

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

New



MASTER SYLLABUS

FYEP 101 – First Year Experience

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Updated by: R. Chad Brown (February 2023)

Academic Support Services
Advising & First Year Programs
Proposed Updates: FALL 2023

A. TITLE	First Year Experience
B. COURSE NUMBER:	FYEP 101
C. CREDIT HOURS	1
# Credit Hours:	1
# Lecture Hours:	1
Course Length:	15 Weeks
D. WRITING INTENSIVE COURSE:	No
E. GER CATEGORY:	N/A
F. SEMESTER(S) OFFERED:	Fall & Spring

G. COURSE DESCRIPTION:

FYEP 101: First Year Experience is designed to help facilitate the intellectual and social integration of first-time college students into the academic community at SUNY Canton. The course is designed to engage students in critical thinking about their personal, academic, career, and social development as they make the transition to college life. Some sections are specialized for students' specific major or interests.

H. PRE-REQUISITES/CO-REQUISITES

- a) Pre-requisite(s): None
- b) Co-requisite(s): None
- c) Pre- or co-requisite(s):

I. LEARNING OUTCOMES

1. TRANSITION (PILLAR I)

Learning Outcome: Students will demonstrate an understanding of the difference between high school and college.

Successful students should...

- identify two differences between the high school and college.
- Understand the expectations of college level work.

2. ACTIVE LEARNING (PILLAR II)

Learning Outcome: Students will demonstrate academic skills

Successful students should...

- Be able to map out all course assignments utilizing time management strategies.
- Be able to navigate the university's learning management system (Brightspace)
- Understand the importance of note taking and reading course materials.

3. CAMPUS CONNECTEDNESS (PILLAR III)

Learning Outcome: Students will demonstrate enhanced knowledge of university resources to help them succeed.

Successful students should...

- identify and name two university resources available to assist them in achieving their academic goals.
- articulate how these resources can contribute to achieving these goals.
- be able to identify their academic advisor.
- understand the role that their advisor plays in their pursuit of academic success.

- demonstrate knowledge of learning opportunities outside of the classroom

4. CAREER NAVIGATION & EXPLORATION (PILLAR IV)

Learning Outcome: Students will demonstrate competence in academic and career selection.

Successful students should...

- identify occupations compatible with their personality, ability, and interests.
- select a program of study that supports their academic and career goals.
- demonstrate the ability to identify the core academic requirements for their chosen program of study.

J. APPLIED LEARNING COMPONENT: YES NO X

K. TEXTS:

OER resource on College Success from Lumen Learning

<https://courses.lumenlearning.com/lumencollegesuccessxtraining2/>

SUNY Canton Student Handbook (2019).

http://www.canton.edu/student_affairs/pdf/handbook.pdf

L. REFERENCES:

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD A – F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

Class Participation, Writing Reflections, Proposal, Presentation

COURSE REQUIREMENTS

PARTICIPATE IN 3 COMMUNITY ENGAGEMENT EVENTS

Instructors may determine how they wish to mark participation on community or campus events. It is often good practice to clearly define in this location how they should take place, how proof of attendance can be submitted, and other requirements. Events areas:

- Cultural -- Ex: Musical Concert, Art Exhibit, Multicultural Presentation, etc...
- Lecture/Program (sponsored by campus or academic department) -- Discussions, Seminars, or Workshops – as hosted by a college group, organization, or faculty/staff member
- Academic club meeting associated with student's major (or club meeting of interest) -- See online listing of clubs and organizations for more details
- Athletic event – Ex: sports game, extracurricular activity, tryout, etc.
- A student or instructor choice event

6-12 PAGES OF WRITTEN WORK

Instructors may choose how this work is assigned – longer written essays, shorter weekly assignments, projects, etc. The purpose of this is to provide students with a chance to practice writing at the collegiate level in a low-stakes environment. You should provide critical feedback and chances for them to improve their writing skills.

BECOME PROFICIENT USING UCANWEB AND OTHER CAMPUS TECHNOLOGY TOOLS.

Students should be able to demonstrate success and proficiency in UCanWeb and other tools used on campus through electronic means. Instructors may demonstrate, have classes actively participate, or complete assignments that require use of technology.

ATTEND CLASS AND PARTICIPATE WITH CLASS DISCUSSION AND ACTIVITIES.

Class participation and attendance are important to success of the FYEP course. A clearly defined attendance policy should be listed here, consistent with this being a 1 credit hour course that meets once a week. Make sure to clearly define any impacts on grades, as well as what is and is not an appropriate absence. If students miss any work, they should understand what their responsibilities or steps are.

