The PASSPORT is an interstate transfer agreement for a lower division general education core block between two-year and four-year institutions in several states in the WICHE region. Applying for PASSPORT status is a two-step process. First, each institution that wishes to become a Passport institution will submit this Application for Passport Status Part I: Institution to the state’s Pilot State Facilitator. The Pilot State Facilitator will then complete and submit the Application for Passport Status Part II: State Set using the information from all institutions that completed the Part I: Institution application. Depending on the governance structure within a state, Part II may be completed either for a system or for a state’s set of institutional partners. The phrase “state set” is used in this application to refer to both of those circumstances.

**DIRECTIONS for Submitting the Application for Passport Status Part I: Institution**

The responsible institutional officer, named in Section 8, will complete and submit this Part I: Institution application to his/her state’s PASSPORT Pilot State Facilitator (PSF). Questions on completing this application should be directed to the PSF (see Appendix C for contact information). This application is due **AUGUST 24, 2012**.
1. **FACULTY COMMITTEE CERTIFYING AGREEMENT TO PASSPORT LOWER DIVISION GENERAL EDUCATION LEARNING OUTCOMES:**

   Name of Committee: General Education

   Printed Name of Committee Chair: Larry R. Peterson

   Signature: _Larry R. Peterson_ Date of Agreement: 09/04/2012

2. **CORRESPONDENCE OF INSTITUTION’S LOWER DIVISION GENERAL EDUCATION LEARNING OUTCOMES WITH AAC&U’s ESSENTIAL LEARNING OUTCOMES:**

   Please map your institution’s lower division general education learning outcomes with the Liberal Education and America’s Promise (LEAP) Essential Learning Outcomes developed by the Association of American Colleges and Universities.

   *(NOTE: This will be accomplished through a cross-walk such as that illustrated in the accompanying Appendix A: “The Oregon Learning Outcomes Crosswalk”)*

   If more than five institutional outcomes map to a specific LEAP outcome, please include that additional information in a Word document and attach it to this application. If you only have one institutional outcome for a certain LEAP outcome, then leave row 2 in the corresponding cell of column 3 blank.
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASSPORT LOWER DIVISION GENERAL EDUCATION CORE AREAS</td>
<td>AACU LEAP GEN ED LEARNING OUTCOMES and the AAC&amp;U VALUE RUBRIC definitions of each core area</td>
<td>CORRESPONDING INSTITUTIONAL LOWER DIVISION LEARNING OUTCOMES</td>
</tr>
<tr>
<td>Oral Communication</td>
<td><strong>Oral Communication</strong>&lt;br&gt;A prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors</td>
<td>1. Communicate effectively in a variety of contexts and modes, using a variety of communication skills.</td>
</tr>
<tr>
<td>Written Communication</td>
<td><strong>Written Communication</strong>&lt;br&gt;The development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.</td>
<td>1. Communicate effectively in a variety of contexts and modes, using a variety of communication skills.</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td><strong>Quantitative Literacy</strong>&lt;br&gt;A &quot;habit of mind,&quot; competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats.</td>
<td>1. Comprehend concepts and methods of inquiry in science and technology and their applications for society.</td>
</tr>
</tbody>
</table>
3. **LOWER DIVISION GENERAL EDUCATION COURSES** in which the mapped Learning Outcomes are embedded.

Your institution should determine that successful completion of a combination of the courses listed below ensures mastery of the Passport lower division general education core block. Note that some learning outcomes are mastered by several different individual course options, or by combinations of courses, all of which must be completed to ensure mastery of a single Learning Outcome. Please list course prefixes and numbers for each option for your block (e.g., ENG101 in the case of a single course ensuring mastery, or ENG101 + ENG102 if this combination of courses is required to ensure mastery). Also, if a course provides mastery of more than one Passport Learning Outcome, please list that course for each of those Learning Outcomes.

If more than five courses or course combination options map to a specific LEAP outcome, please include that additional information in a Word document and attach it to this application. If only one course is required for a certain LEAP outcome, list it and leave row 2 in the corresponding cell of column 3 blank.

