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Mastering the Essentials of Essential Education

March 7, 2024

Kelly Steelman, Maria Bergstrom,
& the Essential Education
Implementation Leadership
Team





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Assessment Working Group

March 7, 2024

Co-Leaders Jean DeClerck & Trish
Brewer



Assessment is driven by

Survey coming in April:

*Gathering Your Ideas on
Essential Ability (EA)
Definitions and Course
Relevance*

Future State

We envision a future state where -

- Faculty and staff appreciate that helping students learn is a collective activity: when everyone does their part, students grow in the Essential Education arena in ways that complement their degrees and positively impact their careers and other personal journeys after graduation.
- Faculty value the opportunity to improve student learning inside a smooth and supportive framework designed to honor disciplinary perspectives and generate meaningful, actionable information.

Our mission is to propose an overall structure for assessment, an implementation timeline and a schedule that supports this future state.

Fidelity of EE Implementation

Essential Abilities Rubric draft



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Marketing & Communication Advisory Board

Leader – Sarah Erickson, UMC



Marketing and Communications

Sarah Erickson, UMC



 Completed

 In Progress







 Ongoing

 Upcoming





- **Advisory Board**

- Monthly Feedback Meetings 
- Additional Membership Requests 




- **Branding**

- Slide Deck Template 
- Swag
 - T-Shirts 
 - Stickers 
 - Enamel Pins 
- Essential Abilities Icons 
- Brand Guide 

- **Standalone Website (Promotional Site)**

- Content Outline 
- Backend Prebuild 
- Content Development 
- Secondary Advisory Board Review 

- **Registrar Website Pages ("User Guide")**

- Content Outline 
- Backend Prebuild 
- Content Development 

- **Other**

- Essential Education Presentation 



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Course List Working Group

Co-Leaders: Holly Hassel & Kay
Oliver



Essential Education Course List Working Group

Work Completed

- Worked from the current general education list to compile a list of courses fulfilling GE requirements
- Circulated an invitation to departments to make recommendations for whether and how their course(s) should be part of Essential Ed
- Made preliminary recommendations based on department information provided for new course designations
- Gathered department feedback on corrections or additions
- Assessed capacity of new E2 categories based on current courses
- Reviewed department second-choice categories to identify additional possible Communication-Intensive (C-I) courses
- Developed recommended guidelines/criteria for C-I courses

Next Steps

- Finalize & communicate the attributes for C-I classes
- Encourage units to design or designate additional courses that qualify as C-I

