Course Information

Semester & Year:	Summer 2025
Course Title:	Introduction to College, Career and Personal Success
Course Prefix & Number:	FYE 101
Section Number:	10825
Credit Hours:	1.0
Start Date:	5/27/2025
End Date:	7/17/2025
Room Number:	Online
Meeting Days:	Online
Meeting Times:	Online

Course Format

The course format for this course is Online.

Instructor Information

Instructor:	Dr. Kanisha Saunders
Email:	Kanisha.Saunders@scottsdalecc.edu
Phone:	480-423-6722
Office Location:	SC-185
Office Hours:	By Appointment only

Course Description

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

Streaming Media/Audio/Video Tools

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

- YouTube
- ScreenPal
- Edpuzzle

Student Assignment Tools

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

- Google Products
- Microsoft Office 365 (FREE for all students. [More information here](#).)

Plagiarism Checker Tool (Turnitin)

Turnitin is a plagiarism check tool that matches text to a vast database of sources including the internet, published works, commercial databases and student work submitted to Turnitin in institutions internationally. Students must submit designated papers to Turnitin when instructed. Information and instructions for Turnitin are provided in the course. For your reference, read the [Turnitin Terms of Service](#).

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.

Academic Honesty

All students in this class are required to submit their own original work. Plagiarism is unacceptable and will not be tolerated. Engaging in plagiarism may result in being dropped from the course with a failing grade.

Plagiarism will result in actions as outlined in the Maricopa Community College District Academic Misconduct Policy.

Late Work Policy

Due dates for all assignments are listed in the course syllabus and the course schedule, and they are also posted on Canvas. Unless stated otherwise, assignments are due on those specified days. I understand that sometimes "life happens." In such cases, you may take advantage of the 48-hour grace period after the due date to submit your assignment for partial credit. This means you can submit an assignment up to two days late.

Please note the following deductions for late submissions:

- A 10% point deduction for assignments submitted within 24 hours after the deadline.

- A 20% point deduction for assignments submitted between 24 and 48 hours after the deadline.

You can utilize this grace period for any assignment and for any reason; you do not need to provide an explanation. However, if you are facing unique circumstances, please feel free to email me through the Canvas inbox.

If you are aware of a situation that may interfere with your ability to complete your coursework, please contact me so we can work together to ensure you receive the necessary support.

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.

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

Opening Statement Regarding Generative Artificial Intelligence (AI)

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) 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. 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.

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	Points Range
A	540 and above	90 – 100%
B	480 - 539	80 – 89%
C	420 - 479	70 – 79%
D	360 – 419	60 – 69%
F	359 or below	0 – 59%

Assignments

Assignment Name	Due Date at 10 pm	Points	Percent of Grade
Quizzes (4 – in modules 1,2,6,7)	5/30,6/6 7/4, 7//11	80	13%
Discussion Boards Posts (In modules 1)	5/30, 6/1	15	2%
01 FYE Pre-Assessment	6/1	10	2%
01 Fields of Interest Assignment	6/1	20	3%
02 Advanced Planning for FYE 101	6/8	20	3%
02 Habits of Mind for Success	6/8	20	3%
03 Identifying my (SMART) Goals	6/15	20	3%
03 Time Management Assignment	6/15	30	5%
04 Self-Assessment Tools for Career Planning	6/20	30	5%
04 Using Career Databases	6/22	20	3%
Mid-Semester Check-in	6/22	20	3%
05 Purpose in Learning Statement	6/29	20	3%
05 Challenge Mindset Action Plan	6/29	30	5%
06 Introduction to Budgeting	7/6	20	3%
06 Apply for a Scholarship	7/6	20	3%
07 Education and Graduation Plan	7/13	100	16%
08 Work-Based Experience Assignment	7/16	75	12%
08 Final FYE Reflection + Post-Assessment	7/16	50	8%
TOTAL:		**600**	**100%**

All quizzes and discussion board posts are <mark>due on Fridays by 10 PM Arizona Standard</mark> Time. All assignments, except for Week 8, are due on <mark>Sundays by 10 PM Arizona</mark> Standard Time. Assignments for <mark>Week 8 are due on Wednesday, July 16, 2025, by 10 PM.</mark>

Student/Instructor Interaction

In this course, you can expect regular and substantive interaction (RSI) that aligns with Scottsdale Community College's mission to provide challenging and supportive learning experiences and the US Department of Education's requirement for regular and substantive interaction (RSI) for online courses. My commitment to your success includes the following:

- Being available during regular business hours (9 am – 5 pm Monday through Friday).
- Sharing weekly information about the course materials, including key information, explanations, examples, and resources via recorded, and/or text-based lectures.
- Providing group or individual feedback regularly on assignments.
- Promptly responding to student questions about the course sent to the Canvas inbox.
- Regularly posting announcements about the course content and activities on campus.
- Monitor your academic progress and communicate concerns, as needed.

Response Time

Students can expect a response time of 48 hours (during the week) for me to respond to messages sent via the Canvas Learning Management System. Students can expect assignments to be graded within one week of the assignment's due date. Longer papers may require two weeks of grading time.

Email response time is typically faster through Canvas Inbox than through regular email, so it is **highly recommended** that you use the Canvas Email System. If you do not receive an email response from me within 48 hours, you can feel comfortable to send me a follow up email.

Attendance and Withdrawal Policy

At Maricopa Community College schools, students must be engaging in some type of academic activity each week of their online course. If a student does not participate in our online class for **7 days in a row** (as measured by the submission of assignments through Canvas), the student may be withdrawn for non-participation. If you have a period of time in which you cannot participate, please contact me to let them know to ensure that you are not withdrawn. 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.

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

The last day to withdraw with a refund is June 2, 2025.

The last day to withdraw with a guaranteed grade of "W" is June 17, 2025.

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.

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.