

Approved 4-28-16

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Thursday, March 17, 2016 at 1:00 p.m. in Rothwell 308.
The following were present:

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| Dr. Christine Austin | Dr. Patrick Hagge |
| Dr. Jackie Bowman | Dr. Theresa Herrick |
| Ms. Cheryl Chaney | Ms. Karen Riddell |
| Ms. Nancy Cox | Dr. David Roach |
| | Dr. Jeremy Schwehm |

Absent: Ms. Gwen Faulkenberry, Taylon Fowler, Dr. Mohammed Ibrahim, Dr. Thomas Nupp
Guest: Ms. Tammy Weaver

Call to Order Dr. Bowman called the meeting to order and asked for a motion to approve the minutes of the November meeting. Dr. Chaney made a motion to approve. Dr. Schwehm seconded the motion. Motion carried.

Interstate Passport Dr. Bowman turned the meeting over to Ms. Tammy Weaver to speak to the committee about the Interstate Passport. Ms. Weaver told the committee that Dr. David Underwood had asked her to attend a meeting at the Arkansas Department of Higher Education regarding the Interstate Passport. She told the committee that Dr. Brett Powell (new director of ADHE) had been working with WICHE (Western Interstate Commission for Higher Education) on several projects and for us to increase our number of degrees by 2019, this is one of the goals to meet that. Ms. Weaver said she saw this particularly benefiting transfer students, military student, and those that had attended several institutions. Dr. Powell would like for every school in Arkansas to play a part in this initiative. Ms. Weaver then explained what the Passport was. She said that basically when a student took the institutions general education courses, (and what Dr. Powell meant by that was the minimum state core) we could use our Degree Works software to identify that student and post a Passport, just like we would post an Associate or Bachelor's degree. The student must earn a "C" or better for the course to qualify for the Passport, even if a "D" is considered passing for the general education course. Once the Passport was earned, that student could then transfer to another participating institution and the core would be met there also. They would not be looking for specific fine arts or social sciences as long as the students had the block of courses required for the Passport. Students would still have to meet the requirements specific to each degrees though. Passport works at nine areas and Ms. Weaver told the committee she felt Arkansas Tech was very closely aligned with it, but she is asking for more

actual course equivalencies since all of these outcomes are tied back to actual courses. The learning outcomes in the Passport were developed by faculty from institutions around the United States as part of a WICHE grant. For Arkansas Tech to participate in this, we have to determine that the learning outcomes for our general education align with these. Ms. Weaver told the committee that the Passport proficiencies that are outlined in the handouts that were distributed to the committee by email before the meeting, are just examples. She said we do not have to meet the same criteria as the examples given, although some of these may be the same as ours or even some that we may want to use, but the proficiencies should all align. Ms. Weaver noted that Dr. Austin, as Director of Assessment, would probably be working with the General Education Committee and with departments on campus, to achieve learning outcomes in our general education courses. WICHE is hoping that learning outcomes are developed on every course that map back to what students should know when they leave Arkansas Tech University. Ms. Weaver said Arkansas Tech has not been mandated to participate in this program, but Dr. Powell feels like this will be good for the students and Dr. Anglin thinks it is something we should do and she felt Arkansas Tech as a whole would want to participate in this. She also said that it would make it easier for not only the students, but for administrators such as the Registrar's Office as well. Ms. Weaver said she would be attending another ADHE meeting in about two weeks and they wanted information back on whether Arkansas Tech wanted to pursue this and she felt the General Education Committee was the first step in that process and then we would need to involve the different departments that are in control of the general education offerings.

Ms. Weaver then asked for any questions on the Passport. Dr. Herrick asked if this was a national initiative and Ms. Weaver said it was and mentioned some of the states that are participating and that even though WICHE is the Western Interstate Commission, they are branching out to the south. She said the goal for WICHE is for this to be used all over the United States. The committee then asked Ms. Weaver what exactly she was asking of the General Education Committee. Ms. Weaver said she is asking for support and that this committee would be working closely with the departments to determine if Arkansas Tech's learning outcomes align with the Passport's learning outcomes. The committee wanted to know where they could get a copy of the book Ms. Weaver had and she said she would send a link that could also be shared with the departments. Ms. Weaver told the committee that to be considered a Passport state, the state only needed one 4 year and one 2 year institution, but Dr. Powell thought this would help with graduation rates and help with transfer students. Ms. Weaver asked for any further questions and there being none, excused herself from the meeting.

Goals

Dr. Bowman then started the discussion on the goals. She asked Dr. Austin if she knew if the Passport goals were based on the LEAP goals. Dr. Austin thought that they were very close. Dr. Herrick reminded the committee that they had just worked on the goals a couple of years ago and had added the Civic Involvement, debated Wellness, and worked on Ethical Perspectives. The committee then discussed that the Civic Involvement goal had not been added yet because it had not gotten through the Curriculum Committee. Dr. Herrick commented there needed to be more communication between the committees so there wouldn't be so much confusion and they wouldn't have to start over each year.

Dr. Bowman then went over the LEAP goals. These were: Knowledge; Inquiry and Analysis; Critical and Creative Writing; Written and Oral Communication; Quantitative Literacy; Information Literacy; and Teamwork and Problem Solving. Dr. Schwehm opened up the LEAP website on the SmartBoard so that everyone could see them. Dr. Bowman told the committee she wanted them to look at Arkansas Tech's goals and compare them to other universities and see if there is anything that needs to be changed. She was particularly concerned with the Arts and Humanities goal because it is so broad. Dr. Herrick mentioned that there are maps that talk about where it is measured and in what classes. Dr. Herrick felt this is something that needs to be shared more, but Dr. Bowman felt that it had been shared, but the information was still not being gathered. Dr. Herrick wanted to know what the committee's recourse was in that case and how that could be enforced. Dr. Austin said that was the problem she had also.

The committee then wondered how the LEAP goals go along with the Passport goals. Dr. Austin said they are roughly the same. The committee then discussed whether they wanted to recommend participating in Passport. If so, it could save a lot of work since they already have everything included. Dr. Schwehm then opened up the Passport webpage on the SmartBoard so that everyone could see.

The committee discussed the Passport and Dr. Roach made a motion that the committee consider this as a possible framework for the general education goals at Arkansas Tech. Dr. Hagge seconded the motion. Dr. Bowman then asked for discussion on this motion. The committee wondered if this change would involve a massive restructure. Dr. Bowman thought the committee should look at them carefully and consult with others that teach some of these courses and make sure they align with what they are teaching. The committee discussed that adopting this initiative might also help with reporting as the necessity to report the learning outcomes would become essential. The committee then wondered what kind of research they needed to do for the new Vice President for Academic Affairs to support the decision to adopt the Passport. Dr.

Bowman thought that Passport was so similar to LEAP that she didn't perceive he would be against this. Also, ADHE is in favor of this. The committee observed that there was no "Wellness" goal in the Passport Initiative, but there were places that you could stress wellness, along with the other goals. Dr. Austin mentioned that LEAP has rubrics that map the goals to courses. She also mentioned the Passport could easily be used to tie to the CPGE system, which is a really easy system. Dr. Schwehm mentioned some colleges (Idaho State specifically) actually listed their courses along with the goals in their catalogs.

The committee discussed whether there were changes to the General Education Committee description in the Faculty Handbook when changes were made this year and determined there were no changes. Dr. Herrick observed that the description in the handbook is a shortened version of what is actually done and she felt that was something that needed to be looked at.

Dr. Schwehm thought the Passport would be a more objective way to evaluate courses and Dr. Bowman added that the committee could use this when a course was brought to the committee to be added to general education and ask deliberate questions about what criteria they meet and what the assessment will be.

Dr. Austin asked if the General Education Committee had ever gone past collecting information and analyzing results with general education. Dr. Bowman told her the committee has looked at the results and then had been confused about who to communicate these findings to. She mentioned that the chair writes an annual report, but did not know if that report was sent to anyone outside of the Vice President for Academic Affairs. Dr. Austin felt this information should probably go out to the whole university. The committee then discussed putting some of this information on the General Education Committee webpage and in the orientation notebooks that are being put together. Dr. Bowman will get with Ms. Riddell to put some information together to go in the notebooks and on the web.

Dr. Bowman mentioned to the committee she would be on jury duty and might have to miss the next meeting, so the future chairs might have to step in for her. Ms. Riddell told them she had mentioned to Academic Affairs that the committee would have co-chairs for next year and was told that was okay, but the chairs would have to split the release time. Dr. Hagge said he would be glad to just be a back-up for Dr. Schwehm and not be an actual co-chair. Dr. Hagge made a motion for Dr. Schwehm to be the only chair-elect. Dr. Herrick seconded the motion. Motion carried.

Dr. Bowman then called for a vote on the motion to consider the Interstate Passport as a possible framework for the general education goals at Arkansas Tech. Motion carried.

Dr. Bowman asked Ms. Riddell to send out a Doodle scheduler to plan the next meeting in about three weeks. The committee will vote on whether to recommend adopting Passport at that time and then send on to the Curriculum Committee and then on to the Faculty Senate.

Adjournment

The meeting adjourned at 2:00 pm



The Interstate Passport:

A New Framework for Student Transfer

The Interstate Passport Initiative provides a new learning-outcomes-based framework for transfer with the goal of improving graduation rates, shortening time to degree, and saving students' money. The new framework focuses on lower-division general education, the common denominator among most institutions—concentrating on it as a whole, not on individual courses—and allows for a cross-border “match” of outcomes-integrated general education for block transfer. Students who earn a Passport at one participating institution and transfer to another will have their learning achievement recognized; they will not be required to repeat courses or other learning opportunities at the receiving institution to meet lower-division general education requirements.

The idea and design for this grass-roots initiative was conceived in 2010 by chief academic leaders in the West as a solution for transfer students, who too often lose credits, have to repeat courses, and spend additional money to complete their degrees. With approximately 33 percent of today's students transferring—and nearly 27 percent of them crossing state lines according to a study by the National Student Clearinghouse—the Passport promises a new way to streamline transfer students' pathways to graduation.

Passport Learning Outcomes and Proficiency Criteria for Transfer

Since 2011, faculty from both two- and four-year institutions in multiple states have worked collaboratively to develop the Passport Learning Outcomes (*what a student should know and be able to do*) and attendant proficiency criteria (*ways students demonstrate achievement of the learning outcomes*) in lower-division general education. Referencing the LEAP Essential Learning Outcomes developed by the Association of American Colleges and Universities, the Passport framework comprises nine knowledge and skill areas: oral communication, written communication, quantitative literacy, natural sciences, human cultures, critical thinking, creative expression, human society and the individual, teamwork and value systems.

