

# Student Service Courses (SSC)

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## **SSC 1005. International Student Academic Success. 2 Hours.**

For international students. This course provides international students with the knowledge, attitudes, skills, and awareness needed to adapt to college life at Utah Tech University. Topics include: US immigration compliance, cross-cultural adjustment, campus services, academic advisement, safety and emergency issues, academic success, and academic integrity. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify US Immigration F1 Visa requirements. 2. Locate and use Campus Services. 3. Develop positive relationships with academic advisors and professors. 4. Demonstrate effective academic skills and strategies for a U.S. academic environment. 5. Employ good health and wellness practices (stress management, balancing academics, work and play, time management, good nutrition, etc.). 6. Identify campus safety policies and procedures. Prerequisite: Instructor permission. FA, SP.

## **SSC 1010. Trailblazer Connections. 2 Hours.**

Strongly recommended for all freshman students. This academic course is specifically designed to ease students' transition to Utah Tech University and to prepare them for college success. In this course, students will learn the value of a college education including the purpose and value of general education. This unique course focuses on helping students go about their Utah Tech education as an intentional student—using resources, taking advantage of opportunities to develop holistically, and selecting courses that will enlighten the mind and enhance employability. This course allows students to develop a support network of classmates, faculty, and staff to help ensure a successful beginning to their academic experience. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Exploring and articulating the value of a college education, including the purpose and value of general education and connection to a program of study or major. 2. Developing the attributes of an intentional student who can demonstrate the competencies necessary for success in college and beyond, including overcoming challenges, developing academic strategies and study skills, finding and using resources, and managing time. 3. Developing a sense of belonging in the university and demonstrate how to build and participate in the learning community. FA, SP.

## **SSC 1020. Study Skills & College Success. 2 Hours.**

For structured enrollment students. This course is specifically designed to contribute to a student's academic success and ability to properly use campus resources. The course includes such topics as growth mindset, self-regulated learning, problem solving, critical thinking, multiculturalism, career exploration, time management and financial literacy. Each student will be assigned a success coach with whom they will be required to meet throughout the semester. Students will participate in a lab where they will apply study skills they are learning. Inclusive Access Course Material (electronic book) fees may apply, see Fees tab under each course section for details. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate proper use of Utah Tech resources and services. 2. Demonstrate ability to apply academic success skills. 3. Demonstrate appropriate problem solving and critical thinking skills. 4. Students will express characteristics of multiculturalism in a learning community. 5. Students will engage in career exploration processes. 6. Students will demonstrate ability to apply time management and financial literacy skills. Prerequisites: Freshman status; participant in structured enrollment; instructor permission. FA, SP.

## **SSC 1025R. Active Learning Lab. 1 Hour.**

Specifically designed to contribute to a student's academic success. Students will participate in the active learning lab where they will develop and apply study skill strategies in context to their current course load. This lab is designed to help students develop meta-cognition, reflection and self-regulated learning skills. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Apply metacognition, reflection and self-regulated learning skills in context to their current course load. 2. Apply effective study skill strategies in context to their current course load. Prerequisites: Instructor permission. FA, SP.

## **SSC 1055R. Academic Success. 1 Hour.**

This course is specifically designed to contribute to students academic success and ability to utilize on-campus resources through dedicated on-campus study hall and accessing tutors through the Academic Performance Center, Writing Center, and Math Tutoring Center. Students meet 1:1 with the professor, develop a semester plan for academic success, and log weekly study hall hours on campus. Repeatable up to 3 credits. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate the ability to apply time management skills for academic success. 2. identify and utilize on-campus resources for academic success. 3. Demonstrate critical thinking and problem-solving for academic success. 4. Apply metacognition and self-regulated learning within the context of their current course load. FA, SP.

## **SSC 1060. Career Success. 2 Hours.**

For Student Success Program students. The course is specifically designed to contribute to a student's academic and career success. This course is designed to develop essential leadership and oral communication skills. The course includes such topics as adaptability, confidence, relationships, and motivation in regard to academic and career goals. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Apply academic success skills. 2. Demonstrate development of career success skills. 3. Express characteristics of effective leadership. 4. Apply effective oral communication skills. Prerequisites: Instructor permission. SP.

**SSC 1200. Career Workshop. 1 Hour.**

For undeclared students with 30+ credits. Students will participate in an in-depth exploration of careers, majors, and the steps to obtaining careers that interest them. Students will spend time learning about themselves and career options that correlate with their values, skills, strengths, interests, and how that knowledge may impact their choice of careers. They will take two assessments, Strength Finders and the Strong Interest Inventory for self-discovery. Students will engage with individuals currently in the industries that interest them. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Understand different programs and will declare a major. 2. Have the resources available to choose a career path based on interests, values, skills, personality and industry growth. 3. Understand requirements and resources for graduate school. They will gain experience talking and interacting with graduate school representatives. 4. Learn methods and reliable resources for gathering occupational information. 5. Learn the duties, responsibilities and day to day aspects of different careers. FA, SP.

