

Pavlis Honors College

Defining Success

Honors Student Handbook Pathways Program, Policies & Resources



WE IGNITE PASSION

WE BELIEVE THAT SUCCESS IS DETERMINED BY MORE THAN A NUMBER. IT'S ALSO MEASURED BY YOUR CHARACTER, YOUR ACTIONS, AND THE WISDOM YOU DEVELOP ALONG THE WAY.

in order to

EXPERIENCE THE JOURNEY

WE CHOOSE TO BELIEVE IN EACH OTHER. PUSH OURSELVES INTO CROSS-BOUNDARIES.

UNEXPECTED PLACES & DEMONSTRATE COURAGE & FORGE NEW CONNECTIONS

TRAVELING TOGETHER

WE GO FURTHER

WRITE YOUR OWN STORY, THEN SHARE IT. CAPTURE THE SIGNIFICANCE | REFLECT ON THE MEANING. BELIEVE IN POSSIBILITIES, NOT IMPOSSIBILITIES.

ENCOURAGE THE UNEXPECTED

DO IT • LIVE IT • BECOME IT

MICHIGAN TECHNOLOGICAL UNIVERSITY PAVLIS HONORS COLLEGE

Welcome to the Pavlis Honors College - a community of student scholars who learn, grow and have fun together while sharing common interests and passions. Our goal is to prepare you for the unique environment that you will encounter when you graduate – a world of constant and often disruptive change, where knowing who you are, what you believe, and how to build relationships will give you a competitive edge.

Events are scheduled throughout the year where you can share what you are learning and doing, and learn from others. We bring together students from across campus to share perspectives that can enhance your maturity and understanding across differences, and provide you with a community where you can discuss and solve real problems together. As an honors student, you should expect to be challenged to step outside of your comfort zone while being authentic, building relationships and opening yourself up to new experiences – the foundation for the [Honors Abilities](#) the college seeks to develop and instill in all our students.

We don't ask you to do more (Michigan Tech students already do a lot) – we help you get more out of what you do as you build a bridge between your major and your career and life after graduation.

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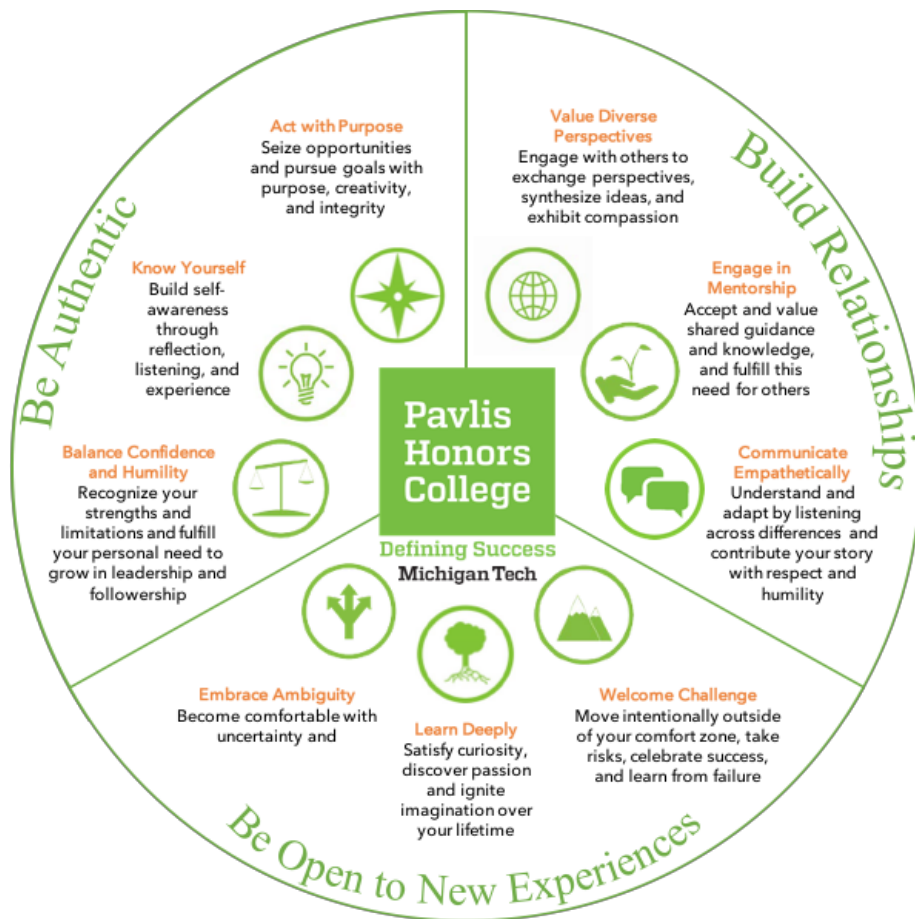
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Section 1. What makes the Pavlis Honors College unique?