Each of the nine areas includes a consensus set of Passport Learning Outcomes (PLOs) reflecting the learning outcomes of the participating faculty's institutions or states. The Proficiency Criteria (PC) provide examples of current classroom assignments as a context within which to establish an understanding among faculty about student proficiency with the learning outcomes at the lower-division general education level and to review one's own assignments.

Passport Blocks

To participate in the Passport Network, each institution must construct its Passport Block—a list of courses and/or learning opportunities by which its students achieve the Passport Learning Outcomes. Students who do so will be awarded a Passport and notified of this achievement. For many students, this will stand as an early milestone on their way to a degree. For those who transfer, it will ensure that they do not waste time repeating learning they have already achieved at their former institution even if the courses or credits required at their new Passport institution's Block are different. Faculty also benefit by knowing that they can change the curriculum in the courses in their institution's Block without triggering an articulation review as long as the PLOs are still addressed.

Verifying Passport Students and Tracking Their Academic Progress

Institutions participating in the Passport Network agree to report the number of Passports awarded and supply data on the academic performance of Passport and non-Passport students who transfer into their institution for two terms after they transfer as well as for students who earn the Passport at their institution for two terms after earning it. These data are sorted and analyzed by the Passport's Central Data Repository (CDR). Each sending institution receives a report detailing how well its former students have performed at Passport receiving institutions for use in continuous improvement efforts. The CDR also reports aggregate data to the Passport Review Board for use in evaluating the overall performance of the Passport program.

The design for noting the Passport on student records and tracking academic performance was developed by registrars and institutional researchers from participating institutions. Currently, Utah State University serves as the CDR. In 2016 some of this work will transition to the National Student Clearinghouse. Passport institutions will be able to use the Passport-Verify service to determine which incoming transfer students have a Passport, ensuring that their learning is recognized. Passport Network members will also submit academic progress data to the Clearinghouse, enabling the Passport Network to be scaled across the nation.

Participating in the Passport Framework's Development

Faculty, registrars, institutional researchers, academic advisors, and campus marketing specialists from two-year and four-year institutions in 16 states are involved in the development and testing of the Passport Framework. Some have been involved since the first phase kicked off in 2011 while others are now coming aboard to evaluate the process of applying for Passport status or to pilot the process of mapping critical assignments to the PLOs. States involved to date include: Arkansas, California, Colorado, Hawaii, Idaho, Indiana, Kentucky, Montana, North Dakota, New Mexico, Ohio, Oregon, South Dakota, Virginia, Utah, and Wyoming.

Becoming Part of the Passport Network

In spring 2016, regionally accredited public and private not-for-profit institutions can apply to become members of the Passport Network. To be approved by the Passport Review Board, an institution's faculty must agree that its learning outcomes are congruent with and not in conflict with the PLOs, and are acceptable as a basis of block transfer. They must also construct the institution's Passport Block. The registrar must put in place processes to award the Passport to students who achieve it and to recognize incoming transfer students with a Passport as having fulfilled the lower-division general education requirements as well as supply data annually on the number of Passports awarded and the academic progress data described above. Institutions sign a Memorandum of Agreement for a five-year renewable term and may pay an annual membership fee.

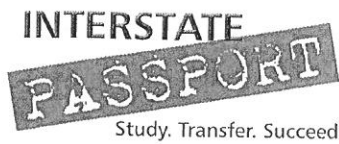
Funding for the Passport Initiative

The Interstate Passport Initiative is being developed and rolled out in phases with funding from the Carnegie Corporation of New York, the Bill and Melinda Gates Foundation, Lumina Foundation, and a First in the World grant from the U.S. Department of Education.

The Interstate Passport Initiative is managed by the Western Interstate Commission for Higher Education (WICHE), one of four regional compacts established by the U.S. Congress in the 1950s to facilitate the sharing of information and expertise in the higher education community.

More Information

More information is available at www.wiche.edu/passport or contact Cathy Walker, project manager, at cwalker@wiche.edu



INTERSTATE PASSPORT INITIATIVE

Passport Learning Outcomes and Transfer-Level Proficiency Criteria

PASSPORT LEARNING OUTCOMES

Faculty representatives from participating Passport institutions, along with the Passport State Facilitators and project staff, develop Passport Learning Outcomes (PLOs) for each lower-division general education knowledge and skill area. The Passport Interstate Faculty Team – comprised of faculty members with expertise in the designated area – review, compare, and contrast the sets of learning outcomes submitted by each state and then negotiate to arrive at an agreed-upon set of learning outcomes – the *Passport Learning Outcomes*. Team members vet the draft learning outcomes with faculty and other stakeholders in their states, and through a series of team conference calls, the learning outcomes are refined and finalized for the knowledge or skill area. Institutions that sign the Passport Agreement acknowledge that their lower-division general education learning outcomes map to and are congruent with the Passport Learning Outcomes.

TRANSFER-LEVEL PROFICIENCY CRITERIA

The transfer-level proficiency criteria describe the EVIDENCE of proficiency with the Passport Learning Outcomes at the transfer level that one might see in a student's behavior, performance or work. These are observable behaviors rather than subjective descriptors such as "appropriate" or "excellent." Specific examples, provided in the Transfer-Level Proficiency Criteria column of the matrix below, are not intended to mandate curriculum or assessment methods, nor do they constitute a comprehensive list of concepts that each student must master. Rather, they serve as guidelines for determining whether a student has reached the desired level of proficiency for the specific learning outcome through a variety of possible methods. The inclusion of many diverse concrete examples is intentional as different courses may address a given feature in distinct ways; for example, a statistics course will address learning outcomes differently than a quantitative reasoning course. Also, a given concrete example may possibly address more than one Passport Learning Outcome. No single course, or Passport student, is expected to demonstrate all of these criteria of transfer-level proficiency.

Oral Communication

Public speaking entails a crucial set of skills for higher education students to develop not just because of its importance for effective participation in classrooms, but primarily because of its central position as a tool of democracy and civic engagement. The ability to prepare and extemporaneously deliver an argument grounded in credible information and organized effectively is usually developed in one or more course in oral communication and becomes refined and strengthened through application across the curriculum. The following learning outcomes and signs of proficiency are not meant to convey all that a student might learn about public speaking, but to provide a balanced portrait of what receiving institutions can expect from transfer students who have earned a Passport.

| ORAL COMMUNICATION | | |
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| Passport Learning Outcome Features | Passport Learning Outcomes (What the student has learned) | Transfer-level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements . Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English. |
| Preparation for Performance | Develop a central message and supporting details by applying ethics, critical thinking and information literacy skills. Organize content for a particular audience, occasion and purpose. | Student speakers will be able to: Select topics that are relevant to and important for a public audience and occasion. Find, retrieve, and critically examine information from personal experience and published sources for credibility, accuracy, relevance, and usefulness. Select and critically evaluate appropriate support materials. Represent sources accurately and ethically. Become fully informed about the subject matter. Defend motive of the presentation. Apply organizational skills in speech writing that use the claim-warrant-data method of argument construction. |
| Delivery | Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose, and using technology | Prepare the audience by verbally outlining the speech at the start. Present an accurate, relevant and fair message. Support main points with specific reference to a variety of materials, including statistics, personal examples, testimony, and other techniques appropriate for the speaking occasion and audience. |

ORAL COMMUNICATION

| Passport Learning Outcome Features | Passport Learning Outcomes (What the student has learned) | <p align="center">Transfer-level Proficiency Criteria</p> <p align="center">(Evidence of proficiency of the learning outcome appropriate at the transfer level)</p> <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</p> |
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| | as appropriate. | <p>Make clear distinctions between speaker’s ideas and ideas of others.</p> <p>Make clear distinctions between speaker’s ideas and ideas of others.</p> <p>Use verbal footnotes while delivering the speech.</p> <p>Present without reading from notes or visual aids.</p> <p>Use presentation aids or technology to enhance delivery of a presentation.</p> <p>Use delivery techniques (posture, gesture, eye contact, pauses, and vocal expressiveness) and language choices that make the presentation understandable, and speaker appears comfortable.</p> <p>Treat audience with respect.</p> |
| Monitor and Adjust | Monitor and adjust for audience feedback. | <p>Present in the time allotted.</p> <p>Recognize that the audience is engaged (e.g., audience members are looking at the speaker, orienting body toward speaker, displaying appropriate facial expressions) and adjust if needed (e.g., the speaker initiates eye contact, rephrases points, changes delivery pace, increases volume, steps toward audience, provides additional examples).</p> |
| Critical Receiver | Listen and critically evaluate the speaker's central message and use of supporting materials. | <p>Audience member will be able to:</p> <ul style="list-style-type: none"> ▪ Give speaker full attention (e.g., refrain from using cell phone, laptop, iPads, etc.; engaging in other work or side conversations; or sleeping). ▪ Ask and answer questions as appropriate. ▪ Restate the purpose of the speech. ▪ Summarize the main points of the speech. ▪ Complete appropriate, constructive peer evaluations. |

Written Communication

Writing sits at the heart of the mission of the higher education institution. Regardless of the discipline, irrespective of the curriculum, written communication is the key that unlocks critical thinking, analysis, and logical reasoning. Learning to write effectively as an undergraduate is not accomplished in any one course, but learning to use this key to unlock intellectual potential across the curriculum does, in fact, require at least one dedicated course.