**SSC 1900R. Pre-professional Internship. 1-2 Hours.**

Elective course for freshmen and sophomore students. The course provides students the opportunity to enhance their college education by preparing them for an increasingly competitive job market. This course brings the workplace in to the classroom and transforms the workplace into a place of learning. The course is designed to integrate students into professional environments to develop competencies and initiate networking. Target industries and occupations include all Career and Technical Education program areas offered at Utah Tech. These programs include Health Sciences, Business, Communications, Science, Technology, Education, and Forensics. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Set and achieve learning objectives that will ensure a successful work based learning experience and demonstrated growth in career knowledge and skills as a result of the internship through personal reflection. 2. Apply classroom learning to practical problems on the job to increase competencies. 3. Work with professionals in the career field they are exploring or pursuing to initiate networking. 4. Learn the competitive nature of the job market and what is needed to prepare for the best career positions. Prerequisites: Instructor permission. FA, SP.

**SSC 2001. SSS Smart Start Seminar. 2 Hours.**

Introduces and integrates new TRiO-Student Support Services students to the Utah Tech community, both academically and socially, by developing awareness of campus resources and assisting in exploring and establishing personal, academic, and career goals. This course includes strategies for academic success, such as critical thinking skills, time management, financial aid resources, financial literacy, service learning, and effective collaboration techniques. Focus is on development of an academic plan, personal financial awareness and responsibilities, baccalaureate attainment, and community citizenship. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss the student support resources and services on Utah Tech campus, including TRiO services, that will help facilitate success. 2. Describe essential skills that help overcome challenges of college life, such as managing time, maintaining mental, social and physical well-being, and effective money management. 3. Demonstrate the ability to succeed in classes by taking notes, reading a college textbook, using a syllabus, interacting with professors, writing academic papers, studying, and taking tests. 4. Describe their major or area of study, including general education requirements, institutional requirements, required coursework within their major, and career options. Prerequisite: Instructor permission. FA, SP.

**SSC 2002. Becoming a Lifelong Learner. 2 Hours.**

This course is designed for continuing TRiO Student Support Services students to further ease their transition to college by providing them with the skills and information necessary to be successful students and productive citizens. Their college experience will be enriched as they better understand the process and principles of becoming a lifelong learner. Students will create their own philosophy of learning and outline the specific ways they will strive to become a learner. Students will also recognize important outcomes of becoming a learner that are vital to their success such as creativity, the ability to think critically, developing excellent communication skills and acquiring an exceptional character. They will better understand the major/career decision making process, including self-assessment, evaluation of majors and careers, and by the implementation of a personal action plan in order to achieve their academic goals. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of the importance of becoming a lifelong learner and realizing how their education is transforming them into a better person. 2. Demonstrate an understanding of the principles of becoming a learner which include: a. The most important things learned will not be graded b. Knowledge is interconnected c. Student must take the responsibility for own learning d. Learning requires relationships e. Learners are Courageous f. Learning cannot be cheated 3. Create a written philosophy of learning and a description of how to put these ideas into action. 4. Demonstrate an understanding of the value of clarifying interests, values and skills, and learning how these relate to different majors, careers and opportunities at Utah Tech University. 5. Develop an action plan for choosing a major, achieving a bachelor's degree and pursuing a career. 6. Demonstrate an understanding of financial literacy skills developed through a. Creating and living within a budget b. Knowing how to protect against identity theft c. Learning how to use credit wisely d. Finding and applying for scholarship(s) and other financial aid. Prerequisite: Instructor permission. SP.

**SSC 2003. Gear Up for Greatness. 2 Hours.**

This course is designed for continuing TRIO SSS students to transition from general education to majors and careers by providing them with the skills and information necessary to be successful students and capable, contributing citizens. The course facilitates better understanding of the major/career decision making process and the development of essential career success qualities: accountability, adaptability, critical thinking, creative thinking, communication concepts, diversity, relationship building, confidence, mindset and leadership. Students are asked to examine their thoughts, beliefs and attitudes, to focus on self-development, and to create a personal and career portfolio. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate a. An understanding of qualities essential to becoming a contributing, capable citizen. b. accountability c. Adaptability d. Critical Thinking e. Creative Thinking g. Communication Skills h. Diversity i. Relationship Building Skills j. Self- Knowledge k. Confidence and Mindset. 2. Understand the world of work and preparing for a career by a. focusing on career opportunities within their major. b. understanding that biases and perceptions are unique to each human experience. c. learning to use critical thinking skills in diverse situations. d. creating a network of support and opportunity. e. investigating careers and pertinent essential qualities through informative interviews. 3. Understand of pre-employment skills, requirements and information gathering by a. becoming comfortable with public speaking. b. experiencing interpersonal and small group communication activities. c. preparing and giving a pocket speech. d. creating a resume. e. creating a cover letter. f. asking for letters of recommendation. g. creating and using a perpetual career portfolio. 4. Understand that many resources are available to them by a. finding and carefully choose mentors. b. using the Career Center. c. keeping connected with their academic advisors. d. creating and using a perpetual personal portfolio. Prerequisite: Instructor permission. FA.

