



**SCOTTSDALE
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE

Course Information

Semester & Year:	Fall 2024
Course Title:	Introduction to College, Career and Personal Success
Course Prefix & Number:	FYE 101
Section Number:	12900
Credit Hours:	1.0
Start Date:	8/20/2024
End Date:	10/11/2024
Room Number:	AP 269 (map of the AP building HERE)
Meeting Days:	Tuesdays
Meeting Times:	12:30 - 1:45pm
# of weeks:	8 weeks

Course Format

The format for this course is HYBRID and accelerated (8 weeks). Hybrid courses require a combination of in-person engagement and online activity. In our course, our in-person meetings will be on every Tuesday from 12:30 - 1:45 pm between 8/20 and 10/11/2024. Our online activities and assignments can be found in Canvas.

To log in to Canvas go to <https://learn.maricopa.edu/> and log in with your MEID and password.

Instructor Information

Instructor: Andrea Scherrer
Email: andrea.scherrer@scottsdalecc.edu
Phone: 480-423-6524
Office Location: LIB 465 (Counseling Department)

Drop-In Office Hours: **Tuesdays from 2-3pm, Wednesdays from 10-11am and by appointment.** Drop-in office hours are conducted over Zoom using [THIS LINK](#). No appointment is necessary for the standard Tuesday and Wednesday office hours. Please email your instructor to set up “by appointment” meetings at other times!

Course Description

Focus on student success through exploration of academic, career and life skills. Includes study of goal-setting/success strategies, academic mindset and financial literacy. 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. Identify costs and financial resources necessary to achieving educational and career goals.
3. Utilize career development models, theories, assessments and research to explore and clarify career plans and educational goals.
4. Apply career decision-making to support the creation of a comprehensive, individualized education plan.
5. Practice goal setting, time management and metacognition to work toward personal, academic and/or professional milestones.

Texts and Course Materials

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

Content from two OER textbooks is embedded into Canvas, and students have access to that material and ALL material in these student success textbooks:

- Baldwin, A. (2020). *College Success*. Openstax.
<https://openstax.org/books/college-success/pages/1-introduction>
- Dillon, D., Hill, L. (Bruce), Lamoreaux, A., Nissila, P., & Priester, T. (2021). *Blueprint for Success in College and Career*. Rebus.
<https://press.rebus.community/blueprint2/>

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

Student Assignment Tools

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

- Google Products
- Microsoft Office 365 (available FREE for all students - find more information [HERE](#))

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. This 48-hour grace period is available to all students on all assignments. In some cases, assignments may be accepted after the 48 hour grace period for some credit. These decisions will be made on a case-by-case basis and require you to contact me to request the exception.
- **Diversity and a Safe Learning Environment:** Our virtual and in-person 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.

*Most of our assignments in FYE require you to reflect on your own experiences. **Using AI to create a response to any prompt that requires personal reflection is not allowed.** The purpose of self-reflection is to allow you to think deeply about yourself and your experiences and then to practice the skill of sharing those thoughts in writing. I want you to grow in your self-reflection and self-expression skills, and it is therefore important that all reflective responses are fully your own!*

Grading Standards & Practices

Grade Scale

Letter Grade	Points Range
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Assignments

Assignment	Points	Percentage of Grade
Attendance/Participation Points (30x8)	240	30
Quizzes (4 – in Modules 1,2,6,7)	80	10
Discussion Boards (Mod 1)	15	1
01 FYE Pre-Assessment	10	1
01 Fields of Interest Assignment	20	2
02 Advanced Planning for FYE 101	20	2
02 Habits of Mind for Success	20	2
03 Identifying my (SMART) Goals	20	2

03 Time Management Assignment	30	3
04 Using Career Databases	30	3
04 Self-Assessment Tools for Career Planning	20	2
Mid-Semester Check-in	20	2
05 Purpose in Learning Statement	20	2
05 Challenge Mindset Action Plan	40	4
06 Introduction to Budgeting	20	2
06 Apply for a Scholarship	20	2
07 Education and Graduation Plan	100	11
08 Work-Based Experience Assignment	75	9
08 Final FYE Reflection + Post-Assessment	50	6
TOTAL:	850	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 and Withdrawal Policy

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

Please plan to be in attendance for each of our 8 in-class meetings. As I know that there may be unexpected and unavoidable circumstances that arise, you will be able to complete an alternate assignment to earn partial participation points for ONE in-class absence. If you miss a 2nd class, you will lose all participation points for that day and a meeting with me is recommended. If you have a 3rd absence from an in-class meeting, you could be withdrawn from class for lack of participation and a meeting with me will be required.

You can earn 30 points for each class you attend from start to finish, and in which you actively participate. As you enter class, you will sign in and you will sign out as you leave. Active participation is defined as engaging with the content, contributing when appropriate and having a positive approach toward the process of learning. Either one of us can initiate a conversation if there are issues with timeliness or participation.

If you do not participate in the online portion of our class for more than a week (7 or more days without a submission), you ***may be*** withdrawn for non-participation. If you have a period of time in which you cannot complete your online assignments, please contact me to let me know what is going on and so that we can create a success plan.

My goal is to support you in the successful completion of our class, but if you are not participating, I may have to withdraw you.

Instructional Contact Hours (Seat Time)

This is a one (1) credit-hour, 8-week accelerated course, and you should plan to spend at least two hours on course content or seat time (direct instruction) and four hours on homework weekly, ***for a total of SIX hours a week.***

Time Tip for ALL classes: On average, each 1-credit hour of a class requires 45 total hours of time commitment, regardless of the modality or number of weeks the class is offered. For our class, this means that 45 total hours are required over the 8 weeks that we meet. 45 hours divided by 8 weeks equals approximately 6 hours per week.

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](https://www.scottsdalecc.edu/students/tutoring/online-tutoring) 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.

A final note about success in our course

The most important things you can do to be successful in our class and have a positive experience in our time together are:

- 1) Keep on top of our assignments.
- 2) Communicate with me if you can't turn something in on time or meet an expectation in class.
- 3) Talk to me if something is going on in your life that is interfering with your success, or positive experience, in our class or your other classes.
- 4) Know that I am in your corner and I want to help you succeed!

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.