

Vanguard University  
*Early Childhood Education*

**ADMINISTRATION OF EARLY EDUCATION  
PROGRAMS II  
ECED 123**

Student Syllabus

# Vanguard University's Educational Targets & Goals

## **Intellectual Engagement**

Students will . . .

- learn to think critically and evaluate evidence rationally.
- acquire and continue to use skills for learning.
- utilize research methods for the expansion of knowledge and problem solving.
- integrate learning with Christian faith and living, and develop the ability to communicate the fruits of learning and research clearly and effectively.

## **Spiritual Formation**

Students will . . .

- understand Christian existence as a journey that integrates human experience with personal faith.
- gain an appreciation for the value of participation in communities of believers.
- develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

## **Professional Excellence**

Students will . . .

- understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences.
- develop lifelong skills for communicating and performing professionally.
- achieve technological competence in acquiring and processing information.
- acquire interpersonal ability to work harmoniously with others, and internalize a strong sense of professional ethics.

## **Aesthetic Expression**

Students will . . .

- understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation.
- gain an awareness, understanding, appreciation, and expression of the fine arts.
- develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

## **Responsible Stewardship**

Students will . . .

- adopt a lifestyle of personal health and well-being,
- appreciate the value of family and other meaningful relationships,
- exhibit the responsibilities of citizenship in society,
- gain a global outlook in caring for the environment, in promoting social justice and economic empowerment, and
- promote the church's mission through community service.

## **Sociocultural Responsiveness**

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures.
  - develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society
  - celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.
- other professionals to promote children's positive development and to support their families.

## **Early Childhood Education Student Learning Outcomes**

### **Student Learning Outcomes – BA Degree, Early Childhood Education**

#### ***Standard 1. Promoting Child Development and Learning***

Students prepared in the Bachelor of Arts degree program will build a research-based understanding of child development in the context of a Biblical worldview of early education. They will apply their understanding and knowledge of the young learner's characteristics, abilities, and interacting influences on children's development. Students strategically promote environments for young children that reflect diverse teaching focused on maximized learning, healthy development, and loving relationships in a Christ-centered learning environment.

*“And Jesus grew in wisdom and stature and in favor with God and man.” Luke 2:52*

1a: Demonstrate a research-based knowledge and understanding of young children's abilities and characteristics in all domains of development from the perspective of a Biblical worldview.

1b: Understand the interacting influences on children's development and strategically apply research-based, Biblically-grounded knowledge of child development to create environments that maximize learning, caring, and healthy development to meet the needs of each child.

#### ***Standard 2. Building Family and Community Relationships***

Students prepared in the Bachelor of Arts degree program understand and support the parents' God-given role as their children's primary educator. They develop reciprocal, respectful, and responsive relationships with parents and families, partnering together to meet the spiritual and educational needs of the children being served. They use God's Word and research-based knowledge of family dynamics and diversity to build relationships and to provide support, helping to meet the unique needs of each child and family. Students demonstrate an understanding and respect for the God-given role of the family and the cultural context that impact the child's development and learning at home and at school. They introduce families to the Church community and other community resources to provide support and spiritual guidance.

*“These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Deuteronomy 6:6-7*

2a: Understand and know how to support parents’ God-given roles as the primary educators of their children and to partner with parents and families in meeting their children’s spiritual and educational needs.

2b: Know, understand, and apply skills to access Church and community resources, and to serve as an advocate for the children and their families.

2c: Exhibit a research-based knowledge of family dynamics and diversity through implementing practices that are respectful and responsive, and integrating a Biblical vision of inclusiveness and God’s love for all people.

### ***Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families***

Students prepared in the Bachelor of Arts degree program demonstrate understanding and application of systematic observation, documentation, and assessment as central to their practice and to positively influence the development of every child uniquely created by God. They use developmentally effective observation, documentation, and assessment to inform and adjust instructional strategies to promote positive student-based outcomes. Data gathered through ongoing observations, documentation, and assessments are effectively communicated to parents and other professionals to support the family and child.

