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| --- | --- | --- | --- |
| **Time** | **Teacher** | **STAGE** | **Student** |
| 2:00 | Welcome back - Thank people for mornings work  Lingering question from morning session | M | Set Tone |
|  |  |  |  |
| 2:10 | Reset – review of agenda | O |  |
| 2:05 | **Discussion Question: Why do you think competencies are and why are they important? (15** | M U  K | Discuss table teams  Share with group |
|  | **Definition of Competency** |  |  |
|  | **Why they have become so important**  The shift in accreditation standards from inputs to outputs – sort of  How do we demonstrate that our students have these holistic competencies when they leave out programs?  So competency are not the only thing accreditor are interested in |  |  |
|  | **And it more complicated than just competencies**  Not just about showing that a competency has been achieved but is a whole structure around tracking and demonstrating not only that your curriculum achieves these competencies but how  **Introduce what AACSB expects**  1. Definition of student Aims and Learning Outcomes (AACSB uses slightly different language)  2. Alignment of curricula with the adopted goals  3. Identification of instruments and measures to assess learning  4. Collection, analyzing, and dissemination of assessment information  5. Using assessment information for continuous improvement including documentation that the assessment process is being carried out in a systematic, ongoing basis. |  |  |
|  | Look at ABET Competencies |  |  |
|  | Look at Generic Competencies |  |  |
|  | Knowledge base activity |  |  |
|  | Disciplinary techniques activity |  |  |
| 3:10 | Break |  |  |
| 3:30 | Critical Thinking/Problem Solving |  |  |
|  | Ethics and Professionalism activity |  |  |
|  | Teams activity |  |  |
|  | Communication activity |  |  |
|  | World view activity |  |  |
|  | Life-long Learning activity |  |  |
| 4:30 | Questions |  |  |
| 4:45 | Close – Aims + LO’s + this afternoons topic Competencies |  |  |