At the request of provosts from the two-year institutions in the WICHE region, and with the agreement of the provosts from the four-year institutions, the Interstate Passport has been developed to eliminate transfer students’ unnecessary repetition of academic work. Sixteen institutions in the western states have signed the Passport Agreement. This agreement covers the Phase I Passport Block, which includes the general education academic content areas of oral communication, written communication, and quantitative literacy. Students who complete the courses (earning a C or better) in a sending institution’s Passport Block at one Passport institution will receive credit for the lower-division general education requirements in these content areas when they transfer to another Passport institution, and will not be required to repeat any courses in the receiving institution’s Passport Block. The Passport is not to be unpacked, but rather transfers as a block. (See page 3 for background information; see, also, www.wiche.edu/Passport.) The Passport covers only three content areas of lower-division general education requirements, not all GE requirements.

When a student who has earned the Passport transfers to another Passport institution, the receiving institution will accept the Passport and apply the appropriate lower-division general education credits in the Passport content areas. If the credits earned via the Passport at one institution are greater than the credits that would be earned for the Passport Block courses at a receiving institution, the extra credits may be applied toward electives. If the credits earned via the Passport at one institution credits are fewer than the credits that would be earned for the Passport Block courses at a receiving institution, the receiving institution will award the student credits for the that institutions’ Passport block — with no penalty to the student or a requirement to repeat courses. It is important to note that the student who earns the Passport and transfers to another Passport institution bears responsibility for ensuring that his/her student record is correct.

ADVANCED PLACEMENT CREDIT
The faculty at each Passport institution determine the educational achievements that signify completion of academic work that imparts transfer level proficiency with the Passport Learning Outcomes. If an institution’s faculty accepts an Advanced Placement score as equivalent to a course in the institution’s Passport Block, a student’s Advanced Placement (AP) score will transfer as part of the Passport Block. For example, if an entering student scored 4 on the AP writing exam and receives credit for that score toward the lower-division general education requirement in writing, that credit satisfies the requirement for the Passport Block written communication course. If the student completes the other Passport Block courses and is awarded the Passport, upon transfer the receiving institution will accept the credits for the Passport Block.

UHWO PASSPORT BLOCK
UHWO students who earn the Passport prior to transfer to another Passport institution (see list on next page) will have completed the following courses:

**Oral Communication:**
- SP 151 Personal and Public Speech

**Written Communication:**
- ENG 100 Composition I

**Quantitative Literacy:**
- Math 100 Survey of Mathematics
- OR Math 103 College Algebra
PASSPORT PHASE I INSTITUTIONS

HAWAII
Leeward Community College
University of Hawaii West Oahu

NORTH DAKOTA
Lake Region State College
North Dakota State University
North Dakota State College of Science
Valley City State University

OREGON
Eastern Oregon University
Blue Mountain Community College

UTAH
Dixie State University
Salt Lake Community College
Snow College
Southern Utah University
The University of Utah
Utah State University
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BACKGROUND ON THE PASSPORT

The Passport is based on learning outcomes. Faculty from the Passport signatory and other institutions worked collaboratively to develop the Passport Learning Outcomes (PLOs) and attendant Proficiency Criteria for Transfer in the three academic content areas, acknowledging that their lower-division general education learning outcomes in these areas are equivalent to the Passport Learning Outcomes. These outcomes are as follows:

**Oral Communication**
- **Preparation for Performance**: Develop a central message and supporting details by applying critical thinking and information literacy skills.
- **Delivery**: Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose, and using technology as appropriate.
- **Monitor and Adjust**: Monitor and adjust for audience feedback.
- **Critical Receiver**: Listen and critically evaluate the speaker's central message and use of supporting materials.

**Written Communication**
- **Rhetorical Knowledge**: Demonstrate rhetorical knowledge: address issues of audience, purpose, genre, syntax, and structure appropriate to the task.
- **Use of Sources**: Evaluate, apply, and ethically synthesize sources in support of a claim, following an appropriate *documentation system*. 
• **Writing Process Knowledge**: Develop flexible strategies for generating, revising, editing, and proofreading, while making use of written and oral feedback.

• **Conventions and Mechanics**: Demonstrate mastery of conventions, including spelling, punctuation, grammar, mechanics, format, and documentation style appropriate to the writing task.

• **Self-Assessment and Reflection**: Reflect on one’s inquiry and composing processes to critique and improve one’s own and others’ writing.

**Quantitative Literacy**

• **Computational Skills**: Demonstrates proficiency with arithmetic and algebraic computational skills, and extends them, for example, to geometric and statistical computations.

• **Communication of Quantitative Arguments**: Expresses quantitative information symbolically, graphically, and in written or oral language.

• **Analysis of Quantitative Arguments**: Selects and uses appropriate numeric, symbolic, graphical and statistical reasoning to interpret, analyze and critique information or line of reasoning presented by others.

• **Formulation of Quantitative Arguments**: Recognize, evaluate, and use quantitative information, quantitative reasoning and technology to support a position or line of reasoning.

• **Mathematical Process**: Design and follow a multi-step mathematical process through to a logical conclusion and critically evaluate the reasonableness of the result.

• **Quantitative Models**: Create, analyze and apply appropriate quantitative models to solve quantitative theoretical and real-world problems.

Registrars and institutional research representatives from the Passport pilot institutions developed the processes for recording the Passport on student records, and for tracking and reporting on Passport students. Each Passport institution will send data to the Passport Central Data Repository (CDR) on the academic performance of Passport and non-Passport students who transfer into their institution for two terms after they transfer. The CDR sorts the data from the receiving institutions and forwards it to the relevant sending institutions for use in the institutions’ continuous improvement efforts. The CDR also forwards aggregate data to the Passport Review Board for its annual review of the overall performance of the Passport program.

When the Passport Initiative is complete, it will encompass all lower-division general education content areas, simplifying the transfer process for many students.

For more information see: [www.wiche.edu/passport](http://www.wiche.edu/passport).