*“And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God.” Colossians 1:10*

3a: Demonstrate the knowledge and skills necessary to implement a variety of observation, documentation, and assessment strategies to measure a child’s progress in relation to stated goals and outcomes with understanding and appreciation for each child being uniquely created by God.

3b: Understand and use systematic assessment to adjust instructional strategies to promote positive student-based outcomes.

3c: Utilize observation, documentation, and assessment to partner with parents and other professionals to promote children’s positive development and to support their families.

### ***Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families***

Students prepared in the Bachelor of Arts degree program understand the unique characteristics and needs of young children and are able to create developmentally effective environments that engage children in challenging learning experiences and promote healthy development in all domains. They understand and apply their understanding to implement a developmentally effective, relationship-based approach with children and families to promote children’s learning and development from a Biblical worldview, giving evidence of Christ’s love for each child and family.

*“But it is the spirit in a man, the breath of the Almighty that gives him understanding.” Job 32:8*

Developmentally effective approaches to teaching/learning in early childhood settings include:

- Supporting reading and linguistic skills
- Developing goals and planning developmentally effective strategies for promoting positive outcomes for each domain of development, initiating teachable moments
- Engaging children's interests through scaffolding that is outcome-directed
- Exposing children to culturally diverse materials and activities
- Fostering play experiences that engage children in social interaction
- Encouraging behavior that honors God and children, and gives appropriate guidance
- Using technology to support learning
- Individualizing instruction to accommodate diverse needs

4a: Demonstrate knowledge, skills, and dispositions in developing positive relationships and supportive interactions with young children and their families through a relationship-based approach that gives evidence of Christ's love.

4b: Understand, evaluate, and use the knowledge of theories, developmental stages, and teaching strategies through a Biblical worldview to implement developmentally effective, research-based approaches to positively impact children's learning and development.

4c: Know and implement developmentally effective adaptations for individual children with diverse needs to promote learning and healthy development.

### ***Standard 5. Using Content Knowledge to Build Meaningful Curriculum***

Students prepared in the Bachelor of Arts degree program utilize their knowledge and understanding to build and implement meaningful curriculum to promote positive outcomes related to all domains of development in each content area. Students integrate academic disciplines and content areas with inquiry tools and resources to create developmentally effective meaningful curriculum to promote positive development and growth in each domain.

Students utilize assessment to evaluate curricula to meet the needs of all children and to honor each child's God-given uniqueness.

*"I give you sound learning, so do not forsake my teaching." Proverbs 4:2*

The early childhood curriculum includes learning outcomes, activities, and assessment addressing all domains of development in the following academic disciplines and content areas:

- Bible
- Language and literacy
- Creative learning: art, music, creative movement, dramatic play and visual arts
- Mathematics
- Science and discovery
- Health and safety
- Social studies
- Technology

5a: Know and understand how to build and implement meaningful curricula for young children addressing all domains of development and academic disciplines to promote positive learning and development of the whole child.

5b: Integrate the academic disciplines and content areas with inquiry tools and resources to create a Christ-centered, developmentally effective, hands-on learning environment for all young children.

5c: Utilize assessment and feedback from stakeholders to evaluate and implement the most effective curricula that will meet the needs of all children, honoring each child's God-given uniqueness.

### ***Standard 6. Becoming a Professional***

Students prepared in the Bachelor of Arts degree program identify themselves as early childhood specialists and conduct themselves with professional integrity that seeks to make decisions that are in the best interest of children in accordance with Biblical principles. They demonstrate Christ-like behavior, honoring young children and the institution of the family. As life-long learners, they seek out professional growth and continuing educational opportunities. They use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring for the benefit of the children for the glory of God.

*Throw yourself into your tasks so that everyone will see your progress. Keep a close watch on how you live and on your teaching. Stay true to what is right. 1 Timothy 4:15-16*

6a: identify themselves as early education specialists and conduct themselves with integrity in accordance with Biblical principles and in the best interest of the children.

