliminating AP, arguing that they could develop a challenging college prep curriculum without AP course offerings (98.9 percent of their students go on to college) (Ashford, 2007).

As a response to a flurry of college criticisms, the College Board initiated an AP Audit program. Schools, through this audit, are required to submit “a copy of the course syllabus to an auditing board . . .” to “ensure greater consistency in the content and quality of high-school advanced-placement classes . . .” (Wasley, 2007:A32). The College Board hopes that this new auditing system will assure that AP courses meet a level of uniform quality wherever they are taught in the country.

## HOW STUDENTS USE AP CREDIT

A review of the literature on AP usage suggests three main ways that students anticipate and/or actually use their AP credit: early entry into the major, reducing the time to complete a degree, and lightening the workload.

Research at the University of California system supports anecdotal evidence that students use AP courses to bypass introductory level courses and “take a larger number of advanced courses or to take more courses in more subject areas than they would otherwise be able to do. . .” (Eykamp, 2006:84). Eykamp found that, although many students and their parents anticipate that their time to degree will be shortened by AP credits, there is in fact little evi-

dence that students use AP credit to graduate early. Although there has been a rapid rise in the number of AP credit at the UC campuses, there is “. . . little evidence of a close relationship between AP units and the time to degree” (Eykamp, 2006:84). Only students at one UC campus made use of AP to reduce their time to degree, although it was not clear what factors influenced their usage patterns at that campus. Eykamp’s finding runs counter to the conventional wisdom that students use AP credits to graduate early.

More commonly, students may use their AP credits either to reduce their semester load or to supplement a dropped course. Eykamp’s research found that students more typically might use AP credits to reduce course loads during some semesters. In his conclusion, Eykamp notes, “we cannot predict which individual students will use their AP units or how they will use them if they choose to do so. In fact it appears that the factors influencing student use of AP units are nearly entirely exogenous” (2006:99).

### THE EFFECT OF AP CREDIT

Whatever effects AP courses may have on high school education, they have a clear and positive impact at the college admissions level. College admissions offices recognize AP courses as indicators of a challenging high school curriculum. Admissions offices often give students with AP courses extra points or a “grade premium” on their transcript (Oxtoby, 2007). Some students take the AP classes just for the GPA bonus, intending never to take the AP exams (Morgan, 2002). They use AP courses as a tool to get into college (Mollison, 2006).

The College Board argues that it is possible to take too many AP courses; it recommends that five courses are sufficient and that students should have a rich high school experience beyond the classroom in, for instance, leadership and community service activities, which also enhance an admission application (Matthews, 2007). There is no evidence, however, that this recommendation has affected high school AP enrollment.

In the discourse on AP credit at the college level, a number of concerns arise with regularity: issues of “readiness,” of bypassing general education requirements, and of missing college-level math, English, and social sciences. Recent research by Klopfenstein and Thomas on students in Texas has found that “. . . the three most popular categories of AP classes, math, English, and history, do not significantly improve college retention or GPA . . .” in a state university system (2005:12); students with these AP credits prove themselves to be no more prepared for college than their non-AP-taking peers.

## EXPANDING THE DIALOGUE

In NU's honors program, concern about the role of AP credits in the context of our honors course offerings (which in part reflect university-wide general education options) and about the challenges inherent in effectively advising students with significant AP credit, made us decide to look internally at our incoming students last fall. In advance of the development of a questionnaire, we contacted members of NCHC who shared some of their strategies and/or questions about how these credits affected their own programs. We hoped, at the least, to gain a better insight into students' understanding of the impact of AP on their early college career. We also believed that a survey might point to improvements that we could undertake in our advising. Finally, we hoped we might get closer to an understanding of why students wanted to use AP credits to start the major earlier rather than to explore interesting classes across a range of fields in the first years of school.

### RESEARCH METHODS

An instrument was developed to survey first-year students about their understanding of and planned use for AP credits. The instrument consisted of twelve questions distributed to students via a link to the first-year honors introductory class, Enhancing Honors 101. We achieved a 78% response rate (257 respondents out of 331 students). The results were tabulated and are used in this essay to initiate a discussion of issues related to AP credit and honors education.