COMPLETION OF THE FOCUS2

Instructors can choose how this work is assigned and have the flexibility to connect it to other course work. Selecting the best major leads to successful careers. This assignment will allow the student to identify career strength areas and understand how they can be leveraged to obtain employment when they complete their degree at SUNY Canton.

COMPLETION OF OTHER COURSEWORK

Any other coursework as created and assigned by the instructor should be explained or noted as well.

SYLLABUS STATEMENTS

Syllabus statements can be helpful to outline and identify institutional policies and procedures. Some of these are required by the institution, while others may be set by your department or school.

DISABILITY ACCESS AND INCLUSION: SUNY Canton makes reasonable academic adjustments for qualified students with documented disabilities. If you have a learning disability, a chronic illness, physical or mental health disability that may have some impact on your work for this class and for which you may need accommodations, please notify Student Accessibility Services in Miller Campus Center 235, or by telephone at 315-386-7392.

ACADEMIC INTEGRITY: It is expected that students will maintain the highest academic and ethical standards. The college is an academic community that values integrity and takes seriously its responsibility for upholding academic honesty. Plagiarism and cheating, whether by neglect or by design, injure the learner and the community of learners; it is usually avoided by consistent and conscientious work habits. Violations will be handled according to the College policies published in the College Handbook, College Catalog and Student Code of Conduct.

DIVERSITY STATEMENT: At SUNY Canton, we are dedicated to promoting and integrating diversity initiatives to enhance our students' education, as well as developing a campus environment that values and respects human dignity and differences. Therefore, we recognize the importance of identifying and implementing new and more effective inclusive practices throughout campus operations; offering a range of activities designed to promote diversity and academic excellence; and engaging our students, faculty, staff, and the community in cross-cultural conversations and activities in-order-to promote enhanced cultural understanding and student success.

BRIGHTSPACE: Brightspace is SUNY Canton's Learning Management System used for online courses and supplements. To access Brightspace: Go to the [Brightspace Login Page](https://mylearning.canton.edu/) (<https://mylearning.canton.edu/>) > Logon with your full SUNY Canton email address and password

Your instructor will help you understand the uses of Brightspace in this particular class. If you have any questions or issues with your NetID or Password, please contact the [SUNY Canton Help Desk \(https://www.canton.edu/it/helpdesk.html\)](https://www.canton.edu/it/helpdesk.html)

P. DETAILED COURSE OUTLINE (UPDATED)

TOPIC	MODULE CONTENTS
Introduction / Course Overview — Ice Breaker Activity (Optional) — Define purpose of FYEP 101 — Syllabus Review	Course Syllabus SUNY Canton Student Handbook (Link) SUNY Canton Academic Integrity (Link) College Success: Lumen Learning (Link) Common Acronyms & Abbreviations
Campus Technology	Campus Technology Overview Brightspace Resources (Link) SUNY Canton Website (Link) UCanWeb (Link)
Time Management	SUNY Canton Semester Calendar Time Management Tips for College Students Syllabus Mapping
Learning Styles	Learning Style Types Applying Learning Styles in College Learning Style Inventory Learning Styles & Critical Reflection (Video)
Goal Setting	SMART Goals Handout SMART Goal Worksheet
Reading Strategies	SQ3R Reading Handout
Note Taking	Tips for Taking Lecture Notes Top 5 Note Taking Strategies (Video)
Mindset & Success	8 Mindsets for Success 6 Tips for Overcoming Any Obstacle in Your Life Growth vs. Fixed Mindset (Video) Power of Believing Dweck (Video) Motivational Video: Overcoming Adversity
Health & Wellness	Assessing Your Life Balance Social Connectedness
Test Taking & Anxiety Management	Tips for Managing Test Anxiety Test Taking Strategies for Success Taking Multiple Choice Exams (Video)
Critical & Creative Thinking	What is Critical Thinking Critical Thinking (Video)
Career Center	Career Services (Link)
Advisement 101	Advising & First Year Programs (Link)
Financial Literacy	360 Degrees of Financial Literacy
Diversity, Equity & Inclusion	Defining Diversity, Equity, and Inclusion
Campus Resources (Links)	Counseling Center Health Center Library / Learning Commons Student Accessibility Services Student Activities, Involvement & Leadership

	Tutoring Services University Police
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GUEST PRESENTERS SUGGESTIONS
Student Activities, Involvement, & Leadership
Career Development Center
Advising & First Year Programs
Health Services & Counseling Center
One-Hop Shop

Q. **LABORATORY OUTLINE: N/A**