6b: Understand and demonstrate Christ-like behavior that honors young children and the institution of the family.

6c: Seek out life-long learning and professional growth opportunities.

6d: Use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring to benefit children and to glorify God.

## **Supporting Skills – BA Degree, Early Childhood Education**

### ***Vanguard University Core Student Learning Outcomes***

1. Understand and develop a Biblical worldview informed by a Pentecostal perspective, integrating faith with learning.
2. Understand how to be an effective local, national, and global citizen, expanding knowledge of and respect for diverse cultures.
3. Develop effective, college-level, appropriate communication skills, focusing on writing in response to texts and on oral presentations.
4. Develop qualitative and quantitative critical thinking skills.
5. Establish a holistic view of health and living.
5. Develop foundational technology skills that allow one to locate information and to evaluate its integrity; understand the ethical uses of information.

## Online Participation Policies & Procedures

### Online Participation:

Due to the fact that this class is five weeks in duration, it is imperative that students participate each week through posting discussions. Each week students must respond to two questions with three full paragraphs including a minimum of four sentences each while integrating materials from the assigned readings, a Biblical worldview, and personal reflections. Students must then read a variety of student responses and respond to at least two other students per question for each week with a minimum of four complete sentences per response. See the discussion forum rubric also included in this syllabus. In addition to the discussion forum, there may be weekly quizzes, various assignments, required readings, projects, etc. Students must be responsible for adhering to the due dates of each assignment listed in this syllabus and on the course homepage. Students who are late in their assignments may receive a 10-point deduction for each hour they are late. Deadlines are 11:59 PM Pacific Time. It is important that students recognize that they must plan in advance to meet the scheduled deadline.

### Grading Policy:

Student grades are determined using the formula in this syllabus. Late assignments will receive a 10- point deduction per hour for every hour that they are late; and late discussion posts will not receive any points. It is very important that students understand that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 5th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

### Expectations for Online Students:

In this class, students are expected to use proper web course Netiquette (a word that is a combination of *Internet* and *etiquette*). This means that the students in this class will be courteous and use common sense while posting or emailing assignments or projects. If a student violates the netiquette code, he/she may be removed from the class!

The following rules apply to web etiquette for this class:

- The student is responsible for posting, attaching, and/or submitting his/her own work. Plagiarism will not be tolerated and will result in a failing grade.
- Avoid typing in all caps. In this class, typing in caps means that you're screaming or shouting.
- Avoid inserting pictures or colors to your postings or attachments unless the professor requires it. This increases the size of the file, and it is too difficult for some students to open large files.
- Treat the Discussion Forum as a serious communication tool. Post data that is relevant to the item up for discussion.
- Post directly to the Discussion Forum. Attachments are used for submitting assignments to the professor.

- The student is responsible for reading the Student Syllabus, all assigned readings, all emails, Discussion Forum postings, and announcements.
- The student is responsible for completing all assignments by the due dates.
- The student is responsible for completing all assignments regardless of computer problems. Consistent communication with the instructor is important
- Questions, comments, or concerns about this class should be directed to the professor via email.

**Expectations for Assignments:**

- All assignments must have a title page that includes the student's name, name of project, school name, course title, date, and the professor's name.
- All essays and research papers will be typed using Times New Roman 12-point font and double-spaced.
- All assignments will be submitted no later than the due date according to the course calendar. Online students must email their assignments on time regardless of computer problems.
- Late assignments will receive a 10- point deduction for each hour that they are late.
- Professors may extend due dates in some instances. The student must contact the professor to request an alternate due date. This will be granted on a case by case basis and only with valid proof of extreme circumstances affecting the student.
- Student work must be original. When using ideas or material from another author, interviewee, or co-worker please cite references giving proper credit to the person for his or her original idea.
- Students are encouraged to integrate and synthesize ideas from the text readings, Bible, and supplemental materials when appropriate for full points.
- All papers will be written in APA format with appropriate internal citations and a list of references at the end. (Please refer to the course homepage for examples).
- All assignments must also be submitted to Turn-It-In (See Turn-It-In section)

**COURSE DESCRIPTION**

Application of advanced principles for the ongoing operation, supervision, and evaluation of a preschool/ daycare program will be covered. This includes an in-depth look into managing staff and personnel issues, along with public relations and board development. Parent partnership and operational policies will be discussed. Christian philosophy and development will be integrated. This meets the minimum licensing course requirement for operating a licensed daycare program.