*Appendix B provides an illustration of the completion of this table.*
<table>
<thead>
<tr>
<th>Column 1</th>
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<tbody>
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<td>PASSPORT LOWER DIVISION GENERAL EDUCATION CORE AREAS</td>
<td>AACU LEAP GEN ED LEARNING OUTCOMES and the AAC&amp;U VALUE RUBRIC definitions of each core area</td>
<td>INSTITUTION’S LOWER DIVISION COURSES CONTAINING EACH AACU LEAP GEN ED LEARNING OUTCOME</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Oral Communication A prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors</td>
<td>1. COMM 110: Fundamentals of Public Speaking 2. COMM 111: Honors Public Speaking</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Written Communication The development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.</td>
<td>1. ENGL 110: College Composition I, or ENGL 111: Honors Composition I, or ENGL 112: ESL College Composition I 2. ENGL 120: College Composition II, or ENGL 121: Honors Composition II, or ENGL 122: ESL College Composition II</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>Quantitative Literacy A “habit of mind,” competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and arguments in a variety of formats.</td>
<td>1. CSCI 122: Beginning/Visual BASIC 2. CSCI 125: Beginning COBOL 3. CSCI 159: Computer Science Problem Solving 4. MATH 104: Finite Mathematics 5. MATH 146: Applied Calculus 6. MATH 165: Calculus I</td>
</tr>
</tbody>
</table>

4. **INSTITUTIONAL ASSESSMENTS** of mastery of each lower division general education learning outcome. If more than five assessments to list, please include that additional information in a Word document and attach it to this application.

As an example, if only one assessment is used to determine mastery of oral communication, list it as #1 in the relevant cell of column 3 and leave row 2 blank.
(NOTE: This table is intended to have appropriate departmental and institutional faculty state the assessments that they now use as information to inform faculty at other Passport institutions. It is not intended to directly or indirectly influence choice of assessments.)

<table>
<thead>
<tr>
<th>INSTITUTIONAL ASSESSMENTS</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PASSPORT LOWER DIVISION GENERAL EDUCATION CORE AREAS</strong></td>
<td><strong>AACU LEAP GEN ED LEARNING OUTCOMES and the AAC&amp;U VALUE RUBRIC definitions of each core area</strong></td>
<td></td>
<td><strong>ASSESSMENTS USED TO DETERMINE MASTERY OF EACH LOWER DIVISION GEN ED LEARNING OUTCOME</strong></td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
<td>Oral Communication A prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors</td>
<td></td>
<td>COMM 110 students take a pre- and post-test Communication Apprehension Test.</td>
</tr>
<tr>
<td><strong>Written Communication</strong></td>
<td>Written Communication The development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.</td>
<td></td>
<td>The English Department reads and scores a sample (about 10%) of the student portfolios for both classes.</td>
</tr>
</tbody>
</table>
| **Quantitative Literacy** | Quantitative Literacy A "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and communicate those arguments in a variety of formats. | | 1. Individual Computer Science instructors use a variety of classroom assessment techniques from Angelo and Cross for formative assessment. They use an objective based evaluation of an exercise or examination for summative assessment of student learning.  
2. Individual Mathematics instructors use a variety of formative assessment tools to assess student learning in each of these classes. |
5. **INSTITUTIONAL CERTIFICATION OF INDIVIDUAL STUDENT’S COMPLETION OF PASSPORT**

North Dakota State University’s decision on the methods for documenting student mastery of the Interstate Passport’s lower division general education core block outcomes is on hold pending further discussions with our Registrar.

6. **SUCCESS OF PASSPORT STUDENTS RELATIVE TO NONPASSPORT TRANSFER AND NATIVE STUDENTS**

North Dakota State University’s decision on the methods for tracking the progress and success of Interstate Passport students is on hold pending further discussions with our Registrar.

7. **CONTINUATION OF INSTITUTION’S PASSPORT STATUS**

The Interstate Passport Initiative is funded as a two-year pilot project through September 30, 2013. The goal is to continue and expand the scope of project beyond that date. Please provide the name, title and contact information of the institutional officer responsible for facilitating your institution’s current and continuing participation in the regional Passport Initiative. *If this is the same individual identified in Section 8, list only the name here.*

**NAME:** Larry Peterson

**TITLE:** Director, Accreditation, Assessment, and Academic Advising

**ADDRESS:** NDSU Dept 2010, Morrill Hall 213B

**CITY, STATE, ZIP:** Fargo, ND 58108

**PHONE NUMBER:** 701-231-8824 **EMAIL ADDRESS:** larry.r.peterson@ndsu.edu
8. **APPLICATION FOR PASSPORT STATUS PART I: INSTITUTION APPLICATION SUBMITTED**

**BY:**

The individual submitting this application represents and warrants that he/she has the right, power, legal capacity, and appropriate authority to do so on behalf of the institution named above and for which he/she signs below.

Printed Name: **J. Bruce Rafert**

Title: **Provost**

Email: **bruce.rafert@ndsu.edu** Phone: **701-231-7131**

Signature: _____________________________ Date Submitted: **9/4/12**

Submitted to the following Pilot State Facilitator:

____________________________

Submitted via: __ FAX __ SURFACE MAIL __ EMAIL

Application is due **AUGUST 24, 2012.**

9. **PASSPORT PILOT STATE FACILITATOR RECEIPT OF APPLICATION:**

Printed Name of Pilot State Facilitator: ________________________________

Signature: _____________________________ Date Received: ____________________