As previously mentioned, a question regarding honors and AP credit was also posted on the NCHC listserv. We received comments and suggestions from twelve honors programs from various parts of the country, and these comments also inform some of the discussion.

### HOW STUDENTS PLAN TO USE AP

The survey instrument asked honors students several background questions concerning the number of AP courses and exams they took and how many course credits they received in the NU admissions process. Table 1 shows that forty-two percent took five or more AP classes. Fifty-two percent received credit for one to three courses. Almost 26% received credit for more than three courses (a semester's worth of course work—usually in the core curriculum). Fewer than 5% did not take AP courses in high school.

When students first arrived on campus, they were asked how they planned to use their AP credit as undergraduates. They could choose more than one answer for this question. Table 2 shows that three “anticipated patterns” received the most responses: taking a range of electives, enrolling in upper-level courses in their major, and having a minor.



**Table 1: How Students Plan to Use AP—Background Questions**

<b>How many AP courses did you take in high school?</b>		
<b>Answers</b>	<b>Number Answered</b>	<b>Percent Answered</b>
0	12	4.46%
1	5	1.86%
2	13	4.83%
3	44	16.36%
4	37	13.75%
5	47	17.47%
6	36	13.38%
7	31	11.52%
		83.63%
<b>How many AP exams did you take in high school?</b>		
<b>Answers</b>	<b>Number Answered</b>	<b>Percent Answered</b>
0	17	6.49%
1	17	6.49%
2	22	8.40%
3	36	13.74%
4	38	14.50%
5	42	16.03%
6	28	10.69%
7	21	8.02%
		84.36%
<b>How many AP exams did you get college credit for at Northeastern?</b>		
<b>Answers</b>	<b>Number Answered</b>	<b>Percent Answered</b>
0	35	12.82%
1	40	14.65%
2	51	18.68%
3	52	19.05%
4	35	12.82%
5	19	6.96%
6	12	4.40%
7	4	1.47%
		90.85%

**Table 2: How Do You Plan on Using your AP Credit?**

Having the opportunity to take a range of electives	165	60.89%
Enrolling in upper level courses in your major sooner	153	56.46%
Having a minor	125	46.13%
Being able to study abroad	86	31.73%
Having a double or dual major	69	25.46%
Having additional co-ops or internships	48	17.71%
Graduating early	41	15.13%
Other	30	11.07%
Unanswered	25	9.23%

Although students ranked taking electives the highest, in our advising we have found that students prefer to use their AP courses as a way to fast-track into their major. A challenge for honors education is that many programs offer a wide variety of entry-level courses in a number of areas and far fewer courses at the advanced level.

Fewer than a third of the students saw AP credits as creating opportunities for study abroad experiences; this may be in part because they had not yet had a chance to be exposed to some of these opportunities, but it is interesting that students—many of whom were in highly structured majors like engineering and pharmacy—did not see AP credits as a way to make room for an international experience.

Of equal interest is that 15% saw AP as a vehicle to early graduation. However, as we have seen in the literature, most students do not use that option, instead using AP credits to reduce their academic load (Eykamp, 2006). We did not offer “to lighten academic load” as an option on the survey because the instrument was given to them at the beginning of their academic work. Students usually see the utility of lightening their academic load further into their undergraduate work, often at the thesis stage.

Our experience demonstrates that students are much more optimistic and flexible in thinking about their plans than they turn out to be in actual use patterns, especially in the case of international study. Honors programs would do well to maximize this initial enthusiasm in planning opportunities for students.

## AP AND NU ADMISSIONS

We have found that the admission profile for students entering the NU Honors Program is steadily creeping upwards. Table 3 shows the middle

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range scores of students admitted into the Honors Program for the 2006–2007 and 2007–2008 academic years.