## LEARNING OUTCOMES

Students will:

- Define the staffing process
- Identify state regulations related to personnel issues, including specific requirements
- Describe where and how to market a program
- Analyze the rationale for various ways of grouping and enrolling students
- Examine managing nutrition, health, and safety issues
- Recognize with the evaluation process and the tools used to measure program effectiveness and quality
- Summarize the process of scheduling and planning staff meetings, in-service training, and professional staff development
- Recognize the complex process of staff supervision and evaluation
- Examine partnering with parents through programming and a comprehensive parent handbook
- Demonstrate an understanding of the process of recruiting and working with volunteers

## TEXTS AND MATERIALS

### Texts

#### Required Texts:

1. Dorsey, Anne G. & Sciarra, Dorothy J. (2007). *Developing and Administering a Child Care and Education Program (7<sup>th</sup> ed.)*. Cengage Learning.
2. Keeler, Debbi. (2007). *Open Hearts Open Doors*. Association of Christian Schools International.

#### Recommended Text:

Couch, Bob & Gamble, Lois. Weekday Early Education Administrative Guide, Lifeway Publications

## **Resources**

- **Early Childhood Educator**

This site has a "Directors" icon on its home page that links to articles about issues that are pertinent to the director's role, including "Leadership Essentials," "Time Management," "Improving Your Leadership Skills," "Hiring Excellent Teachers," and more. A director's survey is also available at this site.

<http://www.edpsych.com>

- **National Association for the Education of Young Children**

<http://www.naeyc.org>

- **Childcare Emergency Preparedness**

[www.nal.usda.gov/childcare/ Resources/emergency\\_preparedness.html](http://www.nal.usda.gov/childcare/Resources/emergency_preparedness.html)

## **Recommended Websites for Bible resources:**

- Bible Gateway – a searchable online Bible resource  
<http://www.biblegateway.com>
- Crosswalk.com – a resource of devotional materials and another searchable online Bible <http://www.crosswalk.com>
- Blue Letter Bible – a searchable Bible by key word or verse in several translations <http://www.blueletterbible.org>

## STUDENT EVALUATION

Students in this course will be evaluated by the University's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system.

**The following criteria will be used in determining online students' grades:**

Assignment/Grading Due	Points	Date
Brochure	150 points	Week 2
Evaluation Forms File Project	150 points	Week 3
Staff Development Project	200 points	Week 4
Parent Handbook	250 points	Week 5
Discussion Participation	250 points	Weeks 1-5
<b>TOTAL POINTS:</b>	100% = 1000 points	

## VANGUARD UNIVERSITY'S GRADING SYSTEM

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Above Average	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Average	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Below Average	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

## **STUDENT ASSIGNMENTS**

### **WEEK ONE**

- Text reading: Sciarra, Dorsey- Chapter 10
- Discussion Forum

### **WEEK TWO**

- Text reading: Sciarra, Dorsey- Chapters 11-12
- Discussion Forum
- Brochure Due

### **WEEK THREE**

- Text reading: Sciarra, Dorsey- Chapters 13-14
- Discussion Forum
- Evaluation File Forms Due

### **WEEK FOUR**

- Text reading: Sciarra, Dorsey- Chapter 15
- Discussion Forum
- Staff Development Project Due

### **WEEK FIVE**

- Text reading: Sciarra, Dorsey- Chapter 16
- Discussion Forum
- Parent Handbook Due

## Discussion Forum Grading Rubric

The points apply per discussion question. It includes points for initial positing and replies. It does not include weekly wrap-up points!