The Pavlis Honors College at Michigan Tech is unique among honors colleges across the country. We are approaching honors education in a whole new way. Rather than only providing opportunities to students with high GPA's, we recognize that every student should have access to opportunities that enhance the classroom education. So, while GPA is one measure of potential future success, we value other things like motivation, passion, integrity, balance, and a willingness to step out of your comfort zone and really learn.

So, while courses in your major will give you the foundational knowledge and skills that you will need to be successful in your chosen field, we provide a place for you to develop the competencies necessary to put that knowledge to work in a way that uniquely reflects your personal interests and goals. We give you a community where you will challenge yourself, build relationships with others and advance your potential for success after graduation through the development of what we call the Honors Abilities.

The Honors Abilities are a set of competencies that you will develop as an honors student. They were established by the college in collaboration with individuals from industry, small business, academia, public service, non-profits and startup companies who are alumni, entrepreneurs, innovators, coaches, corporate executives, artists, and humanitarians. We all agreed that to prepare yourself for life after graduation and to excel in whatever role you imagine for yourself, these nine abilities are the key. We all know that the world is changing rapidly and sometimes disruptively. As you enter this world, these competencies are what you need to be truly successful, to lead others and to always land on your feet.

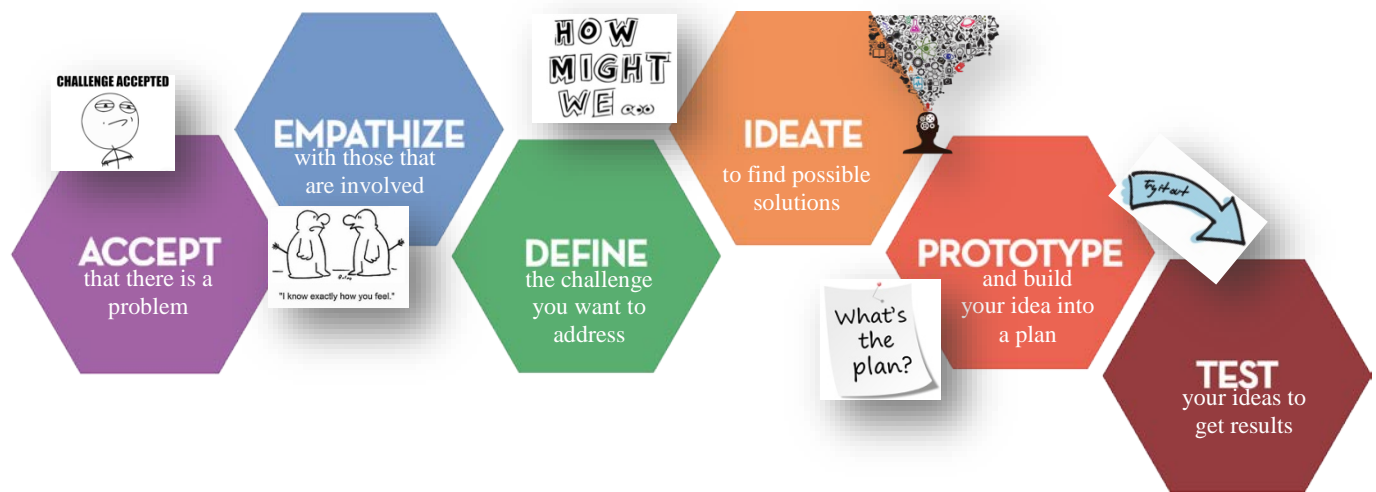


We've arranged the abilities into three key imperatives:

- Be Authentic by building self-awareness and choosing your own path;
- Build Relationships by engaging deeply in the lives of others; and
- Be Open to New Experiences by challenging yourself to step outside of your comfort zone and learn deeply.

These three imperatives tie directly into the educational theory that the honors college is built upon. The theory is called *self-authorship* and is explained in the next section.

As an honors student, you will learn to apply concepts of *design thinking* to your education and your future. *Design thinking* consists of a set of tools and a process that are used to solve complex, open-ended problems. The process looks like this:



The tools include methods and practices that will serve you while a student at Michigan Tech and in the future - whenever you encounter complex challenges where the defining variables are shifting with time and data is scarce. Stay tuned – this is what the seminars are for!! Practice!

Design thinking has been around a long time (since the 60's). The particular process, methods and practices employed here are drawn from Stanford's d.school.

