University Council

January 9, 2026

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Graduate Student Representative – Yaw Buabeng

Dear Colleagues:

The attached proposal to establish AP credit guidelines for Precalculus will be an agenda item for the January 16, 2026, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost Benjamin Ayers
Dr. Marisa Anne Pagnattaro

UNIVERSITY OF GEORGIA

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Franklin College of Arts and Sciences
Department of Mathematics

December 9, 2025

To whom it may concern,

The Department of Mathematics and the Franklin College of Arts and Sciences fully support the attached proposal for the award of credit for the AP Precalculus Exam.

Sincerely,

Michael Usher
Professor and Head
Department of Mathematics
University of Georgia

Paula Lemons
Senior Associate Dean
Franklin College of Arts and Sciences
University of Georgia

Request for New Advanced Placement, International Baccalaureate, and Cambridge International Credit Equivalencies or Changes to Existing Credit Equivalencies

I. **Request**
   1. Exam Name
      - AP Precalculus
   2. Proposed Course Credit including Exam Score, Course Subject, Course Number, and Course Hours
      - credit awarded for an AP Precalculus score of 4 or 5, MATH 1113, 3 credit hours
   3. Proposed Implementation Term
      - Fall 2026

II. **Factors.** The following six factors should be addressed with the request. It is expected that each factor could be addressed in one page or less.

1. Rationale

The AP Precalculus Exam was first offered by The College Board in Spring 2024. This AP credit policy is being initiated after an initial review of the course content and comparison of the content between AP Precalculus and MATH 1113. The departmental curriculum committee has approved the proposed credit policy.

2. Content Comparison

The AP Precalculus exam covers the following topics with approximate exam weights:

- Polynomial and Rational Functions 30-40%
- Exponential and Logarithmic Functions 27-40%
- Trigonometric and Polar Functions 30-35%

Here is a rough mapping of MATH 1113 topics to AP Precalculus Materials:

MATH 1113 Topic	AP Precalculus Coverage
Functions	Covered throughout AP Precalculus Units 1-3
Inverse Functions	Unit 2, Section 8
Exponential Functions	Unit 2, Sections 3-5
Logarithmic Functions	Unit 2, Sections 9-12
Trigonometric Functions	Unit 3

The MATH 1113 coordinator, Dr. Kelly Black, provided the following list of topics covered less in AP Precalculus compared to MATH 113:

- no quadratic optimization
- no coordinate plane or distance formula
- much less on domain/range of functions
- not much discussion on increasing/decreasing for functions
- no angle measurement

Dr. Kelly Black also wrote the following regarding the proposal to allow MATH 1113 credit for AP Precalculus scores of 4 and 5:

I am in full support of the proposal to accept credit for the AP Precalculus program. The AP Precalculus

program includes all but a small number of topics we cover in our Math 1113 course. It also includes a large number of other topics and offers a very good preparation for a student who wishes to take our first calculus course (Math 2250). A student who has completed the AP Precalculus program at the proposed level will have demonstrated a knowledge and skill level comparable to a student who has passed our Math 1113 course.

3. Peer Comparison

The table below includes AP Precalculus credit policies for comparator and aspirational peers from https://oir.uga.edu/peers/comparator/ and https://oir.uga.edu/peers/aspirational/

The table has columns corresponding to institution, institution type, and number of credit hours awarded for scores of 3, 4, and 5 on the AP Precalculus exam. An asterisk (*) indicates that the credit awarded does not exempt the student from a course or course sequence satisfying the same prerequisites as our MATH 1113. Out of our comparator peers, UC-Davis is the only one that is not currently offering any credit for AP Precalculus. Several aspirational peers also award credit for AP Precalculus.