The following learning outcomes and proficiency criteria assume that students will experience at least one formal course in academic writing as part of their lower-division General Education. They also assume that students have opportunities to write as part of other lower-division courses. As with the other Passport Learning Outcomes, written communication’s proficiency criteria must be interpreted within local contexts.

| WRITTEN COMMUNICATION | | |
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| <p>Passport Learning Outcome Features</p> | <p>Passport Learning Outcomes (What the student has learned)</p> | <p>Transfer-Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)</p> <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</p> |
| <p>Rhetorical Knowledge</p> | <p>Demonstrate rhetorical knowledge: address issues of audience, purpose, genre, syntax, structure, format and knowledge appropriate to the task.</p> | <p>Student’s collection of writing may include one or more of the following:</p> <p>Writing in a variety of genres, including, for example, essays, reviews, lab reports, case studies, research papers.</p> <p>Reflective commentary with analysis of writer’s own levels of effectiveness in a variety of writing situations.</p> <p>Narrative of historical events and/or fictional events using chronological organization.</p> <p>Organization and presentation of factual information in the form of a report.</p> <p>Development of a unified, coherent essay focused on a thesis.</p> <p>Development of an analytical argument with attention to detailed supporting material appropriate to the context.</p> |

| WRITTEN COMMUNICATION | | |
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| Passport Learning Outcome Features | Passport Learning Outcomes (What the student has learned) | Transfer-Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) |
| Rhetorical Knowledge (continued) | | <p>Description and analysis of rhetorical features of a document, such as audience, purpose, and genre.</p> <p>Employment of a variety of types of evidence, such as definition, explanation, analogy, graphics, and/or visuals, as appropriate to the context.</p> <p>Use of a variety of tones, voices, and personae, such as writing in the first person, writing in the third person, adjusting syntax, diction, and structure according to the formality of the occasion and purpose.</p> <p>Awareness of the conventions and expectations of academic audiences.</p> <p>Use of technology appropriate to the context.</p> |
| Use of Sources | Evaluate, apply, and ethically synthesize sources in support of a claim, following an appropriate documentation system. | <p>Critical analysis of all source materials for bias, fairness, accuracy, relevance, and validity.</p> <p>Integration of source information and ideas with student's original perspective on a topic, with evidence of clear distinctions between his/her own ideas and the ideas of others.</p> <p>Use of correct punctuation and mechanics to present quotations, citations, page numbers, footnotes, endnotes, and references (bibliography) in accordance with a recognized format and style manual.</p> <p>Demonstration of the role of full documentation as a strategy to ensure academic integrity, attributing ideas incorporated from books, articles, the Web, or any other material to the original source using in-text citations and ancillary materials (e.g., reference list).</p> <p>Presentation of ideas and words of other authors in context, used fairly without distortion.</p> <p>Papers written individually for each class and/or assignment unless explicit approval for collaboration or for rewriting a paper done for a previous assignment has been given.</p> <p>Understanding of the nature of both obvious (cutting and pasting from other sources, buying papers on the Internet) and subtle (paraphrasing and summarizing without citation) forms of plagiarism and a commitment to avoid it.</p> |
| Writing Process Knowledge | Develop flexible strategies for generating, revising, editing, and | Working documents from inception of idea to final draft (e.g., brainstorming, notes, rough drafts, instructor feedback, peer response, collaboration with a peer writing tutor, incorporation of feedback in revised text, and other relevant illustrations). |

| WRITTEN COMMUNICATION | | |
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| Passport Learning Outcome Features | Passport Learning Outcomes (What the student has learned) | Transfer-Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) |
| Writing Process Knowledge (cont.) | proofreading. | <p>Evidence of revision strategies that begin with global (higher order) concerns and shift to local (lower order) concerns as essays or other pieces of writing are developed over time (e.g., a shift from focusing on what to write toward how to write it, but recognizing that the writing process is recursive, not linear, and the writer may return to any stage of process at any time).</p> <p>Illustration of skillful use of strategies to create both coherence and cohesion (e.g., readers are provided signals to guide their construction of meaning from the text by means of transitional words, phrases, and sentences; looking forward or backward in the text; and other devices).</p> <p>Reflective commentary that shows meta-cognitive awareness of successful and unsuccessful use of processes in samples submitted.</p> |
| Conventions and Mechanics | Demonstrate proficiency with conventions, including spelling, grammar, mechanics, word choice, and format appropriate to the writing task. | <p>Demonstration of sentence variety in terms of type, length, word order, emphasis, etc.</p> <p>Evidence that proficiency with language extends to matters of format and paragraphing as well as syntax and style appropriate to the context.</p> <p>Efforts to eliminate common errors in grammar, punctuation, and mechanics; over time, student demonstrates improvement in ability to identify and correct patterns of errors.</p> |
| Self-Assessment and Reflection | Reflect on one's inquiry and composing processes to critique and improve one's own and other's writing. | <p>Discussion of student's writing process, including experiences and/or strategies with invention, drafting, peer feedback/peer review, revising, and editing.</p> <p>Description and analysis of student's strengths and weaknesses in writing.</p> <p>Discussion of student's writing processes and writing choices concerning particular assignments.</p> |

Quantitative Literacy

Following are the Quantitative Literacy (QL) Passport Learning Outcomes and corresponding signs of proficiency expected of all students earning the Passport. To earn the QL portion of the Passport, the student must show proficiency in every Passport Learning Outcome feature listed below.

| QUANTITATIVE LITERACY | | |
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| Passport Learning Outcome Features | Passport Learning Outcomes (What the student has learned) | Transfer-Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) |
| Computational Skills | Demonstrates proficiency with arithmetic and algebraic computational skills, and extends them, for example, to geometric and statistical computations. | <p>Correctly solves problems or equations at the appropriate level.</p> <ul style="list-style-type: none"> ▪ Uses logarithms to correctly solve a compound interest problem for the desired time. ▪ Solves linear and quadratic algebraic equations accurately and reliably without the aid of a calculator. ▪ Correctly computes the mean, median, mode, and standard deviation for a given numerical data set. ▪ Rearranges the margin of error formula to find the desired sample size for a given confidence level and margin of error. ▪ Finds the area or volume of general geometric objects by decomposing them into more basic components (circles, triangles, rectangles, cubes, etc.). ▪ Uses the ideal gas law to compute how one variable is affected as another is changed. ▪ In problems where units are provided, gives answer in correct units. Also, uses units as a check when solving algebraic problems where units are given. ▪ Uses a spreadsheet or simple computer programs to automate multiple instances of arithmetic calculation. ▪ Calculates present and future values of money by evaluating appropriate formulas. ▪ Determines proportional relationships between the areas/volumes of figures given side (or other) measurements. |

QUANTITATIVE LITERACY

| Passport Learning Outcome Features | Passport Learning Outcomes (What the student has learned) | Transfer-Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) |
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| <p>Communication of Quantitative Arguments</p> | <p>Expresses quantitative information symbolically, graphically, and in written or oral language.</p> | <p>Correctly uses mathematical notation in all aspects of the solution of a typical problem at the appropriate level.</p> <ul style="list-style-type: none"> ▪ Accurately converts between proper mathematical notation/expressions and written / oral narrative. ▪ Expresses answer and intermediate steps with correct units. ▪ Uses appropriate language to link between different steps of stating or solving problems. Avoids using “=” to mean anything other than equality. ▪ Uses function notation and parentheses correctly in solving problems. ▪ States the conclusion to a significance test and writes an explanation of the rationale for the conclusion. <p>Makes appropriate use of graphical objects (such as geometrical figures, graphs of equations in two or three variables, histograms, scatterplots of bivariate data, etc.) to supplement a solution to a typical problem at the appropriate level.</p> <ul style="list-style-type: none"> ▪ Includes an appropriate graph to support or emphasize trends or findings. ▪ Draws two consecutive iterations of the Koch Snowflake to demonstrate that perimeter increases at each step. ▪ Uses graphs or plots (box-and-whisker, bar graph, etc.) to illustrate a comparison between two related data sets. ▪ Illustrates important values (such as median, mean, or extrema) on a graph or histogram of the data under analysis. ▪ Uses a graph to correctly present the data collected in a scientific experiment. |
| <p>Analysis of Quantitative Arguments</p> | <p>Selects and uses appropriate numeric, symbolic, graphical and statistical reasoning to interpret, analyze and critique information or line of reasoning presented by others.</p> | <p>Determines whether a given sequence of steps constitutes a valid line of reasoning (such as a proposed proof of a mathematical theorem or solution to a quantitative problem). If not a valid method, is able to explain why not.</p> <p>Reads passages that use basic statistics (such as from a newspaper story) and correctly articulates how those statistics could have been calculated and gives a correct analysis of their potential meaning. For example, distinguishes between results that show statistical correlation and causation.</p> <p>When presented with an estimate based on sample data, asks if that sample was randomly chosen, and if not, considers whether that is relevant.</p> <p>Uses present-value and future-value formulas to evaluate claims made about investment opportunities.</p> |

QUANTITATIVE LITERACY

| Passport Learning Outcome Features | Passport Learning Outcomes (What the student has learned) | Transfer-Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) |
|---|--|--|
| | | <p>Critiques the quantitative results obtained from a scientific experiment.</p> |
| <p>Formulation of Quantitative Arguments</p> | <p>Recognize, evaluate, and use quantitative information, quantitative reasoning and technology to support a position or line of reasoning.</p> | <p>Correctly formulates, organizes, and articulates solutions to theoretical and application problems at the appropriate level.</p> <ul style="list-style-type: none"> ▪ Gives a correct argument why the Koch snowflake has finite area but infinite perimeter. ▪ Analyzes quantitative data collected in an experiment. ▪ Uses optimization techniques to maximize profit for a business. ▪ Correctly proves that an irrational number is irrational (for example, $\sqrt{2}$ or 1.010010001...). ▪ Uses graphs, diagrams, and charts to compare data sets and draw conclusions. ▪ Given the results for a hypothesis test or confidence interval, draws an accurate conclusion. ▪ Describes a scenario in which poll voting (plurality method) gives a different result from ranked preference voting. ▪ Uses a graph and/or appropriate formulas to find the maximum or minimum value of a quadratic polynomial, and distinguishes between the value at which the maximum occurs and the maximum value itself. ▪ When using linear programming, shows an appropriate graph and the details of how the optimum value is obtained. ▪ Employs proportional reasoning to explain why a subpopulation is over or under represented in a sample. ▪ Utilizes a graph to determine the number of real zeros of a quadratic or cubic equation. |
| <p>Mathematical Process</p> | <p>Design and follow a multi-step mathematical process through to a logical conclusion and critically evaluate the reasonableness of the result.</p> | <p>Correctly solves a variety of different problem types (at the appropriate level) that involve a multi-step solution.</p> <ul style="list-style-type: none"> ▪ Selects an algorithm (such as Cheapest Link Algorithm) for working with a graph theory problem (Travelling Salesman) and correctly applies it to the exercise. ▪ Based on given data, correctly computes a confidence interval or hypothesis test. ▪ Uses synthetic division, factoring, graphing, and other related techniques to find all the (real) zeros of a suitable cubic/quartic polynomial. ▪ Writes a computer program to do a multi-step calculation that involves multiple cases. For example, identify whether the input is a prime number, factor the input, or sort a list of numbers. Does appropriate error checking on the resulting computer program. ▪ Calculates multiple monthly loan payments for a given principal and different interest rates/times. Then uses the figures to compare the total cost of the loans. |