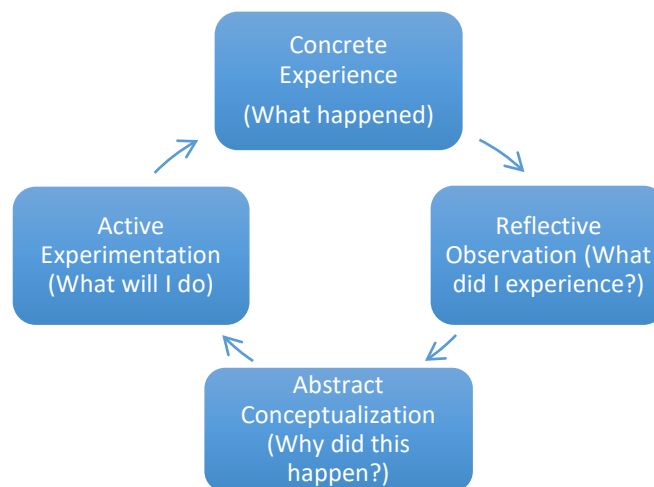
Think of Pavlis as Your College. A place where every student plays an important role in shaping its future. All of the seminar courses were designed by students and continue to be effected by your insights and knowledge. If at any time you see an opportunity for positive change – share this and make your lasting impact on the college and the community!

Section 2. Now that I'm an honors student, what should I expect?

As a new honors student, we will help you will identify an advisor from the college who will work with you as you complete the program components in alignment with the pathway you choose to travel. Your advisor will have expertise and knowledge in the area on which you are building your honors college experience and will provide invaluable insight and direction to help you make the most out of your engagement with the college. During your first seminar, HON 2150, we will help you identify an advisor to begin working with as you start your program in earnest.

Through the seminar courses, in addition to the skills and tools associated with *design thinking*, you will learn about *self-authorship* and *transformative learning*. Unlike a typical college class, the honors seminars are aimed at developing you in three important ways: in your power to be true to yourself, in your ability to foster meaningful relationships, and in your openness to new experiences (aka: the Honors Abilities imperatives). By developing in these three ways, you will build your capacity for something called *self-authorship* – your ability to internally define your beliefs, identities and relationships. When you do this, you will increase your aptitude for leadership and your preparation for success after graduation.

We do this by introducing you to a *transformative learning* environment. Here's what this looks like:

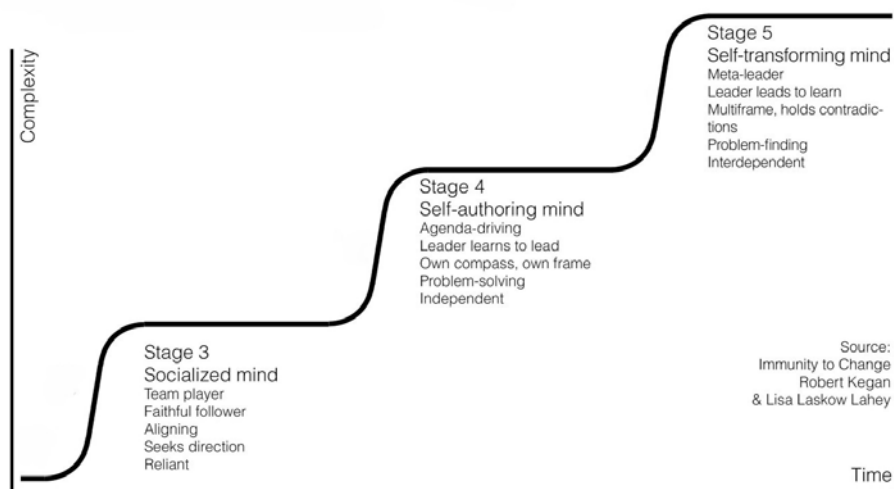


Wait, that kind of reminds me of the design thinking process... There are some similarities between these two processes because design thinking is about learning enough through interaction, creativity and experimentation to address a challenging problem. When you're in a transformative learning environment, you're gathering information about your surroundings and those you interact with to build a deeper understanding of who you are, who they are and what you know. Similar and parallel...

In the *transformative learning* environment, you encounter new experiences, evaluate what happened, assess what you've learned, develop a plan for putting this new learning into action and then test the plan, starting the cycle again (Kolb, 1984). In this way, you begin to transform your world view from seeing yourself as an object upon which the world acts, to an agent of change in the world. This cycle also

prepares you to share your honors experiences with others – articulating the value of your learning both in terms of what you’re learning and in terms of what you will bring to your next school, job, career, venture...

This all ties into *adult development*. When you push yourself in a supportive and challenging environment, you mature. Development during and after college looks something like this:



The words below the stages are some key characteristics of people at this stage of development. Most honors students, when asked, want to be in stage 4 or 5. But, most of us start college in stage 3. In fact, 58% of adults remain in stage 3 – they simply haven’t matured to their potential. That’s because college isn’t actually designed to advance your maturity – it’s designed to teach you stuff. This is where the Pavlis Honors College and the Honors Abilities come in – in a *transformative learning* environment, where you are pushed, challenged and supported, you mature and grow into the independent, problem-solving, centered individual that you have the potential to become.