**SSC 2400R. Hope Squad 1. 1 Hour.**

Required for students who have been invited to participate as HOPE Squad members. HOPE Squad is a peer-to-peer program where students who have been identified by their classmates as trustworthy peers are trained to recognize students who are at-risk for committing suicide. In this course, using nationally recognized, evidenced-based training modules, Squad members will learn how to watch for students at-risk for suicide, identify warning signs, provide friendship, and seek help from professionals. Through this learning, the HOPE Squad members are empowered to seek help and save lives. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Recognize aspects of mental health. 2. Identify the warning signs of individuals considering suicide. 3. Demonstrate an ability to communicate with someone who may be depressed or suicidal. 4. Show knowledge of the appropriate questions to ask a peer who shows signs of depression or considering suicide. 5. Indicate knowledge of appropriate and effective process to report to and seek help from mental health professionals. 6. Demonstrate knowledge of intervention skills. Prerequisite: Instructor permission required. SP.

**SSC 2500R. Emerging Leaders. 1 Hour.**

Seminar course for students involved in Utah Tech University Student Association and others. Exploration of leadership principles in university environment and other community settings, through presentations, analysis, personal reflection, group discussion, group work, and more. Students will be asked to consider ideas, creative expressions, arguments, points of view, experiences, and beliefs other than their own as well as expected to provide service through involvement in a significant out-of-class activity during the semester. Repeatable up to 2 credits subject to graduation restrictions. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify the characteristics of an effective personal brand. 2. Apply their knowledge of effective In-Print Branding principles. 3. Use the principles of Online Branding to evaluate online websites. 4. Demonstrate their knowledge of cultural sensitivity. Corequisite: SSC 2505R. FA.

**SSC 2505R. Emerging Leaders Lab. 1 Hour.**

Lab portion of SSC 2500R. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Create their personal brand by applying the characteristics of effective branding. 2. Prepare personal resumes, cover letters, and thank you notes that illustrate the principles of effective In-Print branding. 3. Evaluate a social media site and create a rebranding based upon the results of their evaluation. Prerequisites: Instructor permission. Corequisites: SSC 2500R. FA.

**SSC 2600R. Student Leadership Development. 1 Hour.**

Seminar course for students involved in Utah Tech University Student Association and others. Exploration of leadership principles in university environment and other community settings, through presentations, analysis, personal reflection, group discussion, group work, and more. Students will be asked to consider ideas, creative expressions, arguments, points of view, experiences, and beliefs other than their own. Students will develop and implement a major leadership project and demonstrate their understanding of issues of leadership. Repeatable up to 2 credits subject to graduation restrictions. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify the major concepts that define each leadership theory presented in class. 2. Identify issues that impact both campus and community. 3. Apply the basic principles of budget and costs in project planning. 4. Discuss the principles of ethics in leadership. 5. Implement the guidelines for empowering others. Corequisites: SSC 2605R. SP.

**SSC 2605R. Student Leadership Development Lab. 1 Hour.**

Lab portion of SSC 2600R. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Prepare and share a presentation that illustrates the basic tenants of the leadership theory of their choice. 2. Develop an accurate and appropriate budget/cost report for a proposed campus project. 3. Prepare and share a presentation explaining a current campus issue, a proposed solution, and the outcome of the project. Prerequisite: Instructor permission. Corequisite: SSC 2600R. SP.

**SSC 2700R. Trail Guide Leadership. 1 Hour.**

For students who want to be employed as Utah Tech Trail Guide Orientation Leaders. This course fulfills the training requirement to work in New Student & Family Programs as orientation leaders. Students will explore and develop principles of individual and team leadership in a diverse university environment through personal assessments, group discussions and work, public speaking, presentations, and more. Students will discuss barriers to student success for incoming Utah Tech students and the resources available to counter those barriers. Repeatable up to 3 credits subject to graduation restrictions. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Define major concepts and principles of leadership theory. 2. Develop individual leadership skills and tools that create a personal leadership style. 3. Demonstrate an ability to communicate in a variety of methods. 4. Discuss and identify success strategies that remove barriers for incoming students. SP.