QUANTITATIVE LITERACY

| Passport Learning Outcome Features | Passport Learning Outcomes (What the student has learned) | Transfer-Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) |
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| | | <ul style="list-style-type: none"> ▪ Given three linear relationships for three unknowns, correctly solves for the desired quantities. ▪ For a given velocity and rate of deceleration, calculates the distance required to stop. ▪ Correctly solves an optimization problem, justifying why their solution is in fact an optimal one (for example, using linear programming or differential calculus). <p>Considers the validity of a result from a multi-step problem.</p> <ul style="list-style-type: none"> ▪ Rarely submits solutions that involve an answer of the wrong order of magnitude or involving the wrong type of information (such as a graphical solution when a numeric one is called for). ▪ Where possible, checks solutions with the original problem. ▪ Looks for signs of model breakdown when using an exponential growth function in a real-world setting. ▪ Evaluates the validity of experimental data. ▪ Recognizes, quantifies (where possible), and articulates the possibility of error (type I or II, as appropriate) in a significance test. ▪ Recognizes nonrandom sample data as nonrandom and considers the possible impact to conclusions. |
| <p>Quantitative Models</p> | <p>Create, analyze and apply appropriate quantitative models to solve quantitative theoretical and real-world problems.</p> | <p>Correctly solves problems at the appropriate level which require the student to choose an appropriate technique or formula.</p> <ul style="list-style-type: none"> ▪ Given a floor plan, the cost of the carpet per yard from a roll of given width, and the cost of making a cut, devises a scheme to carpet a floor plan and calculates the cost. ▪ Selects the correct model (linear, exponential, logistic, etc.) for a population growth problem and then uses it to solve for the population size at a given time. ▪ Given sample data, calculates confidence intervals for population means and correctly interprets results. ▪ Constructs applicable linear demand and quadratic revenue functions from given data, then uses the model to determine the price and quantity that maximizes revenue. ▪ Given an estimated growth rate per year and a desired investment value after a certain number of years, calculates the initial investment required to reach that value. ▪ Solves problems that involve adding rates. (For example if person A requires 4 hours to do a job, and person B requires 3 hours, how long is required for A and B to do this job together?) ▪ Selects the correct function type to model a set of real-world bivariate data, determines appropriate values for the constants in the model, and uses the model to answer questions. ▪ Utilizes vectors to solve problems involving direction and magnitude. |

NATURAL SCIENCES

| Feature | Passport Learning Outcomes (WHAT the student is expected to know) | <p style="text-align: center;">Proficiency Criteria</p> <p>(EVIDENCE of proficiency of the learning outcome appropriate at the transfer level)</p> <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements, and this list does cover all possible criteria. Institutions may have or may develop their own individual criteria. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</p> |
|------------------------------|---|---|
| The Nature of Science | <p>Students explain the following attributes of science:</p> <p>a. Science is based on the assumption that reality exists, operates by consistent principles, and that the rules are understandable by critical analysis.</p> | <ol style="list-style-type: none"> 1. Students explain on an exam or assignment why the assumption that the universe operates by consistent principles and that these rules are understandable by critical analysis are important to science. 2. Students mathematically solve problems illustrating commonly accepted theories to show that the results match that observed, for example, the calculation of gravity or Avogadro's number, theoretical yields of a chemical reaction, confirmation of thermodynamic laws, illustration of Hardy-Weinberg equilibrium, etc. 3. Students prepare a list of questions amenable to scientific inquiry and a list of questions that are not, and give reasons for their choices. |
| | <p>b. Processes and results must be reproducible and subjected to peer review.</p> | <ol style="list-style-type: none"> 1. Students explain what is meant by "reproducibility" and "peer review" as part of an exam, class assignment, or laboratory experiment. 2. Contrast data gathered by different groups in a lab section about the same phenomenon; use averages to get a better picture of the relationship between the two variables. |
| | <p>c. The results will display intrinsic variation and limitations.</p> | <p>Students will repeat an experiment multiple times, measuring the results and noticing the variation in the results, for example:</p> <ol style="list-style-type: none"> a. Students throw a paper airplane x number of times and record distance or flight time, noting the variation in results. b. Students will explain the difference between precision and accuracy by making multiple measurements of density weighing water with pipette or other experimentally measured value. c. Students measure the mass of popcorn before and after popping to determine average Accumulate data and compare to other results. |

Natural Sciences

Proficiency in the physical and biological world entails exploration and comprehension of the universe that requires an informed understanding of the scientific method and its scope, and its application in conducting research to gather and subject empirical evidence to quantitative analysis. Proficiency also demands understanding and appreciation of the requirement that all applicable evidence must be integrated into scientific models of the universe, and that scientific models must evolve.

| NATURAL SCIENCES | | |
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| Feature | Passport Learning Outcomes (WHAT the student is expected to know) | Proficiency Criteria (EVIDENCE of proficiency of the learning outcome appropriate at the transfer level) |
| The Nature of Science (continued) | d. Continued scientific inquiry produces credible evidence that is used to develop scientific models and concepts. | Students provide examples of changing scientific thought regarding fundamental scientific concepts, for example: <ul style="list-style-type: none"> a. The progression of the understanding of evolution from Lamarckian evolution, to Darwinian evolution and our current understanding of epigenetics. b. A discussion reviewing the video, "A Tale of Two Mice - The Agouti Sisters." |
| | e. Models and concepts that withstand the most wide-ranging and persistent critical analyses are assumed to most closely describe reality and the principles by which it operates. | Students report on an example of models and/or concepts from science that have withstood critical analysis of time) and those that ultimately have not, for example: <ul style="list-style-type: none"> a. Students compare and contrast the plum pudding model and modern theory of the atom. b. Students compare and contrast the heliocentric and geocentric model of the solar system. c. Students compare and contrast the phlogiston and oxidation explanation of fire and burning. |
| | f. There is inherent beauty and wonder in science in and its possibilities. | Having been exposed to basic astronomical concepts either in class, through reading, or through a TED-style talk, students observe the stars in a dark sky, consider the content of the talk while observing, and later write a poem or a diary entry reflecting on the beauty and wonder of science as an approach to knowledge about the natural world. |
| | Students demonstrate the application of specialized methods and tools of scientific inquiry by actively | <ol style="list-style-type: none"> 1. Students describe the processes of collecting, analyzing, and interpreting data, including the description of their findings in a lab or field report, for example: <ul style="list-style-type: none"> a. Students write a procedure and then follow it to collect data for measuring the speed of sound. b. Explain the purpose of experimental controls. 2. Students use their senses and appropriate instruments to observe and accurately measure and analyze phenomena using |

NATURAL SCIENCES

| Feature | Passport Learning Outcomes (WHAT the student is expected to know) | Proficiency Criteria (EVIDENCE of proficiency of the learning outcome appropriate at the transfer level) |
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| 2. Scientific Inquiry | and directly collecting, analyzing, and interpreting data, presenting findings, and using information to answer questions. | SI units, such as: <ol style="list-style-type: none"> Students conduct single and double displacement chemical reactions, observe evidence of the reactions occurring, then correlate the physical reactions with the writing and balancing of the appropriate chemical equations. Students use appropriate equipment to record the mass and volume of substances using significant figures. Using this data, students will graph mass and volume to determine the density of the substance <ol style="list-style-type: none"> Students collect data on known and unknown samples then graph the data to determine the value of an unknown, such as: <ol style="list-style-type: none"> Students collect leaf pigment samples and use a spectral photometer to determine dominant feedback. Students calculate and quantify the difference between two groups or systems, for example: <ol style="list-style-type: none"> Measure mass of kernels of popcorn before and after popping, calculate the percent of mass lost, and perform a statistical analysis on the loss. Students use accepted vocabulary, symbols, and conventions to describe natural occurrence. Students describe and represent significant changes in phenomena, such as: <ol style="list-style-type: none"> Students use gel electrophoresis to determine changes in the hemoglobin gene in cases of sickle-cell anemia. Students observe and classify whether changes are chemical or physical. Students design an investigation to test a hypothesis, identifying the appropriate means of data collection and analysis necessary to do so. <ol style="list-style-type: none"> Students design different paper airplanes, hypothesize which fly fastest and farthest, and then test the designs using measuring tape and stopwatch. Students draw conclusions to accept or reject hypothesis, support their findings, and answer questions using a provided data set. |
| 2. Scientific Inquiry (continued) | | |
| 3. Core Concepts | Students accurately describe the scope of scientific study in both the physical and life sciences, their core theories and practices, using discipline related terminology. | <ol style="list-style-type: none"> Students apply the basic concepts, vocabulary, and models from a particular scientific discipline in order to solve a problem or carry out a task within that discipline, for example: <ol style="list-style-type: none"> Students use a pedigree to track sex-linked characteristics through a family. Students diagram the different stages of the life cycle of a fern plant and label them using specific terminology. Students explain the periodicity of the elements according |

NATURAL SCIENCES

| Feature | Passport Learning Outcomes (WHAT the student is expected to know) | Proficiency Criteria (EVIDENCE of proficiency of the learning outcome appropriate at the transfer level) |
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| | | <p>to their placement in the periodic table.</p> <ul style="list-style-type: none"> d. Students use a classification key to identify plant species. e. Students correctly solve problems and answer questions at the end of textbook chapter. f. Students develop a concept map for a set of vocabulary terms associated a text chapter. g. Students watch a video on the North American Wood frog and use colligative properties to explain how the frog freezes itself. |
| 5. Scientific Literacy | <p>Students shall:</p> <ul style="list-style-type: none"> a. Recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions; b. Demonstrate an ability to gather, comprehend, apply and communicate credible information on scientific and technical topics. | <ul style="list-style-type: none"> 1. Read with understanding articles about science in the popular press and engage in discussion about the validity of the conclusions, for example: <ul style="list-style-type: none"> a. Read an article about the relationship between vaccination and autism, and engage in a discussion on the validity of the article’s conclusions with their peers in a classroom situation or online discussion board. 2. Identify scientific issues underlying national and local decisions and defend positions that are scientifically and technologically informed, for example <ul style="list-style-type: none"> a. Students view an online TED talk dealing with global warming and afterwards engage in an online of the validity of the arguments and evidence presented. 3. Evaluate the quality of scientific information on the basis of its source and the methods used to generate it, for example <ul style="list-style-type: none"> a. Students select an advertisement for a product or service and evaluate the validity of the scientific claims used to promote it. 4. Pose and evaluate arguments based on evidence and apply conclusions from such arguments. <u>For example:</u> <ul style="list-style-type: none"> a. Students investigate the reported health benefits of an item such as magnets or copper bracelets and report on the scientific basis for these claims. 5. Students evaluate the effectiveness of the use of scientific data in a debate, <u>for example:</u> <ul style="list-style-type: none"> a. Students watch the Ken Hamm-Bill Nye evolution-creation science debate (available on line) and evaluate the scientific evidence and arguments used by the participants. |
| 6. Scientific Reasoning | <p>Students demonstrate scientific reasoning processes to draw conclusions.</p> | <ul style="list-style-type: none"> 1. Students demonstrate proficiency on an accepted scientific reasoning assessment, such as the Madison Assessment or Lawson Test. 2. <u>Students draw appropriate conclusions from laboratory or field activities or case studies, and communicate the results to others.</u> <ul style="list-style-type: none"> a. Students can explain why cans of diet soda and regular soda |

