Course Overview and Expectations

Learning Outcomes
- Willingness to prepare for general class sessions by advance reading and reflection.
- Be able to explain the role and importance of capstone design in program evaluation/accreditation to a future employer.
- Become acquainted with major stakeholders in the course and describe their roles.
- Generate ideas for enriching responses to the design team placement questionnaire.

Resources
Course Syllabus
Design Team Performance Rubric
Idaho Project Execution Process
Design Team Placement Questionnaire

Facilitation Plan

Preparation: Email class to print syllabus, read syllabus, answer the following questions in a bound logbook, bring the syllabus and logbook to class, and be prepared to ask burning questions about the course that are not addressed in the syllabus.

1. What is the added-value of each of the prereqs for capstone design in your major?
2. What were you surprised to learn from the ABET materials and program objectives? Why?
3. How will your grade in this course be determined? What is your strategy for performing well?
4. What do you consider the most important role of each stakeholder in the course?
5. What are your most burning questions about the course that are not addressed in the syllabus?

Class Session:
- Introduce course coordinators and briefly describe their design philosophy (2 min each)
- Idaho Design Process (6 min – Joe)
- What is ABET and how does it impact capstone design? (5 min - Don)
- Grading/Course Evaluation System (5 min – Don)
- Roles & Responsibilities (10 min – Steve)
- Form impromptu teams of 3-4 to identify a burning question (3 min)
- Question/Answer session (15 min – All)
- Reflective Writing Assignment (5 min – Don)

Homework/Follow-up:
Complete Design Team Questionnaire by 2nd class period