INTERSTATE PASSPORT
Study ▸ Transfer ▸ Succeed

INTERSTATE PASSPORT – Translates differing general education course and credit requirements into a common currency for efficient transfer. Students who earn a Passport at a Network institution and transfer to another Network member have met all lower-division general education requirements at the new institution.

STUDENT FOCUSED – Supports persistence by providing an early milestone of achievement and saves time and money by not requiring added general education courses if a student transfers. Low income students, including students of color, disproportionately start at community colleges and then transfer, making them especially vulnerable to loss of credits, higher time and money costs and then, too often, lack of completion.

FACULTY DRIVEN – Collaboratively developed by nine teams of two- and four-year faculty in seven states. Each Network institution's faculty decides how its own students will achieve its learning outcomes and how those outcomes align with Passport Learning Outcomes.

INSTITUTIONAL AUTONOMY – Each institution determines its own curriculum, pedagogy, and assessment – all of which can change and evolve without impacting its alignment with the PLOs and its Network membership.

QUALITY ASSURANCE -- Students must earn a minimum grade of "C" or its equivalent in all courses counted toward a Passport. Data tracking through the National Student Clearinghouse reports the academic progress of former students for continuous improvement.

Interstate Passport®

ALIGNMENT MAPPING WORKSHEET FOR LOWER-DIVISION GENERAL EDUCATION

Institutions and states use different language, and often different categories, to define their lower-division, general education, student learning outcomes. But beneath the terminology there is much similarity in what faculty actually expect their students to know and be able to do.

Below, you can determine if your institution's or state's lower-division general education student learning outcomes are congruent with and cover the same range of learning as the Passport Learning Outcomes (PLOs), as well as how those outcomes are covered by your general education course requirements. For more information, see interstatepassport.wiche.edu.   For assistance email: interstatepassport@wiche.edu

ORAL COMMUNICATION				
Passport Learning Outcomes *Students can…*	YOUR Institution's or State's **Lower-Division General Education Student Learning Outcomes**	Alignment *Are your SLOs congruent with and cover the same range of learning as the PLOs?* **If yes, move to next column. If No, what is the major difference?** *Does the alignment occur in another category of your learning outcomes? Across the curriculum? If not, how could this alignment issue be resolved?*	The courses at YOUR Institution by which your students can achieve YOUR Lower-Division General Education Learning Outcomes	Passport Block List the courses by which YOUR students achieve YOUR SLOs and ALIGN with the Passport Learning Outcomes *NOTE: Depending on the amount of alignment, Column 5 may be identical to Column 4 or modified—e.g. a subset, contain one or more additional courses, or be taught across the curriculum.*
1. **Preparation for Performance:** (a) develop a central message and supporting details by applying				

ethics, critical thinking and information literacy skills; (b) organize content for a particular audience, occasion or purpose. 2. **Delivery:** demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose, and using technology as appropriate. 3. **Monitor and Adjust:** monitor and adjust for audience feedback. 4. **Critical Receiver:** listen and critically evaluate the speaker's central message and use of supporting materials.				
WRITTEN COMMUNICATION				
Passport Learning Outcomes	**YOUR Institution's or State's Lower-Division General Education Student Learning Outcomes**	**Alignment** *Are your SLOs congruent with and cover the same range of learning as the PLOs?* **If yes, move to next column. If No, what is the major difference?** *Does the*	**The courses at YOUR Institution by which your students can achieve YOUR Lower-Division General Education Learning Outcomes**	**Passport Block** List the courses by which YOUR students achieve YOUR SLOs and ALIGN with the Passport Learning Outcomes *NOTE: Depending on the amount of alignment, Column 5*