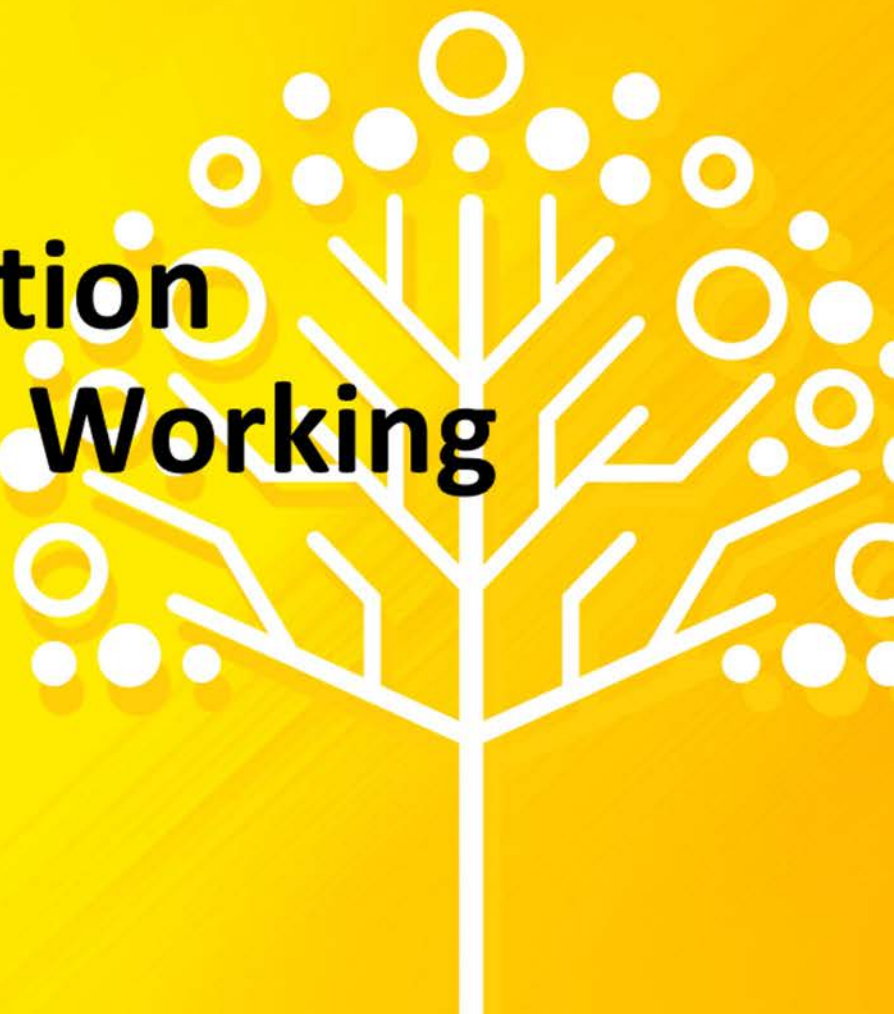
Co-chairs Kay Oliver and Holly Hassel



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Essential Education Experience (E3) Working Group

Co-Leaders: Kari Henquinet &
Laura Rouleau



E3

Working definition:

Essential Education Experiences (E3) emphasize learning through direct experience, active participation, and reflection. Instead of relying solely on traditional classroom-based instruction, experiential education encourages students to engage in hands-on, real-world experiences to gain a deeper understanding of a subject or concept.

Association on Experiential Education Definition

WHAT IS Experiential Education?

Experiential education is a hands-on form of learning that begins with a concrete experience. After solving a problem, learners reflect on the process and are able to apply lessons more broadly to their lives.

- ✓ Critical reflection
- ✓ Best practices of ethical standards for community engagement
- ✓ Engaging outside the classroom
- ✓ Immersive project-based or experiential learning
- ✓ Interdisciplinary - SHAPE disciplines
- ✓ Use e-portfolio
- ✓ Upper division / sophomore status



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Activities for Well-Being & Success

March 7, 2024

Co-Leads:

Tayler Haapapuro

Melissa Michaelson



What we've accomplished so far...

- List of previous co-curricular courses
 - Primarily PE, AR, ENT, MUS, SND, THEA, UN
- Defined areas that are in need of courses
 - Success, Mental Well-Being
- Identifying Departments that could contribute
 - Pavlis, Center for Student Mental Health and Well-Being, Res Ed, Wahtera, Career Services etc.

Next Steps....

- Meet with Departments to discuss possibility of new course offerings
- Find out if there are current campus activities that could be offered for credit
- Create a 'rubric' for courses
- Discuss requirements for these courses



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First Year Seminar

March 7, 2024

AJ Hamlin, Linda Wanless, Jodie
Filpus-Paakala, Kailee Laplander,
Jenn Sams, Dawn Corwin



Executive Summary

- Finalize "must have" learning objectives and course elements
- Finalize syllabus template
- Propose modules to support the seminars
- Oversee pilots of the "must have" modules in existing seminar courses that units plan to transform into Michigan Tech Seminars
- Design seminar for transfer students.



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e-Portfolio Working Group

Co-Leaders: Laura Fiss &
Christopher Plummer



Michigan Tech ePortfolios:

- Give students an opportunity to think about, understand, and describe for others what they are learning in and out of the classroom.
- Invite students to tell the story of their own learning, recognizing that the connections that students make themselves are the most meaningful and impactful.

Portfolio Use

- Reflection
 - File Cabinet
- Showcase
 - Highlight each student's great work
 - Highlight exceptional students at Michigan Tech
- Job Applications - External & Beyond Michigan Tech

Portfolio Integrations

- General Education
 - Seminar
 - Essential Ed Experience
 - Minors - A tool to integrate interdisciplinary experiences
- Majors
 - Available for all departments
 - Reflection
 - Building a Showcase
 - Students realizing their own accomplishments
- Extracurricular
 - Clubs
 - Internships
 - Developing professional presentation skills & materials



