<div align="center">**Working Concept Paper**</div>

**MT Engage: Engage Academically, Learn Exponentially, Showcase Yourself**

The MT Engage QEP involves students in active learning and critical reflection. This is accomplished by creating a culture of engagement emphasizing within the classroom (WTC) and beyond the classroom (BTC) experiences and reflecting on these experiences within an ePortfolio which showcases the knowledge, skills and abilities achieved.

Freshman will be recruited during CUSTOMS to take part in the MT Engage Program which will include registering for two to three Academic Engagement courses each semester in the freshman and sophomore year and constructing an ePortfolio. Students will receive assistance with their ePortfolios from the AE faculty and ePortfolio coaches. At the end of the sophomore year, ePortfolios could be reviewed and awards given for the exemplary MT Engage student. These awards may include a scholarship for the Junior and Senior year.

The ePortfolio concept could be introduced in UNIV 1010 and/or a freshman-level introduction course in the major such as Introduction to Theatre Studies. A foundation course could 1) introduce the ePortfolio concept; 2) discuss skills needed for success in academics and profession; 3) help students plan for MTSU BTC opportunities to build these skills and require attendance in at least one BTC experience; and 4) require critical reflection ePortfolio assignments regarding career exploration and academic and career goals. Professional advisors can refer to the academic and career goals during regular advising sessions. Sections could be designed for majors/colleges as well as undeclared students.

Freshman and Sophomore-level courses will be enhanced through incorporating WTC and BTC engagement strategies and critical reflection products which will be completed within the ePortfolio. Faculty will receive incentives for participating in the enhancement of courses. Some examples of engagement (active learning) strategies would be problem-based learning, collaborative learning, project-based learning, simulations, etc. Beyond the classroom experiences could include service-learning, cocurricular activities, attending related campus events, etc. Select sections will include linked course learning communities.

Majors will be recruited to utilize the ePortfolio to help students reflect on their experiences, make connections, and think critically about their experiences in order to decide how to best present their knowledge, skills and abilities to others, including potential employers. In addition to faculty in the major, ePortfolio coaches (a full-time Career Center staff and peer career advisors) would also assist students in designing their final ePortfolio.

Students would be asked to complete an ePortfolio that could include the items below.

- About Me
- Academic and Career Objectives
    - Include academic commitments
    - Short-term and long-term career objectives

- Knowledge/Skills/Abilities
  - evidence required from within the classroom and beyond the classroom learning as well as reflection
- Resume

Faculty will be asked to

- Teach and assist in UNIV 1010 and/or freshman-level introduction course in major
- Participate in enhancement of General Education courses by incorporating **engagement (active learning) strategies and critical reflection** ePortfolio assignments
- Participate in Professional Development/Training on engagement (active learning) strategies and critical reflection using ePortfolios best practices
- Create faculty learning communities around critical reflection using ePortfolios and engagement (active learning) topics
- Utilize the ePortfolio for their major

**Student Touch Points for ePortfolio Development**

- CUSTOMS
- Professional Advisors (ongoing)
- UNIV 1010
- General Education Instructors
- Major
- ePortfolio coaches (ongoing)

**Student Learning Outcomes**

This project enriches MTSU's commitment to engagement and enhancing students' abilities to communicate and think critically. The ePortfolio will encourage more attention to reflection, deeper thinking, and synthesis and assist students in understanding and communicating their experiences and knowledge to others. The following student learning outcome measures would be assessed:

- **Integrative/Reflective Thinking**

- **Personal and Professional Development**

- **Effective Communication**