Another important aspect of our program is that you are not alone on your journey. Our faculty join you in the classroom as equal partners – learning as much from you as you are learning from each other and from them. We value what you bring with you to the classroom and the program and provide ample opportunity for you to share your experiences and knowledge. This is called the *learning partnership model*, and we sometimes refer to this partnership when we talk about what we do.

If you’d like to dig deeper into design thinking, self-authorship, transformative learning, adult development or the learning partnership model, there’s a nice set of resources at the end of this document for you to explore.

Upon successful completion of the Pathways Program, you will receive written recognition on your transcript, diploma, and in the commencement booklet. You will also be invited to the Pavlis Honors

College Medallion Ceremony and receive a special medallion to be worn at commencement to demonstrate your achievement.

Section 3. What's this thing about reflection?

You may have noticed in the transformative learning environment, there is a reflection component. A reflection is a careful and thoughtful re-examination of your experiences, beliefs and knowledge from a fresh perspective. It is a personal response made by you and should reflect (haha, get it?) your thoughts, feelings and insights. When sharing a personal reflection, you are offering your own experience, and also acknowledging what you might have learned about the experiences of others. You are also demonstrating that you have thought about the issue carefully and from multiple perspectives, so you often share the development of your thoughts and focus on how you may have changed as a result of your experience. The purpose of reflection is to provide the opportunity to think critically about and make meaning of your diverse learning experiences.

Reflection can take many forms. Often we think of writing in a journal, but we also reflect in pairs, small groups, through art or other forms of making. It can be in written form, or in audio, video or thought. As you experience these different ways of reflecting, you will probably find one or two that work better for you.

Reflection is a key part of the honors experience and is incorporated into all components of every pathway. Sometimes students fear this aspect of what we do, but after a little practice, you will find that it begins to flow naturally, honestly and authentically. Reflection prepares you to tell your story, which will set you apart when it's time to share that story, especially with future employers, colleagues and partners.

In class, you will find us taking time to engage, reflect and storytell as we navigate transformative learning together.

Section 4. What are my pathway options?

The Pavlis Honors College has developed 6 flexible [pathway](#) options for you to consider and individually tailor to fit your goals. There are five themed pathways, and a sixth custom pathway if none of the existing themes fits your vision for your honors focus.

The Pathway Disclaimer:

As part of the application process, you were asked to select a pathway option that you intend to pursue. You are not bound to this pathway choice. If you decide at a later date that you would like to change to another pathway, you can discuss your interests in shifting pathway

with your honors advisor who will help you transition to your new pathway in the most seamless way possible.

Here are the pathways:

Global Leadership will inspire and prepare students to become global leaders who challenge themselves, work effectively in teams and achieve goals through life-changing courses, mentorship, and an international experience. (This pathway is more defined than the others, with specific program components – see below for more details.)

Community Engagement prepares you for a career in public and professional service, international and community development, and/or a lifelong commitment in any profession to be an engaged and responsible citizen.

Enhanced Enterprise provides a pathway for students engaged in Enterprise to enhance their development as leaders for a successful career in industry and beyond.

Research Scholars connects research-minded students with faculty to collaboratively conduct cutting-edge research. In this pathway, you are uniquely prepared for graduate school or work in research and development.

New Venture networks innovative students with other like-minded students and university staff with expertise in concept and product development, entrepreneurship and intrapreneurship.

Custom is your opportunity to tailor your honors experience to your unique personal learning goals. To utilize this option, you will work with your assigned honors advisor to define your specific area of focus, name your pathway, and develop a plan and timeline to meet each of the required components your way.

Section 5. What are the program components?

No matter how you choose to complete your Pavlis Honors College experience, the five major components required for each pathway are the same. The difference lies in how you choose to complete each requirement which will be driven by the pathway you select and your personal vision.

In this section, we provide detailed descriptions of each component with examples of how the requirements for each component can be met by students in each pathway. At the end of this section, is an approximate timeline showing how you might navigate your honors components over the next few years.

Component 1: Seminars

Three 1-credit seminars will help you develop your professional skills, focus on and refine your honors experiences and provide guidance to successfully complete the other components in a timely and orderly way. Two of the three seminars can be used to fulfill HAAS requirements.

HON 2150 – Honors Seminar I. This course introduces you to the Pathways Program and the honors community, and prepares you for your honors experience. We focus on skills related to teamwork,

interpersonal communication, and design thinking, and guide you towards your immersion experience (see below).

HON 3150* - Honors Seminar II. This course builds on Seminar I by guiding you towards your honors project. Here you will develop and refine your world view and begin to actively prototype your project concepts.