Students can….		*alignment occur in another category of your learning outcomes? Across the curriculum? If not, how could this alignment issue be resolved?*		*may be identical to Column 4 or modified—e.g. a subset, contain one or more additional courses, or be taught across the curriculum.*
1. **Rhetorical Knowledge:** demonstrate rhetorical knowledge by addressing issues of audience, purpose, genre, syntax, structure, format and knowledge appropriate to the task.				
2. **Use of Sources**: evaluate, apply, and ethically synthesize sources in support of a claim, following an appropriate documentation system.				
3. **Writing Process Knowledge:** develop flexible strategies for generating, revising, editing, and proofreading.				
4. **Conventions and Mechanics:** demonstrate proficiency with conventions, including				

spelling, grammar, mechanics, word choice, and format appropriate to the writing task. 5. **Self-Assessment and Reflection:** reflect on one's inquiry and composing processes to critique and improve one's own and other's writing.				
QUANTITATIVE LITERACY				
Passport Learning Outcomes ***Students can….***	**YOUR Institution's or State's Lower-Division General Education Student Learning Outcomes**	**Alignment** *Are your SLOs congruent with and cover the same range of learning as the PLOs?* ***If yes, move to next column. If No, what is the major difference?*** *Does the alignment occur in another category of your learning outcomes? Across the curriculum? If not, how could this alignment issue be resolved?*	**The courses at YOUR Institution by which your students can achieve YOUR Lower-Division General Education Learning Outcomes**	**Passport Block** List the courses by which YOUR students achieve YOUR SLOs and ALIGN with the Passport Learning Outcomes *NOTE: Depending on the amount of alignment, Column 5 may be identical to Column 4 or modified—e.g. a subset, contain one or more additional courses, or be taught across the curriculum.*
1. **Computational Skills:** demonstrate proficiency with arithmetic and algebraic computational skills, and extend them, for example, to				

geometric and statistical computations.			
2. **Communication of Quantitative Arguments:** express quantitative information symbolically, graphically, and in written or oral language.			
3. **Analysis of Quantitative Arguments**: select and use appropriate numeric, symbolic, graphical and statistical reasoning to interpret, analyze and critique information or line of reasoning presented by others.			
4. **Formulation of Quantitative Arguments:** recognize, evaluate, and use quantitative information, quantitative reasoning and technology to support a position or line of reasoning			

5. **Mathematical Process:** design and follow a multi-step mathematical process through to a logical conclusion and critically evaluate the reasonableness of the result.				
6. **Quantitative Models:** create, analyze and apply appropriate quantitative models to solve quantitative theoretical and real-world problems.				
CREATIVE EXPRESSION				
Passport Learning Outcomes *Students can….*	**YOUR Institution's or State's Lower-Division General Education Student Learning Outcomes**	**Alignment** *Are your SLOs congruent with and cover the same range of learning as the PLOs?* ***If yes, move to next column. If No, what is the major difference?*** *Does the alignment occur in another category of your learning outcomes? Across the curriculum? If not, how could this alignment issue be resolved?*	**The courses at YOUR Institution by which your students can achieve YOUR Lower-Division General Education Learning Outcomes**	**Passport Block** List the courses by which YOUR students achieve YOUR SLOs and ALIGN with the Passport Learning Outcomes *NOTE: Depending on the amount of alignment, Column 5 may be identical to Column 4 or modified—e.g. a subset, contain one or more additional courses, or be taught across the curriculum.*
1. **Basic Knowledge:** through the study of literary, performing				

and/or visual arts, employ fundamental discipline-specific principles, terminology, skills, technology, and methods.			
2. **History and Cultures:** identify, explain and/or demonstrate relationships among societal, cultural, and historical contexts.			
3. **Ethics:** demonstrate knowledge of and empathy for the diversity of values, beliefs, ideas, and practices embodied in the human experience.			
4. **Creative Process:** engage in a creative process through experimentation, reflection, tolerance for failure, and revision.			
5. **Aesthetics and Analysis:** use appropriate methods and tools to analyze, interpret and critique creative			

