

**Murray State University**  
**COMMON SYLLABUS**

**DEPARTMENT: Core      COURSE NUMBER: EDU 099      CREDIT HOURS: 1**

- I.      **TITLE:** Freshman Orientation
- II.     **CATALOG DESCRIPTION:** Only one freshman orientation course will count toward graduation. Graded pass/fail.
- III.    **PURPOSE:** The purpose of this orientation class is to acquaint students with information concerning curricula, courses, activities, facilities and personnel, and to assist students in making adjustments to college life.
- IV.    **COURSE OBJECTIVES:** Class activities will be centered on the attainment of course objectives listed below:
  - A. develop a personal education information handbook
  - B. become more familiar with the curriculum requirements of each of the programs offered in education: interdisciplinary early childhood education, elementary education, middle school education, secondary education, special education, and library science
  - C. become familiar with university sponsored support services available to students
  - D. become familiar with information regarding additional education offerings which may enhance the student's original degree program
  - E. reflect on what you have learned from the freshman experience and how you will apply this information
  - F. set personal and professional goals
  - G. identify steps necessary for admission to the Teacher Education Program
  - H. identify personal strengths and learning styles
- V.     **CONTENT OUTLINE:**
  - A. Education handbook and reflection journal
  - B. Goal setting
  - C. Learning styles
  - D. Learning and study strategies
  - E. Student Organizations
  - F. Careers in Education
  - G. MAP reports
  - H. Admission to Teacher Education program
  - I. Pre-registration

**VI. INSTRUCTIONAL ACTIVITIES:**

- A. Acquisition and integration through lecture and small group discussions
- B. Integration and extension through collaborative/cooperative groups, simulation, and role playing.
- C. Reflection through discussion and journaling
- D. Extension, integration, and application through journaling, discussions, and handbook development.

**VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None**

**VIII. RESOURCES:** This course utilizes informational handouts from the various programs presented during the semester.

**IX. GRADING PROCEDURES:**

*Please note: These activities and grading procedures may vary by instructor.*

A. Course requirements:

- 1. Student performance is assessed in accordance with the pass/fail grading scale. Students ARE REQUIRED to attend the orientation sessions. Any student who must miss a session will be required to write a 1-2 page paper (with appropriate references) on the topic discussed during the missed session and complete any assignments missed for the class.
- 2. Each student will develop a personal education handbook which will include the following:
  - a. Section I
    - Introduction section – (name, address, phone, email, major, etc)
    - Syllabus – EDU 099
    - Syllabi (copies) from all other classes in which you are enrolled this semester
  - b. Section II
    - Handouts from EDU099 sessions
    - Academic curriculum guide sheets for your education area
    - Residential College head interview
    - MBTI assessment
    - MAP report
    - Teacher Education admission guidelines
    - Summaries or notes taken during EDU 099 class sessions
  - c. Section III
    - Weekly journal entries reflecting on your freshman experience
  - D, Section IV
    - Residential College assignment

Pass: Attend class sessions and submit a completed personal education handbook.

Fail: Missing more than two (2) classes OR

required education handbook materials missing for more than two class sessions.

X. **FLAG SYSTEM/ CONTINUOUS ASSESSMENT:**  
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and demeanors, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**

X. **ATTENDANCE POLICY:**  
This course adheres to the policy published in the MSU Undergraduate Bulletin.

XII. **ACADEMIC HONESTY POLICY:**  
*(adopted by Board of Regents, February 14, 1975)*

Cheating, plagiarism (submitting another person's material as one's own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

*Note:* Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

XI. **TEXT AND REFERENCES:** None  
Required materials:

Murray State University Daily Planner  
Three-ring binder with dividers

XII. **PREREQUISITES:** None