HON 4150* - Honors Seminar III. This seminar continues your honors journey by focusing on leadership and mentorship, while also exploring topics related to decision-making and ethics.

**students in the Global Leadership Pathway will enroll in alternative courses that cover similar material as part of the Minor in Leadership.*

Component 2: Academic Enhancement

An Academic Enhancement builds your knowledge base in an area that complements the focus of your honors experience.

Typical academic enhancements include completing a minor, second major, pre-professional program, ROTC, accelerated masters or a series of 8 credits of coursework beyond your core major requirements.

Alternatively, you may identify a different but comparable learning opportunity to propose as your academic enhancement. You, along with your honors advisor, will discuss your options and identify an academic enhancement to advance your goals. Below are *suggested* and often used minors to fulfill this requirement based on the different pathways. These are only suggestions and are not meant to form a comprehensive list of options. Your Academic Enhancement is up to you (with advisor approval ;-).

Global Leadership: [Minor in Leadership](#) (required)

Community Engagement: [Minor in Global Community Development Partnerships](#) ([Peace Corps Prep](#))
[Minor in Diversity Studies](#)
[Minor in Leadership](#)
[Minor in Law and Society](#)

Enhanced Enterprise: [Minor in Enterprise](#)
[Minor in Global Business](#)
[Minor in Leadership](#)
[Minor in Aerospace Engineering](#)
[Minor in Rail Transportation](#)
[Minor in Manufacturing Engineering](#)

New Venture: [Minor in Leadership](#)
[Minor in Global Business](#)
[Minor in Enterprise](#)

For **Research Scholars** and **Custom** pathway students, the options are as broad as the opportunities.

Component 3: Immersion Experience

Your Immersion Experience is your deep dive into prototyping a possible future career and exploring the many possibilities that exist for you as you develop your own world view. The immersion should be both deep and broad, meaning that it must be of sufficient depth that you become familiar with the culture of the organization/community that you are involved with, and sufficiently broad that you spend time allowing the culture to affect you and your world view. We recommend a minimum of 5 weeks spent immersed in this new context. The immersion includes a series of reflections over the course of the immersion and a debrief meeting when you return.

You can build your Immersion Experience using a variety of opportunities, including an internship/co-op, global experience, service, research, or development of an entrepreneurial idea, just to name a few. You will be required to develop an immersion plan that includes not only what you will do but also how you will satisfy your broader interests as you undertake the immersion. (Not sure what this means? Don't worry – we'll walk you through this process.)

Below are some experiences that students have used to build their immersion for each pathway. Again, this is not a comprehensive list, just a set of examples. The actual experience you choose is up to you based on your unique and evolving interests and goals.

Global Leadership: A required 5-week international experience after your second year in the program at one of our established project centers located around the world. You will live in the culture of a foreign country, interact with the people living there and implement a project that you have developed in partnership with the community to specifically fill an identified need or build an important capacity.

Community Engagement: Volunteer to work for an organization, domestically or abroad, that feeds your interest in community service, become a Community Ambassador...

Enhanced Enterprise: Undertake an internship or co-op with a company or organization that you are interested in learning more about as you consider, plan and develop your future career goals...

Research Scholars: Conduct a research project in a laboratory, on or off campus, during the academic year or over the course of a summer...

New Venture: Participate in an internship at a company that complements your entrepreneurial interests, intern at a startup, or work as an *intrapreneur* with a small company facing change...

Custom: Any of the above and more. More unique immersions have included working at a summer camp (teaching pathway), volunteering abroad in a health clinic (pre-health pathway)...

Component 4: Honors Project

As an honors student, you will design, plan and complete an Honors Project, including selection of a project mentor and development of a project plan that builds towards your goals and reflects your experiences. The Honors Project should take about 50 hours from start to finish and result in a product that is presented in a public forum of your choice. Below are guidelines for selecting an honors project mentor as well as examples of honors projects that have been completed by others in each of the pathway options.

Global Leadership: Delivery of educational materials to primary school students, enhancing infrastructure at your immersion experience project site (water purification, electricity supply through installation of solar arrays, internet access), and hygiene and personal health education programs for local communities...

Community Engagement: Collaborate with a local non-profit to create an oral history of someone who made a difference in the lives of others, design interpretive signs on a nature trail, develop a STEM mentoring program in a public school...

Enhanced Enterprise: Identify an Enterprise team need, develop a solution to address the need, and develop a plan to implement an improvement with long-term benefits to enhance the overall operation of your Enterprise team...

Research Scholars: Present your research at a university or national conference, publish a paper on your research project...

New Venture: Develop a product idea and present it at a competition, conference or exposition event, use your experience as a University Innovation Fellow to identify a campus change project...