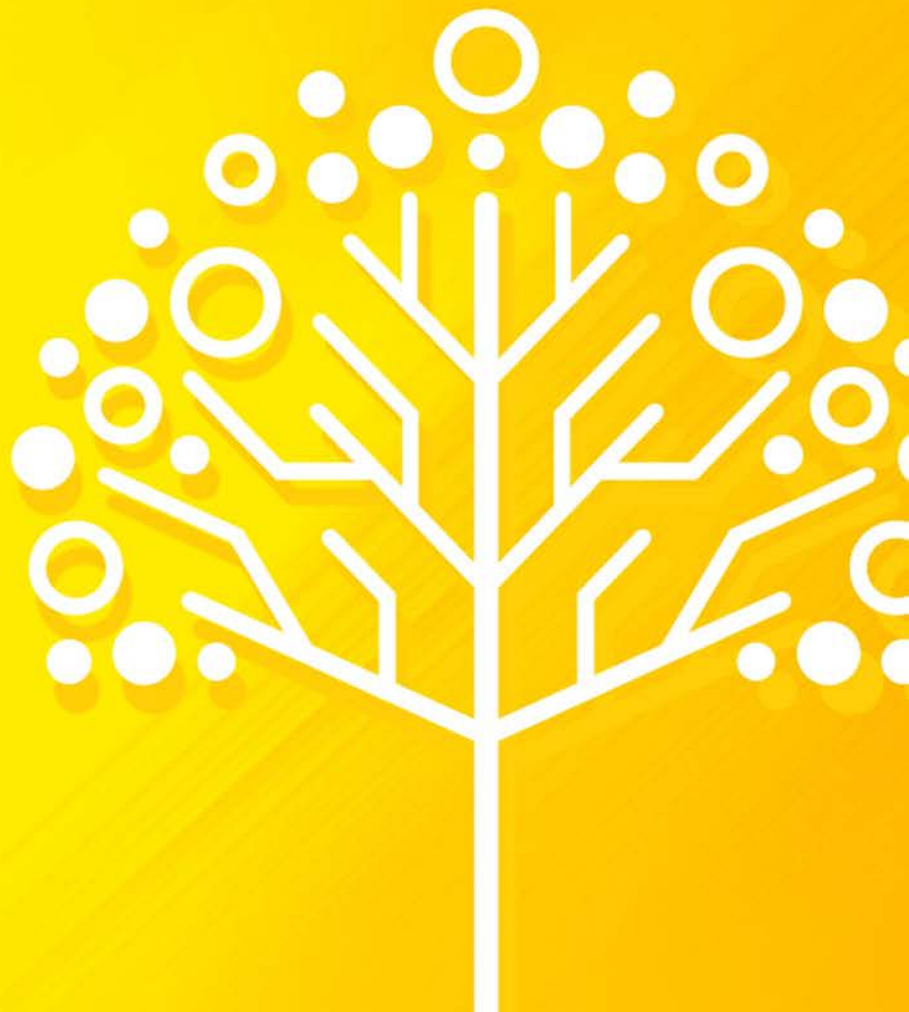


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SHAPE Essential Education Minors Working Group



Chelsea and Leyre, co-facilitators



Anatomy of an Essential Education Minor

18 Credits; 1/3 of credits must be from outside of the proposing department.

Majors can reorganize tech elective lists on audit to bin SHAPE options into a single choice point or consider adding new SHAPE courses to major requirements.

Units can suggest STEM-list courses (e.g., ENG 1101/1102, CS 1121), other major requirement courses, or tech electives that are aligned with minor themes.

- 1
- 2
- 3
- 4
- 5
- 6

- Communication Intensive Course
- Intercultural Competency Course (upper division)
- Minor SHAPE Course
- Minor SHAPE Course
- Minor Course (no list restrictions)
- Minor SHAPE Course or Essential Education Experience (upper division)

What are we up to?

- **Developing initial list of SHAPE Essential Education Minor Themes and timeline for development**
- **Working on a risk analysis**
- **Developing templates for invitation to develop a SHAPE Essential Education Minor and audit form**
- **Developing guidelines for developing a SHAPE Essential Education Minor**

What are we up to?

- First five invitations should be sent out in early April (Invitations will come from Leadership Team)
- Five invitations will be sent out in early fall 2024, last will be sent out in early spring 2025

How were the the Minor Themes selected:

- Feedback from previous working groups, department visits, EEMinor working group meetings
- Names for the minor themes are NOT the Minor Names (they will be decided by Admissions & the specific EEMinor group)

Resources needed & Concerns related to Minor development will be transmitted to EE Leadership

What's next?

Share your feedback.

Help ensure the success of this program
by sharing your questions, ideas, and
concerns.

For more information, please reach out to: essential-ed-l@mtu.edu
Maria Bergstrom | Alex Guth | Marika Seigel | Kelly Steelman | Andrew Storer





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