



**SCOTTSDALE
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE

Course Information

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| Semester & Year: | Fall 2023 |
| Course Title: | Exploration of College, Career and Personal Success |
| Course Prefix & Number: | FYE 103 |
| Section Numbers: | 21640, 21725, 33809, 34638 and 36538* |
| Credit Hours: | 3.0 |
| Start Date: | 9/5/23 |
| End Date: | 12/15/23 |

** At times, all students might see course section 21640 listed in Canvas. There are 4 other distinct sections of class that are cross-listed with this section (all sections are listed above). The section that you see listed in your student center is your official section number, and your instructor knows which section you are in. When you engage in assignments such as Discussion Boards, you will only be interacting with students in your distinct section. If you have any questions about this, please let your instructor know.*

Course Format

The course format for this course is Online. Our class has no in-person meetings, but our assignments do have set deadlines. All assignment information can be found in Canvas.

Instructor Information

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| Instructor: | Andrea Scherrer |
| Email: | THROUGH CANVAS (preferred) or andrea.scherrer@scottsdalecc.edu |
| Phone: | (480) 423-6524 (Counseling Department) |
| Office Location: | LIB 465 (Counseling Department) |
| Office Hours: | Tuesdays 9-10am, Wednesdays 1-2pm and by appointment |

What are Office Hours?

Office Hours are designated times when your instructor is available to meet with students. During these times, you can just drop in, no appointment needed, to ask questions, talk about class content or just check in. ***My office hours are held virtually – over Zoom.*** On Tuesdays from 9-10 and Wednesdays from 1-2, you can use this [ZOOM LINK](#) to connect with me with no prior scheduling needed. If you need to meet with me at another time (Monday-Friday), email me and we will find a time that works for both of us!

Course Description

Focus on student success through exploration of academic, career, and life skills. Includes study of goal-setting/success strategies, academic mindset, interpersonal skills, financial literacy, self-care strategies, diverse perspectives, and campus tools and resources. Develop an education/career plan utilizing career assessments and other college resources.

Prerequisites: None

Course Competencies

1. Apply habits of mind that promote academic, personal, and professional growth.
2. Practice effective interpersonal skills that foster relationships with faculty, staff, peers, and members of the Field of Interest (FOI) community.
3. Identify costs and financial resources necessary to achieving educational and career goals.
4. Identify self-care strategies that help individuals better navigate their college experience.
5. Recognize how identities, backgrounds, experiences, and societal factors impact academic and career choices, and civic engagement in a diverse world.
6. Utilize career development models, theories, assessments, and research to explore and clarify career plans and educational goals.
7. Apply career decision making to support the creation of a comprehensive, individualized education plan.
8. Practice goal setting, time management, and metacognition to work toward personal, academic, and/or professional milestones.
9. Utilize appropriate campus resources, tools, and opportunities to support building connections and achieving individual educational goals.

Texts and Course Materials

All course materials are OER (Open Education Resources) and will be embedded into Canvas at no charge to the student.

Course Technologies

View the [Accessibility Statements & Privacy Policies](#) of technologies used in this course.

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account

Streaming Media/Audio/Video Tools

This course uses webcasting, lecture capture systems, YouTube, and/or other streaming media services.

- YouTube
- Zoom (for office hours)

Student Assignment Tools

This course requires students to participate in or submit assignments using desktop or cloud-based applications.

- Google Products
- Microsoft Office 365

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the [Student Regulations](#) page of the Maricopa Community College District website

- All course policies are designed with COLLEGE (and life) SUCCESS in mind. Please expect well-communicated behavioral and academic expectations in this course. These are

intentional and created in order to help you establish behavioral habits and habits of mind that are likely to lead to success in ALL settings!

