



INTERSTATE PASSPORT®

Passport Learning Outcomes and Proficiency Criteria Teamwork and Value Systems

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.

PROFICIENCY CRITERIA

The 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.

TEAMWORK AND VALUE SYSTEMS FRAMING LANGUAGE

Teamwork is collaborating towards a common purpose through shared responsibility and mutual accountability, while maintaining healthy 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. *Relationship to institution's Passport Block:* this area may be addressed by a single course or in courses across the lower-division general education curriculum. Options may include science lab courses, psychology, theater, and many others.

TEAMWORK AND VALUE SYSTEMS		
Passport Learning Outcome Feature	Passport Learning Outcomes (what the student has learned)	Transfer Level Proficiency Criteria (Evidence of proficiency at the transfer level)
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.	<ol style="list-style-type: none"> 1. Students will take an exam after learning key aspects of teamwork. 2. Break into small groups. Discuss past experiences with teamwork. Identify what worked and what did not work. 3. Students complete a worksheet identifying teamwork concepts demonstrated in a fictional or real-life scenario. Teamwork scenarios include, but not limited to, films such as Ocean's Eleven, Twelve Angry Men, The Apprentice, board meetings, readings, classroom activities, and scientific exploration documentaries. 4. At the completion of an in-class teamwork exercise, students identify a minimum of four key aspects of teamwork that influenced behaviors during the activity. The identification could be through class discussion, journals, reports, or worksheets. 5. Following preparatory activities on teamwork (such as assigned readings, lectures, class discussions, and/or case studies), students prepare a project plan. The project plan may include timelines, roles of each member, communication expectations, team rules, and conflict management.
Purposeful Participation	demonstrate teamwork fundamentals through participation and mutual accountability.	<p>After completing a project plan, teams will implement the plan and engage in purposeful participation in one or more of the following ways:</p> <ol style="list-style-type: none"> 1. Keep a periodic, individual journal on what the individual is doing and what other people on the team are doing. 2. Participate in regular team meetings with minutes, agendas, and reports. 3. Submit reports with timelines and benchmark updates. 4. Write a group blog at periodic intervals on the team climate. 5. Provide examples of the individual's interaction with other team members and that individual's contribution to the team project in a blog or journal. 6. Submit a report on the relational climate of the team. 7. Join a discussion board on team progress. 8. Create multiple drafts of team project plan. 9. Troubleshoot and adjust plans if necessary.
Shared Values Systems	demonstrate shared ethical obligations and intercultural	Students will plan for and enact behaviors consistent with their code of conduct in one or more of the following ways:

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	sensitivity as they relate to teamwork.	<ol style="list-style-type: none"> 1. Create written team rules, practices, shared ethical obligations, and expectations sensitive to individual team members based on consideration of the following: <ul style="list-style-type: none"> • Personality inventory • Communication styles • Race, Class, Gender, Age, etc. • Learning styles 2. Use a rubric to monitor constructive and destructive behaviors and adjust where needed. 3. Adhere to the institution's student behavior policies. For example: <ul style="list-style-type: none"> • Read and sign the institutional policy. • Use citation practices in course assignments as appropriate to the academic discipline. • Complete the CITI (Collaborative Institutional Training Initiative) training and certification • Complete a mock IRB (Institutional Review Board) form for a team research project. 4. Use a rubric to monitor constructive and destructive team behaviors and adjust behaviors appropriately.
Evaluation	evaluate and communicate strengths and weaknesses of their teamwork: contributions of oneself, team members, and the team.	<p>At the conclusion of a team project, students may complete any of the following written or oral forms of assessment:</p> <ol style="list-style-type: none"> 1. Evaluate the team's level of accomplishment against the original goal. 2. Provide an evaluation of the strengths and weaknesses of teamwork. 3. Analyze teamwork using a rubric provided by instructor. 4. Complete self and peer evaluations for each team member, describing each member's strengths and weaknesses. 5. Fill out an assessment form critiquing the effectiveness of the team as a whole in terms of team roles, rules and expectations, time and conflict management, goal setting and problem solving, and other relevant models and concepts.
Reflection	reflect on and communicate the	At the end of the team project or activity, the team will process "lessons learned." (What went well and what did not go well, and what to do differently for a future

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	impact and effectiveness of their teamwork.	teamwork project?) An individual or team could choose any of the following: <ol style="list-style-type: none"> 1. Write an analysis paper. 2. Make a presentation. 3. Perform a role play based on a challenge presented to the team. 4. Write a paper or make a presentation on how to transfer the skills gained to future projects.

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