**SSC 2770. Foundations of Effective Mentoring for Supplemental Instruction Leaders. 1 Hour.**

For students who want to be employed as supplemental instruction (SI) leaders. This course fulfills the training requirement to work in Learning Services as an SI leader. It also fulfills the requirements for CRLA (College Reading and Learning Association) national mentor certification. The course gives a practical background for academic assistance and teaches student SI leaders how to empower other students with the skills and the confidence needed to succeed academically. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate ability to apply mentoring best practices. 2. Plan and create effective mentoring sessions. 3. Develop mentoring strategies to meet the needs of diverse learning groups with varying characteristics. 4. Formulate a philosophy of mentoring. FA, SP.

**SSC 2780. Foundations of Effective Mentoring for Peer Coaches. 1 Hour.**

For students who want to be employed as mentors and peer coaches. This course fulfills the training requirement to work in Student Support Services as mentors and peer coaches. It also fulfills the requirements for CRLA (College Reading and Learning Association) national mentor certification. The course gives a practical background for academic assistance and teaches student mentors and coaches how to empower other students with the skills and the confidence needed to succeed academically. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate ability to apply mentoring best practices. 2. Plan and create effective mentoring sessions. 3. Develop mentoring strategies to meet the needs of diverse learning groups with varying characteristics. 4. Formulate a philosophy of mentoring. FA, SP, SU.

**SSC 2790. Foundations of Effective Tutoring. 1 Hour.**

For students who want to be employed as tutors. This course fulfills the training requirement to work in the Utah Tech University Academic Performance Center. It also fulfills the requirements for CRLA (College Reading and Learning Association) national tutor certification. The course gives a practical background for academic assistance and teaches student tutors how to empower other students with the skills and the confidence needed to succeed academically. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Apply tutoring best practices. 2. Create effective tutoring sessions. 3. Tailor tutoring strategies to meet the needs of diverse learning groups, having various characteristics. 4. Formulate their own philosophy of tutoring. FA, SP.

**SSC 2791. Foundations of Effective Tutoring II. 1 Hour.**

For students who are employed as Utah Tech University tutors. This course fulfills the training requirement to work as a level two tutor. It also fulfills the requirements for CRLA (College Reading and Learning Association) national tutor II certification. The course gives a practical background for academic assistance and teaches student tutors how to empower other students with the skills and the confidence needed to succeed academically. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Apply tutoring best practices. 2. Create effective tutoring sessions. 3. Tailor tutoring strategies to meet the needs of diverse learning groups, having various characteristics. 4. Formulate their own philosophy of tutoring. FA, SP.

**SSC 2990. Seminar in Student Services. 0.5-3 Hours.**

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate learning through original and creative ideas. 2. Collaborate with others to accomplish a shared purpose or goal. 3. Use appropriate strategies and tools to represent, analyze, and integrate seminar-specific knowledge. 4. Develop the ability to think critically about course content. 5. Apply knowledge from seminar to a range of contexts, problems, and solutions.

**SSC 2991. Sem in Stu Support Services. 0.5-3 Hours.**

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate learning through original and creative ideas. 2. Collaborate with others to accomplish a shared purpose or goal. 3. Use appropriate strategies and tools to represent, analyze, and integrate seminar-specific knowledge. 4. Develop the ability to think critically about course content. 5. Apply knowledge from seminar to a range of contexts, problems, and solutions.

**SSC 2992. Seminar in Stu Support Service. 0.5-3 Hours.**

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate learning through original and creative ideas. 2. Collaborate with others to accomplish a shared purpose or goal. 3. Use appropriate strategies and tools to represent, analyze, and integrate seminar-specific knowledge. 4. Develop the ability to think critically about course content. 5. Apply knowledge from seminar to a range of contexts, problems, and solutions.

**SSC 4890. Professional Practice Internship. 3 Hours.**

Elective course for junior and senior students. The course provides students the opportunity to enhance their college education by preparing them for an increasingly competitive job market. This course brings the workplace in to the classroom and transforms the workplace into a place of learning. The course is designed to integrate students into professional environments to increase competencies and establish networking in the profession. Students will learn to take initiative as they observe working conditions and practices at their place of internship and then apply critical analysis and creative problem solving to identify productive and non-productive professional practices in the workplace. Internship areas connect to all degree programs offered at Utah Tech. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Gain self-reflexion skills set and achieve learning objectives that will ensure a successful work based internship experience and demonstrated growth in career knowledge and skills as a result of the internship through personal reflection. 2. Apply critical analysis and creative problem solving to identify productive and non-productive professional practices in the workplace. 3. Apply classroom learning to practical problems on the job to increase competencies. 4. Work with professionals in the career field they are exploring or pursuing to initiate networking. 5. Learn the competitive nature of the job market and what is needed to prepare for the best career positions. Prerequisites: Instructor permission. FA, SP.