**Table 3: Impact of AP Credit on High School GPA Scores**

<b>Fall 2007 Admitted Honors Profile</b>
• Middle 50% GPA: 4.0–4.3 (weighted)
• Middle 50% SAT (1600 scale): 1380–1450
• Middle 50% ACT: 31–33
<b>Fall 2006 Admitted Honors Profile</b>
• Middle 50% GPA: 3.9–4.2 (weighted)
• Middle 50% SAT (1600 scale): 1370–1440
• Middle 50% ACT: 30–33

Note that the middle 50% of admitted applicants had GPAs of 3.9 to 4.3, reflecting the additional weight given to AP classes. Such high scores are becoming more characteristic of incoming students at competitive universities.

Table 4 shows that 45% to 50% of the respondents had AP credits that fulfilled either the math or English (or both) general education requirements. Another 40% arrived on campus with their social science general education requirement met.

**Table 4: Impact of AP Credit on NU CORE Requirements**

Answers	Number Answered	Percent Answered
Math	138	50.92%
English	122	45.02%
Social Science	105	38.75%
Science and Technology	94	34.69%
Arts and Humanities	40	14.76%
Foreign Language	27	9.96%

By avoiding general education requirements in areas such as math, English, social science, and science and technology classes, students potentially miss important courses embedded in university-wide core curriculum offerings. As universities and honors programs in particular move toward developing living-learning communities, the lack of entry-level shared courses prevents critical connections among entering students as well as the opportunity to develop a common learning experience.

## SURVEYING HONORS PROGRAM STRATEGIES

In the course of discussing AP credit with staff at other honors programs, we gained some sense of what is happening nationally. In the twelve contacts we made via the NCHC listserv, the comments clustered in four areas:

- Curriculum diversification
- Reduction in required courses
- Ineligibility of AP courses as substitutes for honors requirements
- Reevaluation of the role of AP credit

Many honors programs are *diversifying curriculum* offerings. They offer classes that are unique to the program and often interdisciplinary. As one program director put it, “If . . . your Honors curriculum is distinctive enough that AP work doesn’t line up with what goes on in the Honors classroom, then it would make sense not to accept AP work and use that opportunity (when the question comes up) to discuss how Honors classes are materially different from standard single-discipline classes.” Others, primarily at public universities, find that they need to establish honors courses for specific majors beyond the general education requirements in order to increase course options for students. One director remarked “rather than beating my head against a brick wall, I decided we needed to focus on how to make sure our students get a valuable Honors experience regardless of how many credits they bring in.”

Some programs choose to *reduce the number of required honors courses*. An honors college dean described “. . . making a judgment call about reducing honors course expectations when a student comes in with, say, at least 15 hours of AP or other prior dual-enrollment credits.” From his perspective, this solution seemed fair for students who “just don’t have as many opportunities to take honors gen. ed. courses . . .” Other programs are not as flexible in viewing the role of AP and mandate *no AP credit for honors requirements*. One dean stated firmly, “. . . our policy is that ‘we do not give Honors credit for high school work.’ The student will always get some kind of credit, but it will not be Honors credit.” Other programs draw a line between general education courses that are required at the university level and courses that are unique to honors. In one case, a program director stated that AP courses were not accepted for honors core requirements “. . . because there aren’t any AP courses exactly like them . . . a student coming in with AP psychology has not satisfied the Honors social science requirements, because we have our own, required, multidisciplinary social science course.”

Then there are the programs that are *re-evaluating the role of AP credits in an honors education*. One program director remarked on being in the

“throes of a new gen ed curriculum and it is a nightmare . . .” Assessing the role of AP courses within honors programs remains a challenge. However, as one director bluntly put it, “Ultimately, I don’t think you can ‘have it both ways’ with AP credit; you need to decide one way or the other and then stick to your guns.”

### DISCUSSION

Because of the increased numbers of students successfully completing AP courses prior to arrival on campus, honors programs nationally need to assess how they are going to adapt to the impact of AP credit on an honors curriculum. Three issues emerge as particularly important for honors programs to address in the process of assessing AP credit. First, a set of unique challenges for honors programs includes student advising, the potential “narrowing” of an honors education, and curriculum offerings in honors. Second, we need to take part in the on-going dialogue about AP credit at the high school and campus level. Third, we need to have a more effective dialogue about AP credit within the NCHC community.