processes, works, and/or presentations.				
HUMAN CULTURES				
Passport Learning Outcomes *Students can…*	**YOUR Institution's or State's Lower-Division General Education Student Learning Outcomes**	**Alignment** *Are your SLOs congruent with and cover the same range of learning as the PLOs?* ***If yes, move to next column. If No, what is the major difference?*** *Does the alignment occur in another category of your learning outcomes? Across the curriculum? If not, how could this alignment issue be resolved?*	**The courses at YOUR Institution by which your students can achieve YOUR Lower-Division General Education Learning Outcomes**	**Passport Block** List the courses by which YOUR students achieve YOUR SLOs and ALIGN with the Passport Learning Outcomes *NOTE: Depending on the amount of alignment, Column 5 may be identical to Column 4 or modified—e.g. a subset, contain one or more additional courses, or be taught across the curriculum.*
1. **Core Knowledge**: define and apply knowledge of changing human cultures (including core vocabulary, terminology, information, concepts, theories and debates). 2. **Modes of Inquiry:** identify and describe past and current forms of inquiry into changing human cultures across time and place.				

3. **Investigation:** research human cultures using relevant methodologies.			
4. **Areas of Study:** examine identities, languages, beliefs, and behaviors of oneself and others as parts of a dynamic culture or cultures.			
5. **Attitudes Toward Cultural Difference:** 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).			
6. **Factors Shaping Human Cultures:** 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.				
HUMAN SOCIETY AND THE INDIVIDUAL				
Passport Learning Outcomes *Students can….*	**YOUR Institution's or State's Lower-Division General Education Student Learning Outcomes**	**Alignment** *Are your SLOs congruent with and cover the same range of learning as the PLOs?* ***If yes, move to next column. If No, what is the major difference?*** *Does the alignment occur in another category of your learning outcomes? Across the curriculum? If not, how could this alignment issue be resolved?*	**The courses at YOUR Institution by which your students can achieve YOUR Lower-Division General Education Learning Outcomes**	**Passport Block** List the courses by which YOUR students achieve YOUR SLOs and ALIGN with the Passport Learning Outcomes *NOTE: Depending on the amount of alignment, Column 5 may be identical to Column 4 or modified—e.g. a subset, contain one or more additional courses, or be taught across the curriculum.*
1. **Core Knowledge:** (a) define vocabulary, concepts and terminology in the social sciences, and identify theories; (b) explain the role of individuals and institutions within the context of society.				

2. **Basics of Scientific Inquiry:** (a) explain and apply theories to social phenomena and human activity; (b) evaluate various types and forms of research, including their ethical considerations. 3. **Analytical Applications:** (a) identify, frame and/or respond to a research question; (b) compile, interpret, analyze and/or evaluate qualitative and/or quantitative data. 4. **Information Use and Communications**: (a) interpret and communicate various representations of qualitative and/or quantitative data; (b) responsibly identify, categorize, evaluate, and cite multiple sources. 5. **Social Responsibility:** (a) recognize the complexities of diverse social identities; (b)				

evaluate issues of social justice with regard to identities within diverse contexts; (c) 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.				
NATURAL SCIENCES				
Passport Learning Outcomes *Students can….*	**YOUR Institution's or State's Lower-Division General Education Student Learning Outcomes**	**Alignment** *Are your SLOs congruent with and cover the same range of learning as the PLOs?* ***If yes, move to next column. If No, what is the major difference?*** *Does the alignment occur in another category of your learning outcomes? Across the curriculum? If not, how could this alignment issue be resolved?*	**The courses at YOUR Institution by which your students can achieve YOUR Lower-Division General Education Learning Outcomes**	**Passport Block** List the courses by which YOUR students achieve YOUR SLOs and ALIGN with the Passport Learning Outcomes *NOTE: Depending on the amount of alignment, Column 5 may be identical to Column 4 or modified—e.g. a subset, contain one or more additional courses, or be taught across the curriculum.*
1. **The Nature of Science:** explain the following attributes of science: a. Science is based on the assumption that reality exists, operates by				