Custom: The possibilities are myriad and can be whatever you and your honors college advisor deem appropriate. Some examples from Custom Pathway students are training and onboarding of new students for an Enterprise team and documenting activities and processes for a university service organization...

Selecting Your Honors Project Mentor

The selection of your Honors Project mentor is very important. The mentor should serve as a resource as you execute your project and will be asked to evaluate your project when it is finished. When you submit your Honors Project proposal, your mentor will have to sign the mentor contract affirming their role in your project.

As you begin to define your project, consider what gaps exist in your knowledge, and who in your network might guide you to an individual who could fill this gap. Your honors advisor can be helpful here, but so will your honors classmates, your instructors, and the Pavlis alumni network.

Component 5: Leadership/Mentorship Activity

The Leadership/Mentorship component is your opportunity to give back to your community of Pavlis Honors College stakeholders by taking on a mentorship or leadership role. This should involve a minimum of 15 hours of engagement. Below are examples of activities used by honors students to fulfill this requirement. This activity should focus on leading or helping others with interests or goals similar to your own.

Any Pathway: Serve as a peer mentor in an HON course, take on a leadership role in a student organization, become an Honors Ambassador, or join the Pavlis Pathways Undergraduate Student Advisory Board...

Global Leadership: Work with and advise Global Leadership Pathway students preparing to travel, document global leadership experiences for future students...

Community Engagement: Lead a group in a non-profit organization, mentor an elementary school child or group...

Enhanced Enterprise: Take on a leadership role on your Enterprise team, mentor new members on the team to help them learn about the team and adapt to the team’s culture and operation, become a meta-leader and join the Enterprise Student Advisory Board...

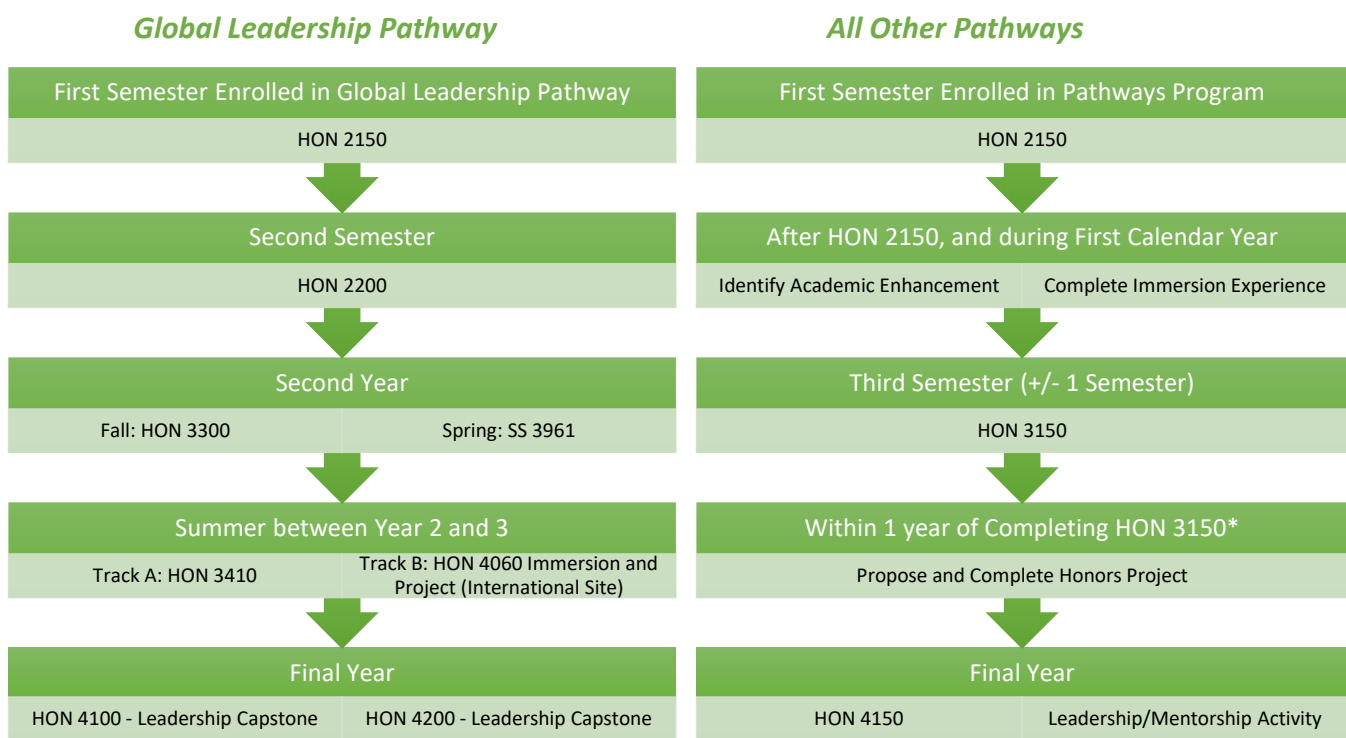
Research Scholars: Encourage and/or assist someone new to research as they explore and get involved in research, assume a leadership role in your lab or in a professional student organization, engage in STEM outreach and teach others about your field...