NATURAL SCIENCES

| Feature | Passport Learning Outcomes (WHAT the student is expected to know) | Proficiency Criteria (EVIDENCE of proficiency of the learning outcome appropriate at the transfer level) |
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| | | <p>will display different buoyancy properties when placed in a tank of water.</p> <p>b. Students use the results of a natural selection experiment, such as the rise of multi-drug resistant pathogens, to explain phenotypic variations of a population.</p> <p>3. Students identify the appropriate methodologies (qualitative and quantitative) to analyze and solve a scientific problem. Examples might include:</p> <p>a. Students determine the originator of a simulated epidemic. Students carry out a simulation of the spread of infection using the standard classroom 'candy' sharing exercise.</p> <p>b. Students determine the appropriate cation-anion detection method to determine an unknown salt.</p> <p>c. Students write a procedure and the follow it to collect data for measuring the speed of sound.</p> <p>4. Identify and quantify patterns and observations. Examples might include:</p> <p>a. Students build and separate macromolecules to show that dehydration synthesis is a common chemical reaction used to form the major macromolecules in biological systems.</p> <p>b. Students distinguish various groups of organism using shared and non-shared characteristic.</p> |
| 7. Ethics | <p>Students demonstrate an understanding of the standards that define ethical scientific behavior, including:</p> <p>1. Honesty: The accurate use and reporting of scientific processes, data, and results, and the proper sharing of credit among colleagues;</p> <p>2. Safety: Ensuring the safety and well-being, both mental and physical, of practitioners, test subjects, local community, and environment;</p> <p>3. Social Responsibility: Recognition of the impact of our actions</p> | <p>1. Students distinguish ethical from non-ethical scientific behavior using examples (actual or hypothetical); explain the reasons for the decisions.</p> <p>a. Students read several scenarios in which there are "gray areas" in the conducting of an experiment, interpreting or publishing of data. Students respond to these scenarios with a description of their course of action, and the reasons for their decisions.</p> <p>2. Students accurately report/represent their findings in a lab or field report, presentation, or paper, using proper citation of sources and collaborations.</p> <p>a. Students describe the impact of falsified data on the validity of scientific conclusions and the reputation of science in general, using the Jan Hendrick Schön or cold fusion cases as an example.</p> <p>b. Students will use the Watson-Crick DNA case study to discuss the importance of proper attribution of scientific credit.</p> <p>3. Students display an awareness of the importance of the safety and well-being of the scientific researchers, participants, and the environment during a scientific experiment. Examples might</p> |

NATURAL SCIENCES

| Feature | Passport Learning Outcomes (WHAT the student is expected to know) | Proficiency Criteria (EVIDENCE of proficiency of the learning outcome appropriate at the transfer level) |
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| | have on the natural and human world. | include: <ol style="list-style-type: none"> a. Students are able to identify the location of basic safety equipment used in laboratory and field activities and demonstrate their proper use. b. Students do a search and hunt exercise to learn the safety features presented in chemical safety data sheets. c. Students carry out laboratory exercises in which they demonstrate the proper disposal of harmful materials. 4. Students will report on the way scientific ethics have evolved over time For example: <ol style="list-style-type: none"> a. Using case studies such as the Tuskegee Experiment and the case of the Henrietta Lack cell line; b. Students calculate their carbon footprint using www.myfootprint.org. c. Student participate in a classroom discussion that weighs the benefits and environmental costs of activities such as fracking, oil extraction in the Amazon, d. Students evaluate discrepancies, such as wealth and health, among societies using www.gapminder.org http://www.gapminder.or |
| 8. Science and Society | Students understand the role science plays in historical and contemporary issues. | <ol style="list-style-type: none"> 1. Students identify the scientific context that helped frame a past social issue (e.g., fluoridation, eugenics, antiseptis and germ theory, Love Canal, detergent additives) <ol style="list-style-type: none"> a. Students write a review of the movie "Inherit the Wind" based on their knowledge of the actual Scopes trial and discuss what that trial would be like if it took place today. b. Students watch the documentary "The Polio Crusade" on the polio virus and write report on necessity to develop a polio vaccine. 2. Students evaluate the scientific evidence and reasoning underlying a contemporary scientific debate. <ol style="list-style-type: none"> a. Students engage in a classroom discussion on climate change. b. Students read recent news reports on outbreaks of measles and whooping cough, evaluate the safety and efficacy of vaccinations, and debate the pros and cons of mandatory vs. voluntary vaccinations c. Watch the movie "Gattaca" and discuss it in the context of "designer babies," genetically modified children, and selecting for specific genetic traits in children. 3. Through course assignments, laboratory experiments, or discussions, students examine the impact of science and technological advances on work, recreation, communication, economic systems, social relationships, health, privacy, and |

NATURAL SCIENCES

| Feature | Passport Learning Outcomes (WHAT the student is expected to know) | Proficiency Criteria (EVIDENCE of proficiency of the learning outcome appropriate at the transfer level) |
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| | | environmental sustainability. |

Human Cultures

Proficiency in human cultures increases student knowledge and appreciation of the human condition in different cultures in relation to each other and of cultural diversity and/or cultural evolution over time. Subject matter may include study of the similarities and differences among cultures including cultural values, traditions, beliefs, and customs, as well as the range of cultural achievements and human conditions through time.

HUMAN CULTURES

| Feature | Passport Learning Outcomes (WHAT the student is expected to know) | Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) |
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| 1. Core Knowledge | Define and apply knowledge of changing human cultures (including core vocabulary, terminology, information, concepts, theories and debates) | <p><i>The student will explain concepts, theories, and debates with regard to culture using appropriate vocabulary, terminology, and identifying core concepts relevant to discipline with regard to culture.</i></p> <ul style="list-style-type: none"> • Use appropriate vocabulary, terminology, etc. related to a course topic [in a formal presentation]. • Explain an important concept, theory, and/or debate relevant to the discipline [in a three-five-page paper]. • Identify the core distinctions between primary and secondary sources [through a PowerPoint presentation]. • Identify and account for the different perspectives expressed in two or more cultures or in two or more primary sources that describe the same event [through a poster presentation]. • Identify and describe a series of cultural artifacts and explain their varied contexts (e.g. space/time) [through a series of multiple-choice questions]. • Identify and describe differences in a cultural practice in two or more societies (e.g. gender roles, marriage, kinship, political leadership, subsistence practices) [through an in-class essay]. • Describe the events leading up to a global conflict [in an 8-10 page paper]. • Define the terms "checks and balances" and provide an example from the U.S. Constitution for each branch of government [through an in-class essay]. |
| Core Knowledge | | <ul style="list-style-type: none"> • Explain what scholars mean when they say that race is a social |

HUMAN CULTURES

| Feature | Passport Learning Outcomes (WHAT the student is expected to know) | Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) |
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| (continued) | | <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</p> <p>and not a biological category [through active participation in an in-class debate].</p> <ul style="list-style-type: none"> Identify and reflect on language-learning strategies [in a two-page essay]. |
| 2. Modes of Inquiry | Identify and describe past and current forms of inquiry into changing human cultures across time and place. | <p><i>The student will describe how existing knowledge or practice is advanced, tested, and revised in studies of human cultures; explain how and why forms of inquiry differ across time and place; demonstrate understanding of personal and/or cultural biases and their impact on modes of inquiry.</i></p> <ul style="list-style-type: none"> Describe the motivations that drove medieval alchemists and how alchemy was an important precursor to modern science [in a paper of eight-ten pages]. Analyze the changing nature of "historical revisionism" [through a well developed series of multiple-choice questions]. Compare and contrast two different explanations for President Truman's decision to drop the atomic bomb on Japan [through a poster presentation]. If history is "just the facts" about the past, explain why historians disagree [in an in-class essay]. Compare and contrast ways cultures have been studied at different times [through an in-class essay]. Compare and contrast ways how place can change the way cultures are studied [through an in-class discussion]. Explore the modes of inquiry used by a well-known researcher of different cultures [through a formal presentation on his/her work]. Use primary and secondary sources [in a three to five-page analysis of a Beatles song]. Analyze the differences between "Eurocentric" and "global" approaches to research [through an oral presentation]. Compare the analyses that two different college-level history texts offer on the nature of the "market revolution" [through an |

HUMAN CULTURES

| Feature | Passport Learning Outcomes (WHAT the student is expected to know) | Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) |
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| | | <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</p> <p>oral presentation].</p> <ul style="list-style-type: none"> • Evaluate the Puritan experience from the perspectives of theology and lived experience [through a five to seven-page paper]. |
| 3. Investigation | Research human cultures using relevant methodologies. | <p><i>The student will engage with various investigative methodologies in order to describe and understand certain principles and phenomena of human culture or cultures.</i></p> <ul style="list-style-type: none"> • Identify and distinguish between primary and secondary sources [through the construction of an annotated bibliography] • Describe an important person or event [through a PowerPoint presentation]. • Describe or role-play a real or representative historical person (e.g. an 18th-century midwife) [through an oral presentation]. • Analyze the impact of an important event in history [through a short five to eight-page paper]. • Compare and contrast two or more accounts of an event for bias [through a paper or presentation]. • Analyze a cultural artifact and explain its varied context [through a brief three to five-page paper]. |
| 4. Areas of Study | Examine identities, languages, beliefs, and behaviors of oneself and others as parts of a dynamic culture or cultures. | <p><i>Describe, explain and evaluate the sources of one's own perspective on selected issues in culture, society, the arts, and global relations and compare that perspective with other views.</i></p> <ul style="list-style-type: none"> • Discuss the disadvantages of the American emphasis on individualism and individual rights from a Swedish point of view [through an in-class essay]. • Examine specific examples of differences between home cultures and others [through a well developed series of multiple-choice questions]. • Analyze linguistic differences between Shakespeare's original |

