

**DOCUMENT C:
BIRTH TO KINDERGARTEN COURSE SYLLABUS TEMPLATE**

THE FOLLOWING SYLLABUS TEMPLATE WAS DEVELOPED BY A WORKGROUP THAT MET DURING SPRING 2013 TO DEVELOP THE FIRST THREE BIRTH TO KINDERGARTEN COURSES. THE FOLLOWING FORMAT CAN BE CHANGED BASED UPON FEEDBACK FROM THE B2K STATEWIDE COMMITTEE

- 1. State Course Number**
- 2. Course Title**
- 3. Course Description**
- 4. Prerequisites**
- 5. Credit Hours**
- 6. Course Objectives**
 - 6.1**
 - 6.2**
 - Etc.**
- 7. Standards and Competencies**
 - 7.1 Standards**
 - 7.2 Knowledge and Competencies**
- 8. Knowledge Base for Faculty**
 - 8.1 Empirical Knowledge Base:**
 - 8.2 Other Knowledge Base:**
- 9. Course Outcomes, Evidence, and Criteria for Mastery**
 - 9.1 Outcome, Evidence, and Criteria for Mastery #1**

Outcome #1:

Types of Artifacts:

Criteria for Mastery:
 - 9.2 Outcome, Evidence, and Criteria for Mastery #2**

Outcome #2:

Types of Artifacts:

Criteria for Mastery:

Etc.

10. Textbooks, Materials, & Resources for Students

11. Description of Clinical Experiences

12. Qualifications of Faculty Teaching the Course

The college will meet SACSCOC expectations when hiring faculty to teach the course.

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Standard

3.7.1: This institution employs competent faculty qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, the institution will give primary consideration to the highest earned degree in the discipline. The institution will also consider competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of the faculty.

13. Core Course Content, Readings, Assignments, and Clinical Experiences

Topics	Required Readings	Required Artifacts	Clinical Experiences

14. Background Check

15. Grading System

The following grading system will be used to assign grades in the course:

A	=	93 to 100
B	=	85 to 92
C	=	77 to 84
D	=	70 to 76
F	=	Below 70

16. College/University and Classroom Policies

a. Accommodations for Students with Disabilities

The institution is committed to providing appropriate auxiliary aids and services for students with disabilities in an effort to ensure their full participation in all activities, programs, and services to the university. If in need of special accommodations due to a disability, Students should contact the office of disability services at the institution.

b. Academic Integrity

High standards of academic integrity are crucial for the institution to fulfill its educational mission. To uphold these standards, procedures have been established by the institution to address academic misconduct. The institution expects students to accept responsibility for their actions and hold themselves and others to the highest standards of performance in an academic environment. Students are responsible for submitting work for evaluation that reflects their individual performance and should not assume any assignment given by any faculty is a “group” effort or work unless specifically noted on the assignment. In all other cases, students must assume the work is to be done independently. If the student has a question regarding the instructor’s expectations for individual assignments, projects, tests, or other items submitted for a grade, it is the student’s responsibility to seek clarification.

Any Student found to have committed or to have attempted to commit Academic Misconduct is subject to the disciplinary sanctions set forth by the institution.

c. Availability of Academic Support

Faculty will provide designated times when they will be directly available to interact with students electronically or through face-to-face interaction if academic support is needed. Teacher candidates may request other times if their schedules do not allow them to interact during the identified times.

d. Other Policies (e.g., Attendance, Tobacco-Free Policy, etc.)

To be identified by instructor.