New Venture: Mentor a student new to innovation or preparing for a competition, teach design thinking to others, lead an SYP session on entrepreneurship...

Custom: You guessed it - All of the above and more...

Proposed Timeline

Here is a proposed timeline for you to consider. The timeline on the left is specific to students in the Global Leadership pathway and includes all of the courses required for the specified Academic Enhancement, the Leadership Minor. The timeline on the right is for students in all other pathways.



**and at least 1 semester prior to graduation*

Section 6. Why should I complete the program components sequentially?

Program Components are designed to build upon one another with seminar courses structured to address and facilitate component completion in a timely and orderly way.

By adhering to the recommended timeline, you will complete all requirements prior to graduation without adding any time or expense to your undergraduate education and maximizing the value of your participation in the Pavlis Honors College.

Seminar Courses (HON 2150, 3150 and 4150 **or** HON 2150, 2200, and 4100/4200) are intentionally designed to focus on different program components, and will help you define how you will complete your unique honors college experiences. Because each seminar builds upon previous ones, you are required to sequentially enroll in these courses. Ideally, non-Global Leadership students will enroll in one seminar course each year. Enrolling in multiple seminar courses in any semester will not be allowed. However, Global Leadership students graduating the December after their International Experience and requiring HON4100/HON4200 to complete the Leadership Minor will be allowed an exception.

Your **Academic Enhancement** should be identified as soon as possible to allow sufficient time for you to plan, incorporate needed classes into your course schedules and complete all coursework prior to graduation. The academic enhancement form for non-Global Leadership students should be completed during the first year of enrollment in the Pathways Program. Global Leadership students should declare the Leadership Minor within the first year of enrollment in the Pathways Program. For transfer students, this must be completed during the first semester of enrollment. All requirements of the academic enhancement must be completed by graduation. If utilizing an accelerated masters as your academic enhancement, you must declare the masters and begin the coursework towards the masters prior to your undergraduate graduation. Changes are allowable upon approval by your honors advisor up to 3 semesters before graduation.

For all pathways, you must complete HON 2150 prior to beginning your honors **Immersion Experience**. This is because time is spent in 2150 preparing you to design a meaningful immersion experience and providing you with essential skills for reflection. For Global Leadership students, further preparation for the immersion is completed in courses within the Leadership Minor. The Immersion Experience must be completed at least 8 months prior to graduation to allow time for you to use the information gained from this experience to build the remainder of your honors program components.

The **Honors Project** can begin any time after your enrollment in HON3150 for non-Global Leadership students. HON 3150 is designed to prepare you to begin the process of identifying prospective honors projects and preparing your honors project proposal. Global Leadership students design and implement their projects in their Leadership Minor courses and during their summer immersion at their international partner site. For all students, your project must culminate in a public presentation of your work. You may select the forum with approval of your honors advisor.

The final program component of your honors experience is the **Leadership/Mentorship Activity**. Ideally, this activity will be completed during your final year as an undergraduate, after or concurrent with your enrollment in HON4150 or HON4100/4200.

Special caveats: In some cases, *with approval from your honors advisor*, components may be completed simultaneously when there is a justifiable and logical reason to do so. Deviations from this recommended timeline must be requested in writing and submitted to your honors advisor for approval by the Pavlis Honors College curriculum committee. Failure to follow these guidelines may result in dismissal from the Pavlis Honors College and/or failure to graduate with recognition from the Pavlis Honors College.

Section 7. Why is Global Leadership different?

Global Leadership is what we call a *legacy program*. It pre-dates the Pavlis Honors College and actually is the model upon which the other pathways are built (it used to be the Pavlis Institute for Global Technological Leadership). This, along with the nature of the international experience, and the preparation necessary for you to travel, causes this program to have a more defined structure.

Global Leadership students travel to one of our international project sites during the summer after their second year in the program. As a Global Leadership student, you will only enroll in the first of the three common honors seminar courses; as noted above, material covered in Honors Seminars II and III is captured in other program courses focused on preparing for the summer international experience. In order to assure that you have the appropriate level of cross-cultural and teambuilding education and skill development, you are required to complete the following courses with a passing grade prior to travel. These courses are all used to complete the Minor in Leadership, your required Academic Enhancement.