HUMAN CULTURES

| Feature | Passport Learning Outcomes (WHAT the student is expected to know) | Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) |
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| | | <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</p> <p>text and a modern translation of Hamlet’s soliloquy [through a brief three to five-page paper]</p> <ul style="list-style-type: none"> • Reflect on a role-play focusing on a particular cultural topic (e.g. use of formal/informal address, dinner party behavior, historical period/event/figures/actors/political advocates) [through a brief three to five-page paper]. • Observe and reflect upon particular rituals, ceremonies, behaviors, or customs [through an oral presentation]. • Reflect on aspects of the target culture that are similar to/different from your own [through a service-learning project]. • Debate a topic as a cultural practice (e.g. footbinding, genital mutilation, child marriage, honor killings, spanking, handshaking, eye contact, personal space) [orally with a partner]. |
| <p>5. Attitudes Toward Cultural Difference</p> | <p>Demonstrate understanding, respect, sensitivity, and empathy when interacting with one’s own or others’ cultures (including but not limited to people, language, artifacts, ideas, values, and customs).</p> | <p><i>Through interpersonal and/or intellectual engagement, respond to, interact with, describe, and/or analyze human cultures with sensitivity, empathy, and respect.</i></p> <ul style="list-style-type: none"> • Use appropriate forms of address (formal/informal) in a language other than your own [in an in-class interaction or extra-class project]. • Attend two or more cultural events and compare and contrast them [through a three to five page paper]. • Identify, describe, and analyze stereotypes in an assigned text [through a well developed series of multiple-choice questions]. • Compare and contrast stereotypes that different cultural groups hold of each other [through a three to five-page paper]. • Explain a concept from the point of view of another culture [in an oral presentation]. • Prepare and ask questions, listen attentively, respond appropriately and respectfully, ask follow-up questions, and report thoughtfully [in a reflection essay on an interview of a subject from a culture or co-culture other than your own]. |

HUMAN CULTURES

| Feature | Passport Learning Outcomes (WHAT the student is expected to know) | <p>Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)</p> <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</p> |
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| | | <ul style="list-style-type: none"> • Carry out a cultural analysis of a Beatles song [through a three to five-page paper]. |
| <p>6. Factors Shaping Human Cultures</p> | <p>Examine and explain the external, structural, and social elements influencing human cultures: class, race and mixed race, ethnicity, age, language, gender, disability, sovereignty, sexual orientation, political ideologies, economic structure, natural environments, historical events, social movements, religion, and other forms of identity.</p> | <p><i>Identify and explain complexities, interconnectivity and diverse factors shaping human cultures.</i></p> <ul style="list-style-type: none"> • Explain the cultural consequences of global processes such as colonialism, slave trade, world wars, civil rights, diaspora [through an eight to ten-page paper]. • Debate questions of equity with regard to access to education, housing, food, transportation, etc. [through an in-class discussion]. • Discuss the cultural foundations of one or more political systems [through an oral presentation]. • Compare and contrast how two political ideologies address a common problem, for example, poverty, work, education, taxation [through a PowerPoint presentation]. • Explain the relationships between culture and structures of power [through an eight to ten-page paper]. |

**Knowledge of Concepts in
Critical Thinking**

Critical thinking is a cross-disciplinary process based on information literacy that uses inquiry and analysis, and leads to problem solving. Critical thinking is also a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a judgment or conclusion. Critical thinkers deeply reflect on the process and each of the steps below and return to each step as necessary.

| Passport Learning Outcome Feature | Passport Learning Outcomes (what the student has learned) | Transfer Level Proficiency Criteria (Evidence of proficiency at the transfer level) Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). |
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| Problem Setting | Identify a problem or question and its component parts. | Students state, describe, and clarify an open ended problem/issue appropriate to the discipline. Examples include the following: <ul style="list-style-type: none"> a. Age of Responsibility: Students identify different perspectives on how age might influence legal or ethical responsibility. b. The Problem of Justice: Students will identify and evaluate several different views and perspectives of justice in Plato’s Republic, Book 1. c. Business Ethics Case Study: Student will identify what decisions a corporation might consider about producing snack foods made with trans fats. |
| Recognize Assumptions | Recognize and assess personal and other relevant underlying assumptions. | Students engage with resources, ideas, problems, or questions to investigate and/or explain the role biases have in shaping point of view, analysis, and conclusions. Through this discovery students are able to examine and interpret their findings. Examples include the following: <ul style="list-style-type: none"> a. Students write an exploratory essay, identifying different points of view from different sources on a policy issue, explaining how their reaction to proposed solutions to the problem changed during the research process. b. Students identify a TED Talk of interest and assess the speaker’s assumptions and how they compare and/or differ from their own. c. Students select an event they believe has the qualities of an “apocalypse” (i.e., The Dust Bowl, Three-Mile Island, the reintroduction of wolves into Oregon, etc.), explaining how their personal |

| Passport Learning Outcome Feature | Passport Learning Outcomes (what the student has learned) | <p align="center">Transfer Level Proficiency Criteria (Evidence of proficiency at the transfer level)</p> <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group).</p> |
|-----------------------------------|--|--|
| | | <p>priorities influenced their choice while predicting the consequences of the event on individuals, communities, and environment.</p> |
| Evidence | Identify, gather, and analyze the information/data necessary to address the problem or question. | <p>Students gather an appropriate scope and depth of evidence sufficient to address a question. Examples include the following:</p> <ol style="list-style-type: none"> a. Students quote and appropriately cite one or two passages that provide evidence for their thesis. Additionally, identify one or two passages that are still logically relevant but not quite as strong. b. After choosing a current event of global interest, students gather reports of the event from local, regional, national, and international sources; examine the evidence as reported from the various source for levels of strength; make reasoned judgments about the reliability of the reports; and report their own conclusions about the event in an essay or presentation, commenting on reasons for accepting particular pieces of evidence in their argument. c. Students develop an annotated bibliography of self-selected materials and a summary viewpoint that directly addresses how evidence does or does not support a particular argument. |
| Evaluate | Evaluate information/data for credibility (e.g. bias, reliability, validity) and relevance to a situation. | <p>Students demonstrate skills as evaluators in addition to awareness of the evaluation process. Examples include the following:</p> <ol style="list-style-type: none"> a. Students differentiate relevant from irrelevant information as it pertains to a question of interest; an example assignment may deliberately provide students with thematically related but irrelevant information (cf., heroin user recidivism rates as it might pertain to the success of an alcohol treatment center) to assess an ability to distinguish fact from judgment, and belief from knowledge; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought. b. Students identify logical fallacies within an |

| Passport Learning Outcome Feature | Passport Learning Outcomes (what the student has learned) | <p align="center">Transfer Level Proficiency Criteria (Evidence of proficiency at the transfer level)</p> <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group).</p> |
|--------------------------------------|--|--|
| | | <p>argument contained in a prompt or original materials.</p> <p>c. Students assess and defend the credibility of each piece of data when analyzing an experiment, including some data and excluding other data in order to evaluate findings and reach a legitimate conclusion.</p> |
| <p align="center">Context</p> | <p>Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.</p> | <p>Students clarify the significance of the context/environment in which the problem, event, and/or issue exists, interpreted or is perceived. Context may include temporal, disciplinary, historical, social, and physical considerations. Examples include the following:</p> <ul style="list-style-type: none"> a. Business Case Study: Students develop criteria and utilize appropriate principles/concepts for comparing multiple courses of action in support of a conclusion or decision. b. Fictional Memoir or Profile: Students conduct historical and cultural research in order to craft a fictional memoir or profile of a person who could have lived in a specific historical time period (e.g. Pre-Revolutionary War). Students take up their research for this project by focusing on a particular cultural, political, and/or economic context. c. Historical Artifact Analysis: Students write an analysis of non-literary historical artifacts, explaining their physical and social contexts and significance. d. Students participate in a forum discussion explaining how time, place, and circumstances persuaded them to take some kind of significant, personal action. |
| <p>Reasoning/Conclusion</p> | <p>Develop logical conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.</p> | <p>Students employ appropriate reasoning processes to reach a valid conclusion supported by relevant data. Examples include the following:</p> <ul style="list-style-type: none"> a. Students develop a recommendation on the most effective way to reduce the incarceration rate in the state for illegal |

| Passport Learning Outcome Feature | Passport Learning Outcomes (what the student has learned) | <p align="center">Transfer Level Proficiency Criteria (Evidence of proficiency at the transfer level)</p> <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group).</p> |
|-----------------------------------|---|--|
| | | <p>drug abuse.</p> <p>b. Students write a conclusion based upon lab reports that deal with the extraction of microbes from local soil that potentially may have antibiotic properties. They should restate their hypothesis, describe the support or rejection of their hypothesis, evaluate experimental data, synthesize what they would like to improve or perform for further experimentations, and explain how their work adds or compares to scientific work that has been previously reported.</p> <p>c. Students develop and communicate conclusions based upon self assessment (reflection) on the recursive reading, reasoning, and writing process in order to improve the quality of the exposition or argument.</p> |

Creative Expression

Interpretive and creative expression of the potential and limits of the human condition relies on critical analysis of specific texts or works to support its claims. Relationship to institutions' Passport Block: this area includes disciplines such as music, visual arts, design, theater, film, media, literature, architecture, and others.

| Passport Learning Outcome Feature | Passport Learning Outcomes (what the student has learned) | Transfer Level Proficiency Criteria (Evidence of proficiency at the transfer level) Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English. |
|-----------------------------------|--|---|
| Basic Knowledge | <p><i>Through the study of literary, performing and/or visual arts, students will:</i></p> <p>Employ fundamental discipline-specific principles, terminology, skills, technology, and methods.</p> | <ol style="list-style-type: none"> 1. Demonstrate conceptual knowledge in creative expression using key terminology and principles in response to, for example, concerts, theatrical presentations, exhibitions, dance performances, film screenings, or literary readings. 2. Employ introductory knowledge of technical skills in a chosen creative area through the successful completion of practical assignments; for example, create a theater costuming sewing sampler. 3. Define discipline-specific vocabulary in the form of a written assignment or quiz. 4. Demonstrate discipline-specific abilities such as performing basic dance steps, constructing a musical scale, or drawing using perspective. 5. Demonstrate ability to utilize specific technologies; for example, shooting and editing a video using industry standard equipment and software. |
| History and Cultures | <p>Identify, explain and/or demonstrate relationships among societal, cultural, and historical contexts.</p> | <ol style="list-style-type: none"> 1. Analyze the factors that have shaped the arts in different parts of the globe at different times; cultural factors may include religion, politics, economics, or others. Present findings in a written or oral presentation. 2. Choose a visual, musical or literary work from a specific historical period and write a paper that focuses on historical and cultural contexts and how they relate to contemporary concerns. 3. In a paper, presentation, or exam, identify how a given work, artist or movement influenced the creative work of others. |
| Ethics | <p>Demonstrate knowledge of and empathy for the diversity of values, beliefs,</p> | <ol style="list-style-type: none"> 1. Engage in the art of a culture not your own and reflect on your experience, for example, write a paper or make a presentation. |