	Performance Indicators				
	Superior	Good	Adequate	Needs Improvement	Did not meet expectations
<b>Initial Posting</b> <b>(3-4 paragraphs in length with 3-4 sentences in each paragraph)</b>	<u>10-12 points</u> <ul style="list-style-type: none"> <li>• Creative reflections</li> <li>• Introspection and synthesis of ideas</li> <li>• Relevant to readings</li> <li>• Appropriate use of terminology</li> <li>• Stimulates further discussion</li> <li>• Thorough understanding of content</li> <li>• Relevant personal perspectives</li> <li>• Meaningful integration of Christian worldview and Scripture</li> </ul>	<u>7-9 points</u> <ul style="list-style-type: none"> <li>• Applicable reflections</li> <li>• Relevant to readings</li> <li>• Appropriate use of terminology</li> <li>• Understanding of content</li> <li>• Some reflective personal perspectives</li> <li>• Meaningful integration of Christian worldview and/or Scripture</li> </ul>	<u>6-8 points</u> <ul style="list-style-type: none"> <li>• Some relevance to readings</li> <li>• Basic understanding of content</li> <li>• Some relevant personal perspective</li> <li>• Minimal Christian worldview and/or Scripture included</li> </ul>	<u>3-5 points</u> <ul style="list-style-type: none"> <li>• Minimal requirements not met</li> <li>• Content minimally or not relevant</li> <li>• Little evidence of applicable personal perspective</li> <li>• No Biblical integration and/or Christian worldview</li> </ul>	<u>0-2 points</u> <ul style="list-style-type: none"> <li>• Did not post or posted late or below standards.</li> </ul>
<b>Responses to Other Students</b> <b>(These points are only given if a point-worthy initial response has been posted. Responses should be at least 1 paragraph in length with 3-4 sentences.)</b>	<u>10-12 points</u> <ul style="list-style-type: none"> <li>• Relevant comments</li> <li>• Stimulates discussion</li> <li>• Insightful reflections on others' posts</li> <li>• Aware of needs of community</li> </ul>	<u>7-9 points</u> <ul style="list-style-type: none"> <li>• Relevant comments</li> <li>• Stimulates discussion</li> <li>• Insightful reflections on others' posts</li> <li>• Aware of needs of community</li> </ul>	<u>6-8 points</u> <ul style="list-style-type: none"> <li>• Relevant comments</li> <li>• Some effort to reflect meaningfully on others' posts</li> <li>• Responds to two or more others</li> </ul>	<u>3-5 points</u> <ul style="list-style-type: none"> <li>• Interaction is minimal</li> <li>• No effort to participate in learning community</li> <li>• No integration of Christian worldview</li> </ul>	<u>0-2 points</u> <ul style="list-style-type: none"> <li>• No responses or a point-worthy initial response was not posted</li> </ul>

Performance Indicators				
Superior	Good	Adequate	Needs Improvement	Did not meet expectations
<ul style="list-style-type: none"> <li>• Responds to three or more others</li> <li>• Posts responses over 2-3 days</li> <li>• Makes connections, and builds on others' ideas</li> <li>• Integrates Christian worldview</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to three or more others</li> <li>• Posts responses over at least 2 days</li> <li>• Makes connections and build on others' ideas</li> <li>• No Christian worldview integration</li> </ul>	<ul style="list-style-type: none"> <li>• May or may not include Christian worldview integration</li> </ul>		
Comments:				Total Points / 24

# Assignment Rubrics

## Brochure (150 Points) (5b)

The purpose of this assignment is to design a brochure that will advertise a new early education program. **The brochure needs to be designed in a brochure format.** You will need to make this brochure as attractive as possible and ready to be distributed. Please include the following information:

- Name, address, phone, web address
- Map of location
- Description of Program
- Philosophy
- Curriculum
- Admission Policy
- Staff
- Hours and sessions
- Tuition Rates
- Services Available
- Licensing and/or Accreditation Status
- Biblical Integration

This assignment is worth 150 points. This assignment must be typed and formatted for a brochure. You will be graded on content and attractiveness. Please do not copy your school's brochure. This needs to be designed by you and include all the areas listed above. Please submit this assignment to both Moodle and Turn It In.

