

Institutional Block Transfer of Student General Education Articulation Agreement

Students enrolled in postsecondary institutions are increasingly mobile and seek programs and opportunities that best meet their academic and career aspirations, and it is incumbent on states and higher education institutions to ensure a seamless process for students wishing to transfer from one institution to another. General Education course and credit patterns vary among institutions, but the learning outcomes they want their students to achieve are very similar.

The following outlines the block transfer of completed lower-division general education as developed by institutional teams of faculty for the Western Interstate Commission for Higher Education's (WICHE) Interstate Passport® transfer initiative. Interstate Passport was developed a decade ago to enable block transfer of lower-division general education attainment based on an agreed upon set of learning outcomes rather than specific courses and credits. WICHE's management of this program and oversight of the network concluded in 2024; however, institutions that wish to use the principles and tools of the Interstate Passport program to establish transfer relationships may use this document to formalize their agreement. It is based on the principle of mutual respect and trust of faculty who collaboratively map general education core requirements for their own campus across the commonly agreed upon student learning outcomes.

This agreement articulates block transfer based on learning outcomes for lower-division general education in up to nine identified knowledge and skill areas. Learning outcomes may be mapped to individual lower-division courses within an institution's general education using the resources provided, or institutions may decide that existing general education categories pair to predefined learning areas within the institution's general education. Regardless of which approach is taken, faculty must be consulted to ensure that each institution is in agreement that their general education satisfies the same learning outcomes.

To receive credit, students must achieve the student learning outcomes in some or all of these areas at transfer-level proficiency as defined by the participating institutions:

- [Oral Communication](#)
- [Written Communication](#)
- [Quantitative Literacy](#)
- [Human Cultures](#)
- [Natural Sciences](#)
- [Human Society and the Individual](#)
- [Creative Expression](#)
- [Critical Thinking](#)
- [Teamwork and Value Systems](#)

Transfer-level proficiency is a subjective term that requires further conversation between the participating institutions. Throughout the tenure of the Interstate Passport program, "transfer-level proficiency" was defined as a minimum grade of "C" or its equivalent in all Passport Block courses to earn a Passport, letter grades being a mutually intelligible and easily traceable metric by which to understand student success. Institutions may decide to require different grade requirements or distinct evaluation rubrics to define transfer-level proficiency.

For the sake of this agreement, transfer-level proficiency is defined as:

The general education transfers as a block and is recognized by the receiving institution as fulfilling

lower-division general education requirements up to nine identified general education areas. However, students in specific academic programs or with specific degree requirements may have additional lower-division, upper-division, or pre-major or major institutional requirements in these nine areas. Whenever possible avoid having students duplicate credit already earned at the sending institution.

An institution or system of institutions who engage in this agreement, in consultation with the faculty, registrar, transfer specialists, and advisors will have;

- Reviewed the Learning Outcomes for congruence with its own and finds them acceptable as the basis of transfer as a block;
- Constructed its general education block containing a list of courses and/or learning experiences that its students can use to achieve the Learning Outcomes at the proficiency level for transfer;
- Defined “transfer-level proficiency;”
- Provided a copy of the general education block to the registrar to use in establishing processes and procedures for awarding credit;
- Put in place methods to identify and award the block to students who have earned it, note it in the students’ transcript, and notify the students that they have established this block of credit (via email, mailed document, or any other standard student communication);
- Shared example transcript with the partner institution;
- Consulted with advisors at both institutions to ensure clear communication around achievement and outcomes of this block of credit for students with the goal of leveraging the block for transfer.

Broadly, any transfer pathway requires maintenance to ensure that the agreement continues to benefit the institutions engaged in the agreement and overall student success We mutually agree to have representatives meet every years to review general education programs and changes, assessment results, any data around student outcomes and quantity of students utilizing the agreement, and to ensure that the terms of the agreement are still agreeable and functional for participants.

Now, therefore, we

AGREE to this Memorandum of Agreement as the authorized representative for

_____ in the state of _____
(Name of institution, system, or state agency)ⁱ

Signature: _____ **Date:** _____

Please print:

Name:

Title:

Mailing Address:

Phone:

Email Address:

AGREE to this Memorandum of Agreement as the authorized representative for

_____ in the state of _____
(Name of institution, system, or state agency)ⁱ

Signature: _____ **Date:** _____

Please print:

Name:

Title:

Mailing Address:

Phone:

Email Address:

ⁱ *If signing for a system or state agency, attach a list of all institutions included in this Memorandum of Agreement.*