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| | ideas, and practices embodied in the human experience. | <ol style="list-style-type: none"> 2. Examine creative works from diverse points of view: political, social, racial, gender, sexual orientation. Share reflections and insights in a class discussion, paper or presentation. 3. In a paper or exam, compare and contrast the different values, beliefs, and tensions displayed in works of art. |
| Creative Process | Engage in a creative process through experimentation, reflection, tolerance for failure, and revision. | <ol style="list-style-type: none"> 1. Participate, onstage or backstage, in a university/college theatrical play, vocal or instrumental ensemble, or dance concert. 2. Create discipline-specific work such as video productions, short stories, visual art and communication, musical compositions, monologues, and others, and incorporate peer/instructor feedback along the way. 3. Construct and revise a work of art, abiding by discipline-specific creative processes. Self-reflect and report on the process. |
| Aesthetics and Analysis | Use appropriate methods and tools to analyze, interpret and critique creative processes, works, and/or presentations. | <ol style="list-style-type: none"> 1. Engage in peer-to-peer critique to identify strengths, improvements or enhancements in a creative work of art. 2. Write an analysis of a creative work that may include a play, an opera, a literary work, a musical composition, video game, film, or visual art. 3. Write a paper or make a presentation that examines the meaning of images, personal interpretation, and artistic expression in a work of art. |

Teamwork is collaborating towards a common purpose through shared responsibility and mutual accountability, while maintaining positive relationships. Value Systems are a coherent set of ethical standards adopted and/or evolved by a team as a standard to guide its behavior. Teamwork and Value Systems may be embedded in any of the content areas or across multiple courses in the institution's Passport Block.

| Passport Learning Outcome Feature | Passport Learning Outcomes (what the student has learned) | <p align="center">Transfer Level Proficiency Criteria (Evidence of proficiency at the transfer level)</p> <p align="center">Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</p> <p align="center">To be completed April, 2016</p> |
|---|---|---|
| <p align="center">Teamwork Fundamentals</p> | <p>Students will explain teamwork fundamentals including but not limited to team roles, rules and expectations, time and conflict management, goal setting and problem solving, and other relevant models and concepts.</p> | |
| <p align="center">Purposeful Participation</p> | <p>Students will demonstrate teamwork fundamentals through participation and mutual accountability.</p> | |
| <p align="center">Shared Values Systems</p> | <p>Students will demonstrate shared ethical obligations and intercultural sensitivity as they relate to teamwork.</p> | |
| <p align="center">Evaluation</p> | <p>Students will evaluate and communicate strengths and weaknesses of their teamwork: contributions of oneself, team members, and the team.</p> | |
| <p align="center">Reflection</p> | <p>Students will reflect on and communicate the impact and effectiveness of their teamwork.</p> | |

Human society and the individual explores human behavior in social settings through scientific inquiry within the context of value systems, institutions, economic structures, social groups and/or environments. Relationship to institutions' Passposrt Block: This area inclues disciplines such as sociology, geography, history, criminology, psychology, economics, and others.

| Passport Learning Outcome Feature | Passport Learning Outcomes (what the student has learned) | <p>Transfer Level Proficiency Criteria (Evidence of proficiency at the transfer level)</p> <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</p> <p>To be completed April, 2016</p> |
|-----------------------------------|---|--|
| Core Knowledge | <ul style="list-style-type: none"> Define vocabulary, concepts and terminology in the social sciences, and identify theories. Explain the role of individuals and institutions within the context of society. | |
| Basics of Scientific Inquiry | <ul style="list-style-type: none"> Explain and apply theories to social phenomena and human activity. Evaluate various types and forms of research, including their ethical considerations. | |
| Analytical Applications | <ul style="list-style-type: none"> Identify, frame and/or respond to a research question. Compile, interpret, analyze and/or evaluate qualitative and/or quantitative data. | |
| Information Use and Communication | <ul style="list-style-type: none"> Interpret and communicate various representations of qualitative and/or quantitative data. Responsibly identify, categorize, evaluate, and cite multiple sources. | |
| Social Responsibility | <ul style="list-style-type: none"> Recognize the complexities of diverse social identities. Evaluate issues of social justice with regard to identities within | |

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| | <p>diverse contexts.</p> <ul style="list-style-type: none">• Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live. | |
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Interstate Passport Initiative
Constructing Your Institution's Passport Block

Eight Steps to Creating Your Institution's Passport Block

1. **Assemble faculty** teaching lower division general education to learn about the Passport and participate in creating your institution's Passport Block.
2. **Review the Passport Learning Outcomes** for each of the nine lower division general education areas. *See web address.*
3. **Answer this question:** Are your institution's learning outcomes congruent with—and not in conflict with—the Passport Learning Outcomes?
 - If yes, proceed to step 4.
 - If partially, identify where there is not congruence or there is conflict and determine if this difference(s) can be easily resolved. If yes, proceed to step 4.
 - If no, determine where there is significant and unresolvable difference(s) and discuss with your team leader about whether or how your institution should proceed.
4. **Identify if and where each PLO at transfer-level proficiency can be found in your approved list of courses/learning opportunities for lower division general education.** (Note that multiple PLOs may be addressed in a single course or in a selection of courses. Also, PLOs for cross-cutting skills may be found in many of the same courses/learning opportunities identified for foundational skill and knowledge areas.)
5. **Develop a list of courses/learning opportunities that fulfill the PLOs in each of the nine LDGE areas** to create your institution's Passport Block. (See examples). A sample of a worksheet that might be used for steps 4 and 5 is provided for the Critical Thinking skill area on pages 6 – 8.
6. **Seek approval of your institution's Passport Block** from the appropriate body authorized to make such determinations.
7. **Provide the approved Passport Block** to your registrar so its contents can be loaded into appropriate student information and degree audit systems.
8. **Passport Blocks will be posted on the Passport web site** for institutions approved for Passport status. Institutions may update this information as their faculty approves changes to their Passport Block.

Examples and Worksheets

One institution's Passport Block that covers oral communication, written communication and quantitative literacy is below: **SAMPLE PASSPORT BLOCK FOR ONE INSTITUTION**

Passport Blocks for written communication from several institutions are on page 5.

The complete Passport Blocks for the institutions that developed PLOs for quantitative literacy, oral communication and written communication are in the following pdf files on the Passport web site:

<http://www.wiche.edu/info/passport/quantitativeLiteracyCourseListPilotStates.pdf>

<http://www.wiche.edu/info/passport/oralCommunicationCourseListPilotStates.pdf>

<http://www.wiche.edu/info/passport/writtenCommunicationCourseListPilotStates.pdf>

SAMPLE PASSPORT BLOCK FOR ONE INSTITUTION

North Dakota State University FUNDAMENTAL SKILLS AREAS ONLY

ORAL COMMUNICATION

- COMM 110 Fundamentals of Public Speaking

WRITTEN COMMUNICATION

Two courses from the following:

- ENGL 110 College Composition I OR
- ENGL 111 Honors Composition I OR
- ENGL 112 ESL College Composition AND ENGL 120 College Comp II OR
- ENGL 121 Honors Composition II OR
- ENGL 122 ESL College Composition II

QUANTITATIVE LITERACY

One course from the following:

- Math 103 College Algebra OR
- Math 104 Finite Mathematics OR
- Math 146 Applied Calculus I OR
- Math 165 Calculus I OR
- STAT 330 Introductory Statistics



**SAMPLE SEVERAL INSTITUTIONS'
WRITTEN COMMUNICATION PART OF PASSPORT BLOCK**

| Passport Learning Outcome (PLO) Features → | Rhetorical Knowledge | Use of Sources | Writing Process Knowledge | Conventions and Mechanics | Self---Assessment and Reflection |
|---|--|---|--|--|---|
| Passport Learning Outcomes (PLOs) → (WHAT the student learned) | Demonstrate rhetorical knowledge: address issues of audience, purpose, genre, syntax, and structure appropriate to the task | Evaluate, apply, and ethically synthesize sources in support of a claim, following an appropriate <i>documentation system</i> | Develop flexible strategies for generating, revising, editing, and proofreading, while making use of written and oral feedback | Demonstrate mastery of conventions, including spelling, punctuation, grammar, mechanics, format, and documentation style appropriate to the writing task | Reflect on one's inquiry and composing processes to critique own and others' writing. |
| Institution or state system | Proficiency with the PLOs at the lower division general education level is achieved by earning a "C" or better in this course (these courses): | | | | |
| HAWAII Leeward Community College | ENG 100 or ENG 100E | | | | |
| NORTH DAKOTA North Dakota State University | Two courses from the following: Engl 110 College Composition I or Engl 111 Honors Composition I and Engl 120 College Composition II or Engl 121 Honors Composition II | | | | |
| Lake Region State College | Two courses from the following: Engl 110 College Composition I or Engl 111 Honors Composition I And Engl 120 College Composition II or Engl 121 Honors Composition II | | | | |
| ND State College Of Science Valley City State University | Two courses from the following Engl 110 College Composition I Engl 120 College Composition II Engl 125 Intro To Professional Writing | | | | |
| OREGON Eastern Oregon University | WR 121 | | | | |
| UTAH All institutions | Writing 1010 | | | | |



Study ▶ Transfer ▶ Succeed

Interstate Passport Initiative

Frequently Asked Questions

The Interstate Passport, currently under development, is a new learning outcomes-based framework for transfer with the goal of improving graduation rates, shortening time to degree, and saving students' money. The new framework focuses on lower-division general education, the common denominator among institutions—concentrating on it as a whole, not on individual courses—and allows for a cross-border “match” of outcomes-integrated general education for block transfer. Students who earn a Passport at one participating institution and transfer to another one will have their learning achievement recognized; they will not be required to repeat courses or take additional courses at the receiving institution to meet lower-division general education requirements.

This work is being conducted in several phases. Phase II is currently underway with the participation of faculty, registrars, advisors, and marketing representatives from 22 institutions in seven Western states (CA, HI, ND, OR, SD, UT, and WY). In addition, during Phase II institutions in six states in other regions of the country will be piloting the process of evaluating institutional and state interest in and readiness to participate in the Passport. When Phase II is completed in September 2016, institutions can apply for Passport status. And, by that time, Phase III (2016-18), focused on validating quality and automating recordkeeping and reporting, as well as expanding the number of Passport institutions, will be well underway.