### CHALLENGES FOR INDIVIDUAL HONORS PROGRAMS

The challenges for delivering honors options to entering students with AP credit are multiple. Many honors programs provide their own advising beyond college or university-wide advising systems; assigning credit for numerous AP courses makes this advising complex. Honors programs often offer a range of interesting courses at the general education level that these students will bypass. If an individual program requires a certain number of core honors courses, it may prove to be difficult for the student to find enough classes. At the college or department level, student advising can more easily accommodate bypassing early requirements through AP credit.

Many students feel that they should start right out in their major and are eager to move immediately to advanced work; this is, in part, how AP credit has been framed for them at the high school level. As a result, it is difficult to persuade students with a number of AP credits to expand their work beyond the focus of their major when they arrive. In our advising experience, we find that students are reluctant to “look around” at possible fields that might be of interest and to take additional courses as supplements to their AP work in fields such as math, social sciences, and English. However, these courses may provide a foundation for more advanced work. For example, early English classes may provide a strong foundation for thesis work. Even specialized first-year honors curricula in these areas often do not attract large numbers of students.

Because of student reluctance to enroll in first-year honors courses, they sometimes find themselves “narrowing” their college level work. “Narrowing” is the process of eliminating unrelated electives in the early part of an honors curriculum. Part of this “narrowing” is a result of the historical shift from a five- to a four-course load at many schools; previous generations of college students often regularly carried electives in a wide range of courses unrelated to the major field. “Narrowing” is sometimes compounded by the goal of students to do a double or dual major/minor. Since each program they affiliate with has a set number of requirements they must meet, students find that they may have only three or four electives in their entire undergraduate experience; thus, their course selection process may be the antithesis of what an honors education promotes.

Some students focused on entering their major quickly face an existential crisis by the third year. They have met all the requirements of their major and have no idea what other courses might also interest them. Because they are advanced students, the idea of shopping around among entry-level courses does not appeal to them, and because they bypassed the first-year experience, they have had no chance to explore interesting subjects beyond their major.

Outliers—students with twenty-four or more AP credits—also present serious challenges to honors programs. University admissions offices need to have regular conversations with directors of honors programs about the appropriate candidacy of such students for an honors program.

## IMPLICATIONS FOR HIGH SCHOOL/COLLEGE DIALOGUE

The role that admissions offices play in the discussion of AP credit is significant. Admissions offices may feel “trapped” into taking large numbers of AP credits in order not to jeopardize their admissions “yield.” One strategy is to establish residency requirements that mandate a certain number of semesters in residence for a degree unless a student applies for advanced standing. Students with advanced standing might not be suitable candidates for honors programs.

Although AP courses are seen as a “critical tool” in raising student achievement at the high school level, there is little or no larger discussion of the contemporary nature of an AP-infused high school education. In the process of extending opportunities for a larger number of students to take AP classes, what has happened—perhaps inadvertently—is that AP courses are now a typical and normal part of a high school career. While AP courses may now better serve high school curricula, they have less value at the college level. It might be time to initiate the discussion of whether AP courses are just another level of honors curriculum at the high school level and have no meaningful link to college work other than as an admissions tool. Oxtoby, framing

the argument a little differently, contends that making a high school curriculum match a college one does not necessarily improve the high school experience (2007).

### NCHC DIALOGUE

Different challenges and options face public versus private colleges and universities and their honors programs. Nationally, do honors programs at private universities have the ability to create less AP-flexible programs than state schools? NCHC should move to try to substantiate trends.

Have honors programs nationally moved to develop unique and innovative first-year courses that have no parallel in the larger campus curriculum? Alternatively, are honors programs developing and requiring innovative upper-level classes or developing more major-based offerings? Once again, this information would be useful for the larger NCHC community in curriculum planning.