Institution	Comparator/ Aspirational	Score of 3	Score of 4	Score of 5
Indiana University - Bloomington	Comparator	3*	5	5
Iowa State University	Comparator		4	4
Michigan State University	Comparator		5	5
North Carolina State University at Raleigh	Comparator	3	3	3
Ohio State University	Comparator	5	5	5
Purdue University	Comparator	3*	3	3
Stony Brook University	Comparator	3*	3	3
University of Arizona	Comparator	4	4	4
University of California - Davis	Comparator			
University of Florida	Comparator	3*	6	6
University of Iowa	Comparator		4	4
University of Kentucky	Comparator	7	7	7
University of Maryland - College Park	Comparator	3*	3	3
University of Missouri-Columbia	Comparator	5	5	5
Virginia Polytechnic Institute and State University	Comparator	3	3	3
Pennsylvania State University	Aspirational		4	4
University of Texas at Austin	Aspirational	3*	3	3
University of California-Berkeley	Aspirational			
University of California-Los Angeles	Aspirational			
University of Illinois at Urbana-Champaign	Aspirational	3*	3*	3*
University of Michigan-Ann Arbor	Aspirational			
University of Minnesota-Twin Cities	Aspirational			
University of Virginia	Aspirational			
University of Wisconsin-Madison	Aspirational	3*	5	5

4. Student Impact

MATH 1113 is required for every STEM major at UGA and is also required for admission to the Terry College of Business. In all, over 50 majors require the course, though in some cases this requirement is only implicit, as students in majors requiring MATH 2250 or CHEM 1211 must either take or place out of MATH 1113 since it is a pre- or corequisite for those courses. The largest cohorts that take the course are majors in the biological sciences and intended Terry majors.

Here are the college affiliations of the students who completed MATH 1113 in Spring 2025:

College Affiliation	Number of students
College of Arts and Sciences	485
College of Business	225
College of Agricultural and Environmental Science	132
College of Engineering	92
College of Education	79
College of Veterinary Medicine	56
College of Public Health	51
College of Pharmacy	34
College of Family and Consumer Sciences	26
School of Forestry and Natural Resources	23
School of Ecology	12
School of Public and International Affairs	3
College of Journalism and Mass Communication	2

During that same semester, here are the number of MATH 1113 students enrolled for each major having at least 10 students, broken down by college:

College of Arts and Sciences	Number of Students
Biology	263
Psychology	55
Biochemistry and Molecular Biology	32
Unspecified	24
Intended Computer Science	18
Chemistry	15
Genetics	10
Cellular Biology	10

Terry College of Business	Number of Students
Intended Finance	56
Intended Marketing	37
Intended Management	30
Intended Management Information	21

Systems	
Intended Business Unspecified	21
Intended Accounting	18
Intended Economics	17
Intended Real Estate	11
Intended Risk Management and Insurance	10

Mary Frances Early College of Education	Number of Students
Intended Exercise and Sport Science	69

College of Agricultural and Environmental Science	Number of Students
Animal Biosciences	32
Biological Science	32
Regenerative Bioscience	12

College of Engineering	Number of Students
Intended Mechanical Engineering	35
Intended Civil Engineering	23

College of Family and Consumer Science	Number of Students
Intended Dietetics	11

College of Pharmacy	Number of Students
Pharmaceutical and Biomedical Sciences	34

School of Forestry and Natural Resources	Number of Students
Intended Fisheries and Wildlife	16

College of Veterinary Medicine	Number of Students
Biomedical Physiology	56

Odum School of Ecology	Number of Students
Ecology	12

College of Public Health	Number of Students
Intended Health Promotion	39

5. Student Progression and Graduation

Awarding credit for MATH 1113 will help facilitate timely degree completion, especially for a wide range of STEM students who require it as a pre- or corequisite for course sequences in mathematics, chemistry, and other subjects.

6. Resources Needed

No additional departmental resources are needed to implement this policy. There is a possible impact to the department due to increases in students taking the AP Exam. Were this policy already implemented, the impact on enrollment for Fall 2025 could have been 91 fewer students enrolled in MATH 1113, out of the 1294 total students enrolled that term. Some students might have still chosen to take MATH 1113, although many would likely opt out given the opportunity.