Developing the Passport

1. Why should my campus consider becoming a Passport institution?

The Passport improves transfer for students using a process that honors institutional individuality, and the Passport has been constructed by faculty and registrars.

2. Why should my institution participate in an initiative that could increase the number of students that transfer out of our college or university?

The main beneficiaries of the Passport will be students transferring from two-year to four-year institutions and students who begin at out-of-state institutions and then want to transfer "home." Because the Passport improves the transfer process for students, Passport institutions will become known as student-oriented institutions, so enrollments may well increase even if transfer rates increase. This enrollment increase can be predicted to include increased numbers of students from disadvantaged backgrounds.

3. What is the origin of the Passport Initiative?

Chief academic leaders in the WICHE states conceived the idea of a new framework with learning outcomes serving as the currency for transfer in an effort to better serve their students, particularly those who transfer across state lines. WICHE staff manages the Passport project on behalf of these CAOs who are members of two professional organizations based at WICHE.

4. Who developed the essential parts of the Passport?

Faculty from universities and community colleges in the initial seven participating states jointly developed the Passport Learning Outcomes (PLOs) and Proficiency Criteria (PC).

5. For how long did faculty work on the Passport?

When the Passport PLOs and PC are completed in spring 2016, faculty will have worked for over three years to develop the Passport framework. Working in teams, faculty arrived at a consensus on learning outcomes developed from ones that, in most cases, already existed in departments and programs in their institutions and states. Similarly, the proficiency criteria are statements of assignments currently in use by faculty to develop and assess proficiency with each PLO.

6. What is contained in the Passport framework?

The framework contains nine knowledge and skill areas that map to the LEAP Essential Learning Outcomes developed by the Association of American Colleges and Universities. The Passport includes the foundational skills of oral communication, written communication, and quantitative literacy; knowledge of concept in natural sciences, human cultures, creative expression, and human society and the individual; and the cross-cutting skills of critical thinking, and teamwork and value systems.

7. Is there a process in place to consider revisions to the PLOs and PC?

Yes. This is one responsibility of the Passport Review Board (PRB), the policy-making body of the Passport Initiative. Its members include all of the Passport State Facilitators (PSFs)—individuals representing Passport institutions in each state—along with other higher education experts. At the Board’s annual meeting, the PSFs relate any concerns from faculty in the respective states and the PRB determines appropriate action, including reconvening faculty teams to revise PLOs and transfer-level proficiency criteria. A list of those currently serving on the PRB can be viewed at www.wiche.edu/Passport/governance.

How the Passport Framework Works

8. What are the advantages of the Passport’s learning outcomes-based framework over the course-by-course framework for transfer?

A learning outcomes-based block transfer retains institutional individuality in defining the academic work required for a student to become proficient with the learning outcomes in the block; ensures that former students who transfer to another Passport institution will not have to repeat academic work; and simplifies institutions’ transfer process by eliminating the necessity to deal with every single course on an individual basis. This approach produces greater curricular flexibility for the sending institution and more efficient transfer-credit evaluation for the receiving institution for lower-division general education. The most important result is that students know in advance that their lower-division general education work will be accepted at other Passport institutions.

9. Does participation in the Passport require adoption of the PLOs or changing our own learning outcomes to look like the Passport outcomes?

No. The Passport Initiative does not expect any institution to adopt the Passport Learning Outcomes or change its own learning outcomes to match the PLOs, but rather to be able to see the PLOs as consistent, congruent and not in conflict with any learning outcomes at the institution. The PLOs are a consensus set of learning outcomes, arrived at by faculty, that are widely acceptable statements of the expectations of transfer students.

10. Does the Passport provide institutions with a list of courses that must be in their Passport Blocks or that students must take to earn a Passport?

No. Each participating institution determines which courses, course sequences, non-course-based learning experiences and levels of achievement provide assurance that its students have achieved the Passport Learning Outcomes. This becomes the institution’s Passport Block. The institution also agrees to accept the documented Passport of any student, nationwide, as completion of its lower-division general education (LDGE) requirements, even though the courses or learning experiences by which the student achieved the learning outcomes may have been different.

11. What is the purpose of the Proficiency Criteria (PC)? Are they benchmarks for learning experiences that address the PLOs?

The PC are statements of current assignments that some of your faculty colleagues use to achieve and assess student learning. The PC provide an understanding about the kinds of assignments currently used by colleagues and the context within which to view your own assignments. Proficiency criteria are not benchmarks and are not to be used as benchmarks.

12. Does the Passport provide a checklist of ways students must demonstrate proficiency?

No. A checklist would dictate to each Passport institution exactly how students should be assessed. No part of the Passport addresses or will address assessment methods because to do so is inconsistent with the essential design principle of the Passport – to recognize institutional individuality in the education of transfer students. The Passport depends on faculty from many institutions to establish consensus PLOs and leaves it to the faculty at each institution to determine what their students are expected to do to demonstrate proficiency. The Passport tracks the academic progress of students after they transfer to validate the effectiveness of the proficiency demonstrations.

13. What strategies do campuses use to verify that students are achieving proficiency with each PLO?

This varies because it is established independently on each campus. Although most campuses may have learning outcome proficiency demonstrations in specific courses or groups of courses, some institutions may choose to use their current GE program assessment and other methods that cut across courses or even occur outside of traditional course boundaries.

14. Does the Passport define a minimum performance level on all components of the Passport block?

Yes. The currently agreed-upon GPA minimum is a C or its equivalent for each course included in an institution's Passport Block.

15. How is the Passport being validated?

First, by consensus reached among participating faculty in developing the PLOs and PCs; second, by tracking student success after transfer; and third, by conducting a pilot with faculty from multiple institutions voluntarily to map the critical assignments in courses selected for their Passport Blocks to the PLOs.

16. How does the Passport relate to accreditation?

All Passport institutions must be regionally accredited. The institutions are private and public, not-for-profit institutions in both the two-year and four-year sectors.

Implementing the Passport

- 17. If we become a Passport institution, do we need to include all nine of the Passport knowledge and skill areas in our curriculum?**

Yes. The Passport is a block transfer of all nine knowledge and skill areas. It cannot be unpacked or offered as an incomplete package.

- 18. How does the Passport relate to the faculty's autonomy for their existing general education structure?**

The Passport is designed to provide greater faculty autonomy and flexibility because the curriculum is not constrained by course-by-course transfer agreements. As long as the PLOs are still included in the courses, the institution's general education structure—and Passport Block—can change without requiring any renegotiation.

- 19. Am I expected to demonstrate how my syllabus, and what I require my students to do, aligns with the PLOs?**

Not for the Passport Initiative. The Passport honors institutional individuality, and is based on the assumption that each institution has and will use its own processes to decide which courses and/or learning opportunities to include in its Passport Block and how they address the PLOs.

- 20. Are the Passport Learning Outcomes to be used for course curriculum design and revision?**

The Passport PLOs were not developed for this purpose; curriculum design and revision are not part of the Passport. The PLOs are consensus statements of learning outcomes in nine knowledge and skills areas for block transfer of lower-division general education across multiple institutions. They are not intended to be a list of targeted and directly assessable outcomes for specific courses.

- 21. When we accept students with AA degrees from regionally accredited institutions, we consider their GE requirement met. How is the Passport different?**

The Passport is a block transfer of proficiency with a set of learning outcomes – typically based on 32-38 semester credits, but occasionally as few as 30 or as many as 40, depending on the institution. An associate degree is usually 60 semester credits, and a discipline-specific AA includes prerequisites for a major and/or electives. A large majority of students who transfer do so without completing an AA, and many who transfer “early” do so to get on track in specific majors. The Passport allows students to transfer to other Passport institutions with the same LDGE efficiency as that of AA holders.

- 22. How does the Passport address the range of credit by examination options (e.g., prior learning assessment, credit awarded for military service, AP, CLEP, etc.) that may be treated differently across institutions?**

Each institution's faculty determines how students can achieve proficiency with the PLOs, including whether learning experiences such as prior learning assessment, credit awarded for military service, AP, CLEP, etc. will be included in their institution's Passport Block. The

faculty determines if these learning experiences will support student success at the next level of their education, i.e., as the student moves from lower-division general education into upper division and major course work.

23. How does the Passport address math competency, e.g., the fact that certain majors or institutions require a higher level of math than others?

The Passport addresses only lower-division general education. It does not address prerequisites for entry into certain majors. The expectation is that receiving institutions may require Passport students to complete courses in addition to the Passport Block in cases where those courses are prerequisites for entry into or continuation in a particular major. It is expected that a Passport Block will include choices among courses that meet PLOs; for example, a student planning to major in chemistry might demonstrate proficiency in quantitative literacy by way of a more advanced math course than would some humanities majors.

24. How long must my institution commit to participating in the Passport?

Each institution must commit to participate for an initial term of five years.

Acknowledging Incoming Passport Students

25. Does the Passport guarantee admission to the four-year institution?

No. For example, the four-year institution may have higher requirements for overall GPA, or may admit directly to degree programs that require specific prerequisites. But if the university were a Passport institution, it would recognize completion of all lower-division general education requirements for all admitted students who bring a Passport.

26. What happens if a student transfers from one Passport institution to another prior to completing the Passport?

The receiving institution will articulate the student's previous learning using course-by-course or other equivalency methods to evaluate his/her transcript in the same way it evaluates students who transfer in without completing an AA or other credential. The student may go on to earn a Passport at the receiving institution by successfully completing the additional PLOs not yet achieved in that institution's Passport Block.

27. If a sending institution's Passport Block consists of 30 credit hours but the receiving institution's block consists of 36 credit hours, how does the receiving institution address the difference?

The receiving institution awards the transfer student the number of credits earned for the Passport Block by the sending institution. In the above example, the receiving institution awards 30 credit hours. The student then completes the receiving institution's required number of total credits for graduation, including six additional credits of electives or major- or minor-related course work.

28. If a sending institution's Passport Block consists of 36 credit hours but the receiving institution's block consists of 30 credit hours, how does the receiving institution address the difference?

The receiving institution awards the transfer student the number of credits earned for the Passport Block by the sending institution. In this example, the receiving institution awards 36 credit hours. The additional six credit hours are applied as electives, major prerequisites, or major courses, as determined by the receiving institution.

29. What happens if a student who enrolls in our institution with a Passport is not successful in a program?

The Passport does not guarantee that every student will perform successfully upon transfer. It simply means that local faculty judged the student to be capable of successfully completing his/her academic program. If a particular Passport student does not succeed in upper-division course work, faculty should use the same policies they use with native students who do not do well in upper-division courses—no different treatment for Passport students.