### **Evaluation Forms File (150 points) (6a)**

This project is designed to help a Director prepare for evaluating the staff, children, and the overall program. Students will need to create an original file of forms that could be used for evaluating each component of the program. Please provide a reference page citing the resources used to help you formulate your documents.

This project should include:

- 
1. Title Page
  2. **Separate** forms for evaluating the following groups:
    - Teaching staff
    - Support staff (assistants, office, custodial etc.)
    - Students (Development Assessment)
    - Directors
  3. A list of at least three overall program evaluation tools and/or accrediting organizations including a brief description of what is involved in the process. (e.g. NAEYC)
  4. Conclusion explaining why you selected those evaluation tools, include Biblical integration

Refer to your text and supplemental reading for assistance. This file must be submitted to Moodle and Turn It In.

\*Please be advised- turnitin will only accept one document, whereas Moodle will accept multiple documents.

### **Staff Development Project (200 Points) (6c)**

Students will create a 1- hour presentation for an in-service training for staff.

**Staff Development** topics must be relevant to the needs of the site and staff, e.g. How to Conduct a Parent Conference, Planning and Implementing Curriculum, What is Jesus Time?, Working with Special Needs Students, Strategies for working with EL students, etc.

If unsure about topic, please check with the instructor prior to week 3. This project will be graded on organization, clarity, relevance, and originality. This assignment is worth 200 points.

**This project should include the following:**

Title page

Outline for the presentation

Copies of Handouts

Power Point presentation and a 2-3 page summary describing the in-service training and the rationale for making the presentation. Please make sure your topic is research based and you cite the information you are using to support your work using APA format. The project must be submitted to both Moodle and Turn It In.

**\* Please provide a reference page listing the resources that you used in your assignment.**

## **Parent Handbook (250 Points) (6d)**

You will need to develop a comprehensive parent handbook for a new program. This handbook will outline all of the school's policies and procedures. Please address the following areas in your handbook:

### **1. INTRODUCTION**

- History of the School
- Affiliation
- Purpose
- Educational Philosophy
- Religious Philosophy

### **2. POLICIES AND PROCEDURES**

- Admission Policies
- Waiting List
- School Tour
- Registration
- Sessions
- Hours of Operation
- Class Placement
- Student/Teacher Ratio
- Registration Fee
- Tuition Rates & Payment
- Late Charge
- Returned Check Fee
- Late-Pick-Up Policy
- Calendars
- Absences/Holidays
- Snacks and Lunches
- Vacation Credit
- Withdrawal From School

### **3. STAFF AND CURRICULUM**

Staff  
Curriculum  
Chapel/ Bible Stories  
Discipline

#### **4. PARENT-SCHOOL COMMUNICATIONS**

Parent Observations/Conferences  
Change of Address/Phone  
Number/Emergency Pick-up  
Newsletters  
Parent Meetings  
Volunteer Opportunities

#### **5. HEALTH**

Medication  
Immunization Check List  
Illness policies

#### **6. OPERATIONAL POLICIES**

Attendance  
Arrival and Departure  
Clothing  
Share Items/Toys  
Lost and Found  
Naps/Bedding  
Birthdays  
Accidents/Injury  
Emergency Preparedness  
School Pictures  
Kindergarten Readiness Testing  
School Visits  
School Events

Do not copy a handbook from another school, but you may use other handbooks as a resource for ideas. **The handbook needs to have an attractive front cover, a table of contents, and contain graphics.** Each of the listed topics must be addressed with a full paragraph. Please stay in the order listed above and label each section and sub topics. Handbooks must be typed with a 12-point font and submitted to both Moodle and Turn It In. You must also provide Biblical Integration.

Handbooks that do not include each of the areas listed above will be substantially graded down.

**\* Follow this exact format as listed\***

