



**SCOTTSDALE
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE

Course Information

Semester & Year:	Fall 2024
Course Title:	Exploration of College, Career, and Personal Success
Course Prefix & Number:	FYE 103
Section Number:	32520
Credit Hours:	3.0
Start Date:	August 20, 2024
End Date:	December 13, 2024
Room Number:	SL-112

Course Format

The format for this course is In-Person. We will meet on campus on Tuesdays and Thursdays from 12:30 to 1:45 p.m. for the full semester. In addition to meeting on campus for classes, we will also utilize the Canvas Learning Management System for submitting assignments. Our class Start and End dates can be found above.

Instructor Information

Instructor:	Mitchell Sweet, BS Chemistry, MS Wood and Fiber Science
Email:	mitchell.sweet@scottsdalecc.edu
Phone:	480-423-6372
Text:	602-529-6765
Office Location:	NS-127
Office Hours:	I am available for individual Academic Support in person (NS-127). Any changes or updates will be posted weekly via a Canvas announcement.

Mondays: 3:30 - 4:30 pm
Tuesdays: 9:30 - 11:30 am
Thursdays: 9:30 - 11:30 am
Fridays: by appointment

**I may be available by appointment at other times during the week! Message me to check availability.*

Course Description

Focus on student success through exploration of academic, career, and life skills. This includes studying 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 achieve 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, as well as 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 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

Streaming Media/Audio/Video Tools

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

- YouTube

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 unique circumstances occur.
- Late Work Policy: Assignments are available 48 hours after the deadline and can be completed for partial credit. A 10% point deduction is applied to assignments submitted up to 24 hours after the deadline and a 20% point deduction applies to assignments submitted between 24 and 48 hours after the deadline.
- Diversity and a Safe Learning Environment: Our 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.

- Cell Phone Policy: There will be times that you will use your cell phone to research a topic in class or to communicate with each other. Appropriate use is understood and acceptable. However, personal or social use of cell phones in class is a distraction to you and others. I will ask you to leave the classroom for the personal use of cell phones, both texting and talking.

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 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 Name	Points	Percent of Grade
Participation Points (attendance and active engagement in class)	135	13.5%
Quizzes (8 – modules 1,2,3,8,9, 10, 11,12)	165	16.5%
01 - FYE Pre-Assessment	15	1.5%
01 - Exploring Fields of Interest	20	2.0%
02 – Campus Resources Research and Action Plan	30	3.0%
02 - Intro to Self-Care Logs	10	1.0%
02 - Introducing the Time Tracker	10	1.0%
03 – Habits of Mind for Success	20	2.0%

03 – Advanced Planning for FYE 103	20	2.0%
04 – Procrastination Assignment	20	2.0%
04 – Create a Weekly Schedule/Study Plan	20	2.0%
Mid-Semester Check-in	20	2.0%
05 – Identify your (SMART) Goals	20	2.0%
05 – My Decision-Making Style	15	1.5%
06 - Career Research Assignment	50	5.0%
07 - Meaningful Work Statement	20	2.0%
07 - Challenge Mindset Action Plan	30	3.0%
08 - Dream Team	20	2.0%
08 - Communication Action Plan	20	2.0%
09 - Self-care Logs and Action Plan	30	3.0%
10 - Belonging Ted Talk Assignment	20	2.0%
11 – Introduction the Budgeting	20	2.0%
11 – Apply for a Scholarship	20	2.0%
12 – Education and Graduation Plan	100	10.0%
13 - Connect to Campus Assignment	75	7.5%
14 - Final Project – Course Reflection and FYE Post-Assessment	75	7.5%
TOTAL:	1000	100.0%

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 sending 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

Attendance is required for this course! Attendance will be recorded for all class sessions.

If you physically miss any class, you are responsible for contacting the instructor and making up the work.

- If you have 3 absences in a semester that are not “official absences,” I have the option to withdraw you (with a grade of W or Y, depending).

If you have any special needs or considerations related to attendance, contact your instructor immediately. I understand that life is happening all around us. So just notify me before or as soon as possible if something comes up in your life or if you have concerns that attendance will be an issue. I will work with students who will work hard to learn.

For all MCCCD attendance policies, please consult Section 2.3.2 at:

<https://district.maricopa.edu/stewardship/maricopa-governance/common-pages/student-regulations>

Instructional Contact Hours (Seat Time)

This is a three (3) credit hour that meets for the full semester. You should plan to spend at least 9 hours per week on the requirements for this course - 3 hours in class and 6 hours of work/homework outside of class.

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 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 it, 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 username 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.