

**Strategies for College Success**  
**EDPS 2600-001**  
*Fall 2024*

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### **COURSE OVERVIEW**

This course is designed to support your academic success as a college student, and over the long-term, your personal and professional development. It is based on the University of Utah Ute Academy model, which is comprised of the four core pillars of personal development, professional development, community service, and leadership. Over the course of the semester, you will be exposed to a variety of university resources, academic strategies, and community groups to support your success. Throughout the course, you will be asked to apply the lessons and concepts taught into your lives through applied practices, projects, and discussions

As is true with most things in life, *the amount of energy you invest will determine how much you gain*. To access the full potential of our course, you must be engaged in team discussion threads, complete all assigned readings and videos, and participate in all events. It is clear when students are not actively engaged with the course, and this will be reflected in your final grade.

### **COURSE DESIGN**

Our course is broken into 6 primary modules. Content will be presented within the core pillars of the Ute Academy program for student-athletes:

1. Personal Development
2. Professional Development
3. Community Engagement/Service
4. Leadership

### **COURSE STRUCTURE**

Our course will meet in-person once per week for 50-minutes. Each class will involve a presentation for a guest speaker who specializes in our module topic. *Your attendance for these sessions is mandatory*. Any anticipated absences should be communicated to the instructor and TA's *before* class.

### **CLASS LOCATION & TIME**

Our class will meet on Mondays from 9:40-10:30am in SAEC 1145.

## ONLINE STRUCTURE

Each module will begin with a “Module Overview” where we outline the main topic, required readings/videos, discussion prompts, and assignments. Assignments are designed to be asynchronous- meaning you will complete them on your own time. This will require you to plan and budget your time accordingly. ***You will not be able to complete all required readings, videos, and assignments on the final day of the module.***

An outline of our course calendar is below:

### Fall 2024 Course Calendar

MODULE	DATES	MODULE TOPIC	ASSIGNMENTS DUE
1	August 19th - August 25th	Welcome & Orientation	<ul style="list-style-type: none"><li>• Whole Class Introduction Discussion Thread</li></ul>
2	August 26th - September 8th	Professional Development I: <i>Career Exploration</i>	<ul style="list-style-type: none"><li>• Module 2 Discussion Thread</li></ul>
3	September 9th - 29th	Leadership Development	<ul style="list-style-type: none"><li>• Module 3 Discussion Thread</li></ul>
4	September 30th - October 6th	Community Engagement	<ul style="list-style-type: none"><li>• Module 4 Discussion Thread</li></ul>
--	October 7th - 13th	FALL BREAK	-----
5	October 14th - 27th	Professional Development II: <i>Academics</i>	<ul style="list-style-type: none"><li>• Module 5 Discussion Thread</li></ul>
6	October 28th - November 10th	Personal Development I: <i>Campus Resources</i>	<ul style="list-style-type: none"><li>• Module 6 Discussion Thread</li></ul>
7	November 11th - December 1st	Personal Development II: <i>Health &amp; Well-being</i>	<ul style="list-style-type: none"><li>• Module 7 Discussion Thread</li></ul>
--	Nov. 28th- Dec. 1st	THANKSGIVING BREAK	-----
8	December 2nd - 5th	Closing Review	<ul style="list-style-type: none"><li>• Closing Discussion Thread</li></ul>
Finals	December 9th -13th	Finals	<ul style="list-style-type: none"><li>• Final Sports Science Course Completion</li></ul>

## COURSE REQUIREMENTS

In fulfilling course requirements, students will be expected to engage in the following:

### Assigned Content

Read all assigned readings and watch all assigned videos, as outlined in each module overview.

*There are no required textbooks for this course. Assigned readings will be uploaded to Canvas or will be available through the Marriot Library E-reserve. If you have difficulty accessing content, please inform the instructor and it will be addressed as soon as possible.*

### Discussion Teams (5 points per module)

Participate in group discussion threads in each Learning Module. A few discussion prompts will be posted at the start of each module. You will be expected to post a response to each discussion thread by the end of that module (*Sunday by 11:59pm*). ***Posts should reference assigned reading, video, and audio from that module.*** You will need to stay engaged with course content to have relevant posts. Discussion threads will close at the end of each module.

Bennion Center Service Requirement (10 points)

You will complete a service requirement during one of our in-person classes. If you miss this class, you will have an opportunity to make up the service. Details provided in Canvas.

Build a Resume (10 points)

You will create a resume to have as a foundation for your current and future academic and professional pursuits. Details provided in Canvas.

Career Fair/Employer Event (10 points)

You must attend a career fair or employer event at some point during the semester. Proof of attendance is required for credit.

Final Sports Science Canvas Course (20 points)

The *Introduction to Athlete Health, Wellness, and Performance* course aims to educate incoming and transfer athletes on the roles of high-performance staff and fill knowledge gaps surrounding health and performance related topics. The content is an introduction; further education will be provided on a team basis during your time as a student-athlete. Modules are divided by department, including staff introductions and contact information, education in varying formats, and knowledge checks to ensure understanding. Learners must pass each knowledge check with at least 80 percent and complete the end-of-course feedback survey to receive credit for the course.

Attendance (2 points per class)

Attendance for our twice weekly in-person class is expected. You are allowed one excused absence (*communicated before class*) during the semester.