- While adherence to course policies is expected, student-initiated communication is ALWAYS encouraged when there are unique circumstances occurring.
- **Late Work Policy:** Assignments are available for 48 hours after the deadline and can be completed for partial credit. There is a 10% point deduction for assignments submitted up to 24 hours after the deadline and a 20% point deduction for assignments submitted between 24 and 48 hours after the deadline.
- **Diversity and a Safe Learning Environment:** Our virtual classroom will be a safe learning environment for every individual as far as I am able to ensure that outcome. This means I will treat each student with respect, and in turn I expect respect to be given to the instructor and every individual in this course. Disagreement does not equal disrespect. We all bring different points of view, different personal values, different life experiences, and different personal preferences with us into the classroom. This diversity makes for great discussion, adds interesting dimensions to our interpersonal relationships, and is welcome in the academic arena. Though we celebrate our differences, I expect each student to respect the rights and needs of fellow classmates. Students cannot feel safe to express themselves without the assurance that their ideas, attitudes and beliefs will be treated with respect.
- **The importance of Self-Care:** Learning is especially challenging when your needs outside of school are not adequately being met. Things such as getting enough sleep, having nutritional food to eat and having a safe and secure place to live are very important. I care about your overall well-being, not only your academic success! If you have needs that are not being met, please let me know so I can help you connect to resources on campus and in the community.

Generative Artificial Intelligence (AI) Policy

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more.”

Some examples of generative AI tools include but are not limited to: ChatGPT, Google Bard, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

Some Generative Artificial Intelligence (AI) MAY be Allowed in Specific Circumstances

In this class, all work submitted must be your own, unless the assignment instructions specifically DIRECT you to use a generative AI tool. There may be situations and contexts within this course where you may be permitted to use generative AI tools for career and education planning. In these cases, specific guidelines will be provided in the assignment details. If you are unsure if the tool or website you are using is a generative AI tool or if it is permitted on a specific assignment, please contact the instructor for further clarification before submitting your work.

If you use a generative AI tool on an assignment that does not specifically ask you to use that tool, this will be considered academic misconduct (see Administrative Regulation 2.3.11 1.B(b)) and will be treated as such.

Grading Standards & Practices

Grade Scale

| Letter Grade | Points Range | Points needed |
|---------------------|---------------------|----------------------|
| A | 90 – 100% | 900-1000 |
| B | 80 – 89% | 800-899 |
| C | 70 – 79% | 700-799 |
| D | 60 – 69% | 600-699 |
| F | 0 – 59% | fewer than 600 |

Assignments

| Assignment Name | Points | Percent of Grade |
|---|--------|------------------|
| Quizzes (8 – modules 1,2,3,4,7,8,9,10) | 165 | 16 |
| Discussion Boards (5 – modules 1,3,7,9,10) | 75 | 7.5 |
| 01 - FYE Pre-Assessment | 10 | 1 |
| 01 – Create your Career and Education Portfolio Files | 15 | 1.5 |
| 01 - Fields of Interest | 20 | 2 |
| 02 - Introducing Self-Care Logs | 5 | .5 |
| 02 – Campus Resources Scavenger Hunt | 20 | 2 |
| 03 – Advanced planning for FYE 103 | 20 | 2 |
| 03 – Leveraging my Strengths and my Mindset for Success | 20 | 2 |
| 04 – Dream Team | 20 | 2 |

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| 04 – Communication Action Plan and Reflection | 20 | 2 |
| 05 – Self-Assessment Tools for Career Planning | 20 | 2 |
| 05 – Career Exploration Assignment | 35 | 3.5 |
| 05 - My Decision-Making Style | 15 | 1.5 |
| 06 – Identify your (SMART) Goals | 20 | 2 |
| 06 - Using your resources, connections and habit of mind to overcome challenges | 15 | 1.5 |
| 06 – Procrastination Assignment | 20 | 2 |
| 06 – Creating a Study Plan | 15 | 1.5 |
| 07 - Self-Care Logs and Action Plan | 20 | 2 |
| 08 – Meaningful Work Statement | 20 | 2 |
| 08 – Challenge Mindset Action Plan | 30 | 3 |
| 09 - An Introduction to Budgeting | 20 | 2 |
| 09 – Apply for a Scholarship | 20 | 2 |
| 10 - A Family of Us | 20 | 2 |
| 11 - 10 Mindful Minutes | 20 | 2 |
| 11 - Increasing my Academic Resiliency Skills | 20 | 2 |
| 12 – Education and Graduation Plan | 125 | 12.5 |
| 13/14 - Connect to Campus Assignment | 75 | 7.5 |
| 13/14 - Final Project – Career and Education Plan Portfolio | 100 | 10 |
| TOTAL: | 1000 | 100% |