For all of us, the AP question opens the door for future research. It would serve NCHC members well to expand this discussion so that we could benefit from the strategies and wisdom of other programs. One approach would be to develop a survey instrument for program directors so that we would have a larger body of data to share. Another strategy would be to develop a national survey instrument for honors program students to be used by interested NCHC members. Shared data might provide insight into student expectations. NCHC might also develop a series of case studies to elucidate conversations on this issue.

The role of AP credits at the college level is not going to change quickly. These credits are significant players in the careers of many of our undergraduates. Our willingness to engage in a dialogue about these credits will help to enhance our understanding of these challenges, help to inform program development, and allow us to participate in a wider conversation on successful undergraduate experiences. Ultimately, honors programs may make the hard decision not to admit students with AP credits that place them out of the first year in the interest of the vitality of their honors community.

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## APPENDIX A

### SEPARATE HONORS SECTIONS

Separate Honors sections are equivalents of non-honors courses in subjects like Calculus, College Writing, Accounting, and American Government, to name a few. These Honors courses carry the same course numbers as non-honors sections but are designated by an (HN) in the title. These courses will appear in the Registrar's course books as such. These classes have fewer students, may use different source materials, and cover the subject matter in a more in-depth fashion than the non-honors equivalents of these classes. The overall academic expectations are to broaden your experience but not to make any individual course more difficult to successfully complete.

### HONORS FIRST YEAR INQUIRY SERIES

Freshmen have the option of taking courses in the First Year Inquiry Series which consists of honors-only entry level courses that meet the new Domain requirements for the NU CORE. One course, *Theology, Ethics, and Practice in the World's Religions* allows for an intellectual link from the First Year Reading Program and all Welcome Week activities to a semester-long course and meets the Comparative Understanding of Cultures core requirement. Additional First Year Inquiry Series courses meet the domain requirements of Arts & Humanities, Science and Technology, and Social Sciences.

### HONORS SEMINARS

Upper class students are required to take an Honors Interdisciplinary Seminar as part of their six-course requirement. Students may choose to take more than one seminar. These 4-credit seminars are designed to expose students—primarily sophomores and middlers—to a variety of topics through an interdisciplinary format.

These seminars may be either team or individually taught. Recent seminars range from Eating and the Environment to Espionage. Most of these courses fulfill NU CORE Level Two requirements. Honors students must complete one HNR seminar to receive *Honors Course Distinction*.

## APPENDIX B

### STUDENT AP SURVEY

Question 1	<i>Fill in the Blank</i>
	Gender (optional)
Question 2	<i>Fill in the Blank</i>
	Major
Question 3	<i>Fill in the Blank</i>
	How many AP courses did you take in high school?
Question 4	<i>Fill in the Blank</i>
	How many AP exams did you take in high school?
Question 5	<i>Fill in the Blank</i>
	How many AP exams did you get college credit for at Northeastern?
Question 6	<i>Either/Or</i>
	Did you take any college classes prior to coming to Northeastern?
	<b>Answers</b>
	No
	Yes
Question 7	<i>Fill in the Blank</i>
	If yes, how many courses did you receive credit for?
Question 8	<i>Multiple Answer</i>
	How do you plan to use your AP credit while at Northeastern? (Please select all that apply)
	<b>Answers</b>
	Being able to study abroad
	Enrolling in upper level courses in your major sooner
	Graduating early
	Having a double or dual major
	Having a minor
	Having additional co-ops or internships
	Having the opportunity to take a range of electives
	Other
	Unanswered

KELLEHER, POUCHAK, AND LULAY

Question 9	Which NU core classes did you place out of with your pre-college credits?
	(Please select all that apply)
	<b>Answers</b>
	Arts and Humanities
	English
	Foreign Language
	Math
	Other
	Science and technology
	Social Science
	Unanswered
Question 10	<i>Multiple Choice</i>
	How many Honors classes are you taking this fall?
	<b>Answers</b>
	0
	1
	2
	3
	4
Question 11	<i>Multiple Choice</i>
	Do you think AP courses are a similar experience to courses at Northeastern?
	<b>Answers</b>
	Yes-all
	Yes-some
	No
	Unanswered