*Course Evaluation: Student feedback and perspectives are very important to me! This helps in the continued improvement of course content, design, as well as my own development as a teacher. Although not graded, your honest feedback is very much appreciated!*

**Grading Scale:**

100-94% = A	< 94-90% = A-	< 90-87% = B+
<87-84% = B	< 84-80% = B-	< 80-77% = C+
<77-74% = C	< 74-70% = C-	< 70-67% = D+
<67-64% = D	< 64-60% = D-	< 60% = F/E

**GRADING**

Grading is based on the course requirements outlined above. Below is a break-down of the point valuation for each assignment:

<u>Points</u>	<u>Assignment</u>
40	Discussion Team Posts ( <i>5 points per post, 8 posts</i> )
10	Bennion Center Service Assignment
10	Build a Resume
10	Career Fair
20	Final Sports Science Course
24	Class Attendance (12 classes)
<i>Ungraded but appreciated!</i>	Course Survey & Feedback

**TOTAL POINTS POSSIBLE: 105**

### **PLANNING YOUR TIME**

It is highly encouraged that you cover the assigned content at the start of each module. Course content informs your discussion posts and well-being practices. It will also be critical to achieving a passing grade on module content quizzes. It will be clear if you are not covering assigned course content from the quality and depth of your team discussion posts. You will not receive full credit in your posts if this seems to be the case.

### **LATE POLICY & COMMUNICATION**

**All assignments must be submitted in Canvas by the designated due date.** All late assignments will be deducted 5% of their achieved grade for each day late, until there is no longer an achievable score. If you anticipate needing an extension on assigned coursework, you must communicate with the instructor in advance- providing an adequate reason for an extension, and collaboratively creating a plan to accommodate your needs. Please use Canvas Inbox to communicate with the instructor.

### **CO-CREATING A SUPPORTIVE LEARNING ENVIRONMENT**

Our class involves a large amount of discussion. Consideration for classmate's diverse experiences and perspectives is expected. Please help me in creating an environment where diverse views are welcome. Consider how an online environment eliminates simple non-verbal cues like tone, jokes, or emotion. If you disagree with a classmate, you are welcome to express so in a respectful manner. If you feel a student has misinterpreted you, stay engaged to clarify your meaning in a manner that isn't blaming. Assume good intentions of your classmates. Strive to uphold a climate of trust and support in our class. Use of profanity or direct/indirect insults which defame a person's character, race, ethnicity, religion, gender, sexual orientation, age, socioeconomic status, etc. are inappropriate and will not be tolerated.

### **GENERAL WELL-BEING RESOURCES**

1. [Headspace for Students](#)
2. [Calm](#)
3. [Greater Good Magazine](#)
4. [Action for Happiness](#)
5. [Atlas of Emotions](#)

## UNIVERSITY RESOURCES

1. [University of Utah Counseling Center](#): Individual and group therapy services and mental health programming for university students.
2. [University of Utah Mindfulness Center](#): Offer skill-building workshops and mindfulness programs for university students.
3. [University of Utah Center for Campus Wellness](#): Provide free student services and programs related to student medical, emotional, and educational wellness.
4. [University of Utah Student Success Advocates](#): Tailored mentoring and academic support for students. Schedule an appointment and meet anywhere on campus!
5. [University of Utah Writing Center](#): Free in-person, online, and asynchronous writing support for all students by appointment.
6. [University of Utah Financial Wellness Center](#): This center provides confidential financial counseling for students regarding budgeting, scholarship access, paying for school, credit, taxes, student loans, and more.
7. [University of Utah Veterans Support Center](#): Academic, emotional, financial, and professional support for student veterans.
8. [University of Utah LGBT Resource Center](#): Supports LGBTQIA+ students navigating university systems, exploring identities, finding community, and developing as leaders.
9. [Center for Disability & Access](#): Support students in obtaining academic accommodations for qualified students with disabilities.

## ADDITIONAL CONSIDERATIONS

### *Use of Generative AI*

It is expected that students will adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative AI tools that has not been cited or use documented or authorized. Students will also be expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which the student is preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for the profession/discipline for which the student is preparing, may be subject to academic sanctions as per the University of Utah's Student Code:

<http://regulations.utah.edu/academics/6-400.php>

### *Plagiarism*

If you are unaware of the specific rules regarding plagiarism, please consult the "What is Plagiarism?" resource through the University of Utah Health Sciences Library. Plagiarism is a serious matter. If a student is found plagiarizing material, they will be reported immediately to the Associate Vice President of Academic Affairs. They will also fail the assignment, and potentially the entire course. Please consult the [University of Utah Academic Policies on Student Performance, Academic Conduct, and Professional and Ethical Conduct](#) for further details. To learn more about the different formats of plagiarism, and how to avoid them, please watch [10 Types of Plagiarism](#).

### *Safety Statement*

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit: [safeu.utah.edu](http://safeu.utah.edu).

### ***Nondiscrimination***

Discrimination is defined at the University of Utah as less than favorable treatment based on race, color, religion, national origin, sex, sexual orientation, age, disability, or status as a civilian or veteran. Sexual harassment is also a form of discrimination. The University of Utah expects community members to treat one another with respect. Any behavior leading to or resulting in sexual abuse, harassment, or intimidation of another person, or any unwanted objectionable sexual attention towards another person is sexual harassment and will not be tolerated.

University of Utah students are entitled to participate in university programs and activities free of sexual harassment and other forms of discrimination based on race, color, national origin, sex, sexual orientation, age, or status as a person with a disability.

### ***Addressing Sexual Misconduct***

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

### ***Student Code***

The Student Code is spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article II of the code. The code also specifies prescribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully to become aware of these issues. Students will receive sanctions for violating one or more of these prescriptions. For more information on the Student Code of Academic Conduct visit: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

### **POSITIVE PSYCHOLOGY CERTIFICATE PROGRAM**

If you are interested in other positive psychology courses, or in pursuing the "Applied Positive Psychology Undergraduate Certificate" through the Department of Educational Psychology, [visit this website for more details](#).