

School of Arts and Letters Academic Mindset Plan

- I. FR. through several modules information. Professional Ad students to complete the orientation, and electronic rem is verified. Modules are listed below:

- A. Academic Prog6.3(r)1-aod0.5(d)0 P(o)0.5-3BIO

In this module, students will be introduced to the organization of the School of Arts and Letters. SOAL will understand the structure of the School and the various co-curricular activities. Within the School are three departments: the School of Music, the School of Theatre and Dance, and the School of the Arts. The information in this module gives information on the various academic programs offered, and various opportunities to participate in SOAL events. Students are encouraged to attend at least two SOAL events during their first semester.

- x Dean's Welcome
- x Introduction to Departments and Administrators
- x Introduction to Faculty
- x Introduction to Academic Programs
- x Explanation of Course Delivery Modes (f2f, hybrid, online)

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In this module, students will be introduced to the concept of academic mindsets or “growth mindset.” SOAL students are encouraged to embrace an important state of mind as they prepare for their learning experiences an academic mindset that incorporates the following beliefs:

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<https://www.mindsetworks.com/go/academicmindsets/>

SOAL Students are encouraged to understand that failure is not the end of achieving; from failure can come significant success. Students are encouraged to persevere through difficult challenges and to seek assistance from a variety of people and resources (contact lists are provided)

D. Advising & Mentoring (Advising with Professional Advisor for first 45 semester hours)

In this module, students will be provided with a variety of information, especially in terms of contact with Professional Advisors and Faculty Mentors. Students will have convenient access to and explanation of important policies in the Student Handbook and Academic Catalog. Students will be introduced to the Academic Calendar, the Schedule of Classes, and College Scheduler. Professional Advisors will work with students to develop a degree completion plan in My Degree.

- x Professional Advising & Faculty Mentoring
- x Faculty Mentors & Faculty Advisors
- x Student Handbook and Policies
 - o Academic Honesty
 - o Student Conduct
- x Academic Catalog Requirements
 - o Attendance
 - o Withdrawal Policy
- x Academic Calendar
- x Schedule of Classes
- x Registration (College Scheduler)
- x Developing Degree Completion Plan in My Degree

E. Resources

II. INSTRUCTION (YEARS 1, 2, 3, and 4)

Students in the SOAL take courses in their major from the freshman to senior year. Professional Advisors are trained to follow Momentum Approach practices so that students take 9 hours in their major during freshman year.

In all SOAL classes, students will receive “Growth Mindset” reinforcement, as professors review the syllabi and explain ways in which students can recover academically after an initial failure (how the “weighted” and “point system” grade calculation works and how students can understand the difference between “low stakes” assignments and “high stakes” assignments, including an academic recovery plan). Faculty will be encouraged to give low stakes assignments early in the courses and post students’ individual grades and running course average in D2L/ Brightspace for students to monitor their academic progress. Retention and Progression “best practices” are embedded in the SOAL definition of excellence in teaching, and faculty are assessed on their adherence to these practices.

In addition to practices noted above, students are encouraged as they progress through their program of study, to expand their academic horizons in order to give their work an even stronger sense of

Teaching faculty regularly promote the following high impact practices in their classes, and they encourage participation in extracurricular activities, allowing students a richer, more robust immersion into their studies and into the application of knowledge, as sampling of enriching academic opportunities follows:

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III. ADVISING AND MENTORING PROCESS (YEARS 1, 2, 3, and 4)

Professional Advisors

IV. COCURRICULAR ACTIVI

V. PREPARING FOR GRADUATION (Year 4)

Faculty Advisors/ Mentors continue to stress students need to maintain momentum to complete senior year. Many programs in the School of Arts & Letters have final projects, presentations, portfolios, or performances to mark the end of the students' course of study. Often at this stage, students are asked to reflect on their journey and to note how far they have come so far. The last year reinforces the "growth mindset" belief inherent in the academic mindset framework. Students typically engage in courses or projects during their graduation year.