consistent principles, and that the rules are understandable by critical analysis. b. Processes and results must be reproducible and subjected to peer review. c. The results will display intrinsic variation and limitations. d. Continued scientific inquiry produces credible evidence that is used to develop scientific models and concepts. 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. 2. **Scientific Inquiry:** demonstrate the application of specialized methods and tools of scientific inquiry by actively and directly collecting, analyzing, and interpreting data, presenting findings, and				

using information to answer questions.				
3. **Core Concepts:** accurately describe the scope of scientific study using core theories, practices and discipline-related terminology in two independent fields covering both a physical science and a life science.				
4. **Scientific Literacy:** (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.				
5. **Scientific Reasoning:** demonstrate scientific reasoning processes to draw conclusions.				
6. **Ethics**: demonstrate an understanding of the				

standards that define ethical scientific behavior, including: a. Honesty: the accurate use and reporting of scientific processes, data, and results, and the proper sharing of credit among colleagues. b. Safety: ensuring the safety and well-being, both mental and physical, of practitioners, test subjects, local community, and environment. c. Social Responsibility: recognition of the impact of our actions on the natural and human world. 7. **Science and Society:** understand the role science plays in historical and contemporary issues.				
CRITICAL THINKING				
Passport Learning Outcomes	**YOUR Institution's or State's Lower-Division General Education Student Learning Outcomes**	**Alignment** *Are your SLOs congruent with and cover the same range of learning as the PLOs?* ***If yes, move to next column.***	**The courses at YOUR Institution by which your students can achieve YOUR State or Institution's Lower-**	**Passport Block** List the courses by which YOUR students achieve YOUR SLOs and ALIGN with the Passport Learning Outcomes *NOTE:*

Students can….		If No, what is the major difference? Does the alignment occur in another category of your learning outcomes? Across the curriculum? If not, how could this alignment issue be resolved?	Division General Education Learning Outcomes	Depending on the amount of alignment, Column 5 may be identical to Column 4 or modified—e.g. a subset, contain one or more additional courses, or be taught across the curriculum.
1. **Problem Setting:** identify a problem or question and its component parts.				
2. **Recognize Assumptions:** recognize and assess personal and other relevant underlying assumptions.				
3. **Evidence:** identify, gather, and analyze the information/data necessary to address the problem or question.				
4. **Evaluate:** evaluate information/data for credibility (e.g., bias, reliability, validity) and relevance to a situation.				
5. **Context:** identify relevant (disciplinary) context(s) including, as				

Passport Learning Outcomes				
appropriate, principles, criteria, concepts, values, histories, and theories. 6. **Reasoning/Conclusion:** develop logical conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.				
TEAMWORK AND VALUE SYSTEMS				
Passport Learning Outcomes ***Students can….***	**YOUR Institution's or State's Lower-Division General Education Student Learning Outcomes**	**Alignment** *Are your SLOs congruent with and cover the same range of learning as the PLOs?* ***If yes, move to next column. If No, what is the major difference?*** *Does the alignment occur in another category of your learning outcomes? Across the curriculum? If not, how could this alignment issue be resolved?*	**The courses at YOUR Institution by which your students can achieve YOUR Lower-Division General Education Learning Outcomes**	**Passport Block** List the courses by which YOUR students achieve YOUR SLOs and ALIGN with the Passport Learning Outcomes *NOTE: Depending on the amount of alignment, Column 5 may be identical to Column 4 or modified—e.g. a subset, contain one or more additional courses, or be taught across the curriculum.*
1. **Teamwork Fundamentals:** 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. 2. **Purposeful Participation:** demonstrate teamwork fundamentals through participation and mutual accountability. 3. **Shared Value Systems:** demonstrate shared ethical obligations and intercultural sensitivity as they relate to teamwork. 4. **Evaluation:** evaluate and communicate strengths and weaknesses of their teamwork: contributions of oneself, team members, and the team. 5. **Reflection:** reflect on and communicate the impact and effectiveness of their teamwork.			