Response Time

You can expect a response time of 24 hours (during the week) for me to respond to messages sent via the Canvas Learning Management System. The response time will typically be the same on weekends and holidays, but it could be up to 48 hours during these times. Email response time is typically faster through Canvas than through regular email, so it is recommended that you use the Canvas Email System. If you do not receive an email response from me within 24 hours, you can feel comfortable to send me a follow up email.

You can expect assignments to be graded within one week of the assignment's due date for most assignments. Longer papers may require two weeks of grading time.

Attendance Policy

Active and regular participation is a requirement in order to stay enrolled in class.

If a student does not participate in our online class for 5 days in a row, the instructor will reach out by email to see if the student is planning to stay enrolled. If a student does not participate in our online class for 7 days in a row (as measured by the submission of an assignment), the student may be withdrawn. If you have a period of time in which you cannot participate, please contact your instructor to let her know.

****The instructor has the right to withdraw a student who is not making satisfactory progress toward the completion of this course****

Instructional Contact Hours (Seat Time)

This is a three (3) credit-hour, late start (14 week) course and you should plan to spend at least **TEN hours a week** on all requirements for this class - direct instruction, reading, studying, assignments, quizzes, and interacting with your instructor and classmates.

For more information on UNDERSTANDING THE TIME COMMITMENT FOR YOUR COURSES, click [HERE](#).

Online Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the [Tutoring & Learning Centers](#) page for detailed information on the five learning center's hours and procedures.

As much as possible, it is highly recommended that you utilize SCC tutors since they are more familiar with SCC coursework, instructor expectations, and assignments; however, if you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. Brainfuse provides online tutoring in a variety of academic subjects. Each student may utilize up to 6 hours of online tutoring through Brainfuse per semester, and has the option of requesting additional time if needed.

To access Brainfuse and begin working with a tutor:

1. Visit the [SCC Online Tutoring Services Through Brainfuse](#) page (<https://www.scottsdalecc.edu/students/tutoring/online-tutoring>)
2. Click the **Visit a tutor online** button
3. Enter your MEID and password
4. Choose your topic and subject
5. Click the **Connect** button

Please use your time effectively and be prepared with your questions before you connect to a tutor. Tutors and students communicate in real-time so whatever you type, draw, or share on the screen, the tutor sees, and vice versa. You may also want to have screenshots ready if applicable. All Brainfuse sessions are recorded for review later.

Learning Tools and Your Privacy and Security

SCC utilizes a variety of software applications and web-based tools operated by third party vendors to support student learning. To allow student access to the application, site or tool, certain identifiable information may be required to establish a user name or password, and submit work and/or download information from these tools. Inherent with all internet-based tools, there is a risk that individuals assume when electing to use these tools, as they may place information at risk of disclosure.

To use learning tools responsibly, please observe all laws and the Maricopa Community College District [Student Conduct Code](#), such as copyright infringement, plagiarism, harassment or interference with the underlying technical code of the software. As a student using a learning tool, you have certain rights. Any

original work that you produce belongs to you as a matter of copyright law. You also have a right to the privacy of your educational records. Your contributions to learning tools constitute an educational record. By using the tool, and not taking other options available to you in this course equivalent to this assignment that would not be posted publicly on the internet, you consent to the collaborative use of this material as well as to the disclosure of it in this course and potentially for the use of future courses.

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.