APPLICATION FOR PASSPORT STATUS PART I: INSTITUTION

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: **Regents' General Education Task Force**

   Printed Name of Committee Chair: **Dr. Norm Jones**

   Signature: ___________________________ Date of Agreement: 8/21/2012

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>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. Demonstrate critical and analytical thinking in an oral presentation. 2. Analyze a target audience and occasion and apply that analysis to his/her presentation. 3. Effectively marshal evidence providing support and insight as part of the oral communication.</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. Write in different genres: narrative, summary, and argument. 2. Write coherently and grammatically in the genres. 3. Write using appropriate language and style appropriate to academic audience. 4. Learn to identify improvement in their own writing.</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>Quantitative Literacy 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. Know when and how to apply mathematical knowledge to real world experience. 2. Interpret and critique quantitative information or arguments. 3. Construct quantitative, logical arguments. 4. Understand and use mathematics as a language to communicate. 5. Use technology to explore and analyze mathematical concepts.</td>
</tr>
</tbody>
</table>

Oral communication con’t:

4. Oral presentation radiates the individual’s personality throughout the presentation incorporating effective eye contact.

5. The oral presentation reflects a topic with appropriate organizational structure.

6. Effective use of visual support to include electronic aids.
APPLICATION FOR PASSPORT STATUS PART I: INSTITUTION
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>
<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>INSTITUTION'S LOWER DIVISION COURSES CONTAINING EACH AACU LEAP GEN ED LEARNING OUTCOME</td>
</tr>
</tbody>
</table>
| Oral Communication | 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 | 1. COMM 1010 |
| Written Communication | 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. | 1. WRTG 1010 |
| 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 arguments in a variety of formats. | 1. Math 1030 |

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>Column 1</th>
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<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>ASSESSMENTS USED TO DETERMINE MASTERY OF EACH LOWER DIVISION GEN ED LEARNING OUTCOME</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Oral Communication</td>
<td>1. Video of final speech embedded within an E-portfolio evaluated by an oral communication rubric.</td>
</tr>
<tr>
<td></td>
<td>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>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Written Communication</td>
<td>1. Portfolio that includes all student work and a written self-assessment of progress throughout the term.</td>
</tr>
<tr>
<td></td>
<td>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>2. Revised student text that exemplifies what he/she has learned about writing.</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>Quantitative Literacy</td>
<td>1. Department final exams or embedded questions.</td>
</tr>
<tr>
<td></td>
<td>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 communicate those arguments in a variety of formats.</td>
<td>2. Some institutions use student projects/presentations of mathematical concepts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.</td>
</tr>
</tbody>
</table>
5. **INSTITUTIONAL CERTIFICATION OF INDIVIDUAL STUDENT’S COMPLETION OF PASSPORT**

*(NOTE: This section is reserved for descriptions of the methods that institutions will use to document student mastery of the Interstate Passport’s lower division general education core block outcomes. Instructions will be written after consultation with registrars.)*

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

*(NOTE: This section is reserved for descriptions of the methods that institutions will use to track student progress. Consistent with development of Section 5, instructions will be written after consultation with registrars and institutional researchers.)*

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:** Teddi Safman

**TITLE:** Assistant Commissioner for Academic Affairs

**ADDRESS:** 60 South 400 West

**CITY, STATE, ZIP:** Salt Lake City, Utah 84101-1284

**PHONE NUMBER:** 801-321-7127 **EMAIL ADDRESS:** psafman@utahsbr.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: **Norm Jones**

**Title:** Professor of History and Director of General Education and Curriculum Integration – Utah State University

Email: norm.jones@usu.edu Phone: 435-797-1293

Signature: ______________________ Date Submitted: **8/21/2012**

Submitted to the following Pilot State Facilitator:

__________________________________________

Submitted via: ___ SURFACE MAIL ___ EMAIL FAX

__________________________________________

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

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

Printed Name of Pilot State Facilitator: **Tedd Safman**

Signature: ______________________ Date Received: **8/21/2012**
APPENDIX A

Example – Oregon University System Student Learning Outcomes

Mapped to LEAP Essential Learning Outcomes & Oregon General Education Outcomes

(Only those AAC&U/LEAP Learning Outcomes relevant to the PASSPORT Core are shown, and Institutional Learning Outcomes are shown only for the OUS Institutions participating in the PASSPORT study)

<table>
<thead>
<tr>
<th>AAC&amp;U LEAP ELOs</th>
<th>EOU</th>
<th>UO</th>
<th>Oregon General Ed. Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intellectual and Practical Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>Read, write, and communicate, taking into consideration purpose, audience, and occasion</td>
<td>Oral and written communication</td>
<td>Read actively, think critically, and write purposefully and capably</td>
</tr>
<tr>
<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></td>
<td>Engage in ethical communication to accomplish goals, respond to diverse audiences and contexts, and build and manage relationships</td>
</tr>
<tr>
<td>Quantitative Literacy: 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>Use of scientific, mathematical, or computer information systems for problem solving</td>
<td>Quantitative reasoning and computational skills</td>
<td>Use appropriate mathematics to solve problems. Recognize and apply mathematical concepts and technology to a scenario, and accurately interpret, validate, and communicate the results</td>
</tr>
</tbody>
</table>
APPENDIX B

Example of How to Complete Section 3: INSTITUTION’S COURSES

The course prefixes and numbers in this appendix are totally fictional – any resemblance to actual courses, current, past or planned, at any institution is strictly coincidental.

<table>
<thead>
<tr>
<th>PASSPORT LOWER DIVISION GENERAL EDUCATION CORE AREA</th>
<th>AACU LEAP GEN ED LEARNING OUTCOMES</th>
<th>INSTITUTIONAL LOWER DIVISION COURSES CONTAINING EACH AACU LEAP GEN ED LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>Oral Communication</td>
<td>1. SPEECH101</td>
</tr>
<tr>
<td></td>
<td>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>2. ENG 101 + ENG102</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Written Communication</td>
<td>1. ENG101</td>
</tr>
<tr>
<td></td>
<td>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>2. ENG102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. HIST105</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>Quantitative Literacy: 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. MATH111</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. No Other Course(s)</td>
</tr>
</tbody>
</table>
APPENDIX C

Pilot State Facilitator Contact Information

Interstate Passport Project

Debra David, PhD
Project Director, "Give Student a Compass"
CSU Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802
Phone: 562-951-4775
Email: d david@calstate.edu

Phyllis “Teddi” Safman
Assistant Commissioner for Academic Affairs
Utah State Board of Regents
60 South 400 West
Salt Lake City, UT 84101-1284
Phone: 801-321-7127
Email: psafman@utahsbr.edu

Richard Dubanoski, Dean
College of Social Sciences
University of Hawaii at Manoa
2500 Campus Road, Hawaii Hall 310
Honolulu, Hawaii 96822
Phone: 808-956-6570
Email: dickd@hawaii.edu

Karen Marrongelle
Assistant Vice Chancellor for Academic Standards and Collaborations
Oregon University System
PO Box 751
Portland, OR 97207-0751
Phone: 503-
Email: Karen_Marrongelle@ous.edu

Lisa Johnson
Director of Articulation & Transfer
North Dakota University System
Minot State University
500 University Avenue West
Minot, ND 58707-0001
Phone: 701-858-3494
Email: lisa.a.johnson@ndus.edu

Coordinator of Pilot State Facilitors:
Bob Turner
7720 SW Macadam Ave #21
Portland, OR 97219
Phone: 541-829-1983
Email: btturner@wiche.edu