HON 2100 – Pavlis Seminar I (Fall year 1)

HON 2200 – Leadership, Culture & Technology (Spring year 1)

HON 3300 – Innovation through Human-Centered Design (Fall year 2)

SS 3961* – Preparing for Cross-Cultural Immersion Experience (Spring year 2)

HON 3410† – Pavlis Language and Culture Awareness (Summer year 2 Track A)

**Because travel arrangements are made no later than April of spring semester for a summer departure, you must have either passed SS 3961 in a prior semester or demonstrate that you are on a trajectory to pass SS 3961 by the Friday following Spring Break week. Evidence of anticipated outcome of the course will be provided to the director of the Global Leadership program by the instructor of SS 3961.*

†If you do not pass HON 3410 prior to departure, you will not be allowed to travel and are responsible for reimbursing the Pavlis Honors College for ALL travel expenses incurred by the college on your behalf.

You will also enroll in HON 4060 – Global Leadership Practicum (Summer year 2 Track B – 9 credits) to document and receive credit for your travel experience and complete your Honors Project. After your return, you will enroll in HON 4100 and HON 4200 to complete your leadership/mentorship component, often referred to as your capstone.

Specific travel expectations, requirements and procedures will be provided to students preparing to travel at the beginning of spring semester prior to the travel experience. The Pavlis Honors College will cover the following expenses for Global Leadership Program student travel:

- Airfare

- Travel Visa
- Non-routine Immunizations
- Malaria medication when recommended by CDC
- Lodging
- Stipend for food and in-country transportation costs

Global Leadership student responsibilities include:

- A Valid Passport
- Completion of required International Programs and Services (IPS) [online form](#)
- Signed Agreement of Understanding: Expected Behavior Policy before flights are booked.
- Successful completion of all required coursework
- Maintain a 2.75 GPA or higher to be eligible for travel, consistent with IPS policy
- An adventurous spirit, and a desire work on a team to produce change and help others

Section 8. Where can I find Pavlis Honors College forms?

There are several Pavlis Pathways Program-specific forms used to document your progress and provide information to simplify and record your experiences. Students in Global Pathways will have their documents shared in the appropriate courses for the Leadership Minor. All other students will find the forms on the Pathways Program Canvas Site.

Section 9. How can I get more involved?

We're so glad you asked!! The Pavlis Honors College offers many ways for you to get more involved directly in the college and with our community. Below is a list of opportunities that you may wish to consider, as well as contact information for each staff leader:

Honors Peer Mentors – lead other students in HON 1150 and HON 2150 – contact Lorelle Meadows (lameadows@mtu.edu)

Honors Ambassadors – take an active role in recruiting activities for the college – share your story and inspire others to join! – contact Amy Karagiannakis (akaragia@mtu.edu)

Honors Events Committee – help plan and execute events to bring the Pavlis community together to celebrate the success of our fellow students, welcome new students, share information, and foster community within the college. – Contact Kristi Juntunen (kdjuntun@mtu.edu)

Pavlis Pathways Undergraduate Student Advisory Board – meet regularly with the Dean to share your perspective on how we might continue to grow and improve the Pavlis Pathways program – contact Lorelle Meadows (lameadows@mtu.edu)

Section 10. How can I dig in deeper to this theoretical stuff?

Here are several papers and books that will take you on a deep dive into the topics discussed in the handbook:

- Brown, T., & Katz, B. (2009). *Change by design: How design thinking transforms organizations and inspires innovation*. New York, NY: Harper Business.
- Burnett, W., & Evans, D. J. (2016). *Designing your life: how to build a well-lived, joyful life*. Knopf.
- Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Harvard University Press.
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.
- Magolda, M. B. B. (2008). Three elements of self-authorship. *Journal of College Student Development*, 49(4), 269-284.
- Magolda, M. B. B. (2009). *Authoring your life: Developing an internal voice to navigate life's challenges*. Stylus Publishing, LLC.
- Magolda, M. B. B., & King, P. M. (2004). *Learning partnerships: Theory and models of practice to educate for self-authorship*. Stylus Publishing, LLC.
- Mezirow, J. (1997). Transformative learning: Theory to practice. *New directions for adult and continuing education*, 1997(74), 5-12.
- Mezirow, J. (2000). Learning to think like an adult. *Learning as transformation: Critical perspectives on a theory in progress*, 3-33.

You may also want to check out the following web pages (we use some of these in class):

<https://dschool.stanford.edu/resources/design-thinking-artifacts>

<https://dschool.stanford.edu/resources-collections/a-virtual-crash-course-in-design-thinking>

<http://lifedesignlab.stanford.edu/>

<https://imjoeboe.wordpress.com/2011/04/28/self-authorship/>

<https://www.simplypsychology.org/learning-kolb.html>

<https://medium.com/@NataliMorad/how-to-be-an-adult-kegans-theory-of-adult-development-d63f4311b553>

<https://medium.com/@NataliMorad/part-2-how-to-be-an-adult-kegans-theory-of-adult-development-ddf057b4517b>