

Vanguard University
Early Childhood Education

**THE SPIRITUAL FORMATION OF YOUNG
CHILDREN
ECED 150**

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

This course will further students' own understanding and personal journey of spiritual formation and how that relates to the spiritual transformation of young children. The process of how the inner life is formed in young children towards an intimate relationship with God will be discussed. Particular emphasis will be placed on relationship, experience, and practice of the spiritual disciplines that create the context for spiritual formation to occur. A systematic approach will be given that lays the foundation for regular practices in the classroom. The relationship between the church, home, and the early education program will be explored as the foundational environments where spiritual transformation is developed.

LEARNING OUTCOMES

Students will:

- explore their spiritual life, growing in the knowledge and experience of an intimate relationship with Christ
- demonstrate a commitment to personal obedience discipleship, holiness, and spiritual maturity
- be encouraged to depend on the supernatural work of the Holy Spirit
- understand the Word of God as the primary source of truth discerning truth from error
- develop framework of biblical instruction to select appropriate materials and methodologies for biblical instruction in the classroom
- identify key concepts of the Christian faith that should be taught and reinforced at home and in school
- identify curriculum resources that will assist in the spiritual development of children
- examine and evaluate various developmental theorists that address moral and faith development
- define faith and spiritual development
- examine ways that the school and church setting can nurture a child's spiritual development
- identify methods in which educators can open the way for children to experience God
- discuss prayer development and experiences
- describe the spiritual disciplines and determine how each discipline can be introduced to children through developmentally appropriate activities.

TEXTS AND MATERIALS

Required Texts:

Stonehouse, Catherine (2006). *Joining Children on the Spiritual Journey – Nurturing a Life of Faith*. Grand Rapids, Michigan: Baker Books.

Hess, Valerie E. and Garlett, Marti Watson (2004). *Habits of a Child's Heart – Raising Your Kids with the Spiritual Disciplines*. Colorado Springs, CO: Navpress.

Recommended Resource Texts:

Bunge, Marcia (2001). *The Child in Christian Thought*. Grand Rapids, Michigan: Wm. B. Eerdmans Publishing Co.

Capehart, Jody (2005). *Teaching with Heart – A Guide to Cherishing and Challenging Children in the Christian Classroom*. Cincinnati, OH: Standard Publishing.

Carlson, Greg; Ellis, Tim; Graves, Trisha; May, Scottie (2006). *Perspectives on Children's Spiritual Formation – 4 Views*. Nashville, TN: Broadman & Holman Publishers.

Henley, Karyn (2002). *Child Sensitive Teaching – Helping Children Grow a Living Faith in a Loving God*. Nashville, TN: Child Sensitive Communication, LLC.

Keeler, Debbi (2007). *Open Hearts, Open Doors*. ACSI Southern California Regional Office.

Keeley, Robert J. (2008). *Helping Our Children Grow in Faith*. Grand Rapids, Michigan: Baker Books.

Recommended Resource Websites:

- A free, downloadable book by Dr. Donald Radcliff, entitled, *Experience God and Spiritual Growth with Your Children*
<http://childfaith.net/experience/>
- An article by Dr. Todd Hall of Biola University entitled, "God Concept: A Brief Overview"
https://www.biolaspiritualdev.org/secure/Articles/God_Concept-Baker_Encyc.pdf
- Another article by Dr. Hall entitled, "Christian Spirituality and Mental Health: A Relational Spirituality Paradigm for Empirical Research"
https://www.biolaspiritualdev.org/secure/Articles/JPC-Christian_spir_&_MH_final.pdf
- Christian Schools International website with an article entitled, "Respecting Early Faith"
<http://nurturingfaith.wordpress.com/2008/03/>
- An article by Dan Brewster and Patrick McDonald entitled, "Children – the Great Omission?"
http://www.viva.org/en/articles/great_omission/great_omission_booklet.pdf
- Child Theology Movement website
<http://www.childtheology.org/new/>

- Viva – Together for Children website
[HTTP://WWW.VIVA.ORG/?PAGE_ID=104](http://www.viva.org/?PAGE_ID=104)
- An article by Debbi Keeler entitled, “Shaping Character through Spiritual Formation”
<https://www.acsi.org/web2003/default.aspx?ID=12734>

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	Points	Date Due
Weekly Reflections	125 points	Weeks 1-5
Spiritual Development Research Paper	125 points	Week 3
Bible Curriculum Model	200 points	Week 4
Spiritual Concepts Lesson Plans	100 points	Week 5
Final Exam	150 points	Week 5
Discussion Participation	300 points	Weeks 1-5
TOTAL POINTS:	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

Weekly Outline and To-Do List Assignments, Discussion Forums, and Reading Requirements

All assignments are to be submitted by 11:59pm (Pacific Time) on Sunday at the end of each week through Moodle and also through Turn It In. **Remember there will be a 10-point deduction for each hour it is late.** Please save your assignment as your last name for example, SmithJReflectionsGuidelines.

All reading is to be completed prior to corresponding discussion forums.

WEEK ONE

- Text reading - Stonehouse: Chapters 1, 2; Hess: Chapters 1, 2
- Getting Acquainted Forum - Introduce yourself to the class. This forum is found on the welcome block of your course homepage. Please post your introduction by Wednesday at 11:59 PM (Pacific Time)
- Syllabus Reading Confirmation - Confirm that you have thoroughly read and understand the information in the syllabus including assignments, course requirements and expectations, policies, etc. Please submit your confirmation by Wednesday at 11:59 PM (Pacific Time)
- Familiarize yourself with the online course pages
- Discussion Forums - Post your initial responses for each question under Week 1 Discussions by Wednesday, 11:59PM (Pacific Time); Post four responses (two under each question) to your classmates initial posts by Sunday, 11:59 PM (Pacific Time)...refer to rubric for grading guidelines for initial posts and response posts.
- Week One Reflection – Refer to the Weekly Reflection’s Guidelines below for instruction/requirements.

- Assignment - How to Submit an Assignment

This exercise is to ensure that you understand the steps in submitting your papers to your instructor. *(There are no points awarded for this exercise!!!).*

Step 1: Create a Microsoft Word document titled "*Assignment How To*" and save it in a file on your computer (file extension should be ".doc").

Step 2: To submit your file, click on the Browse button below. Locate your file and select it by clicking "Open." Then click "Upload this file."

Step 3: If all goes well, you will see a message that indicates your file uploaded successfully!

WEEK TWO

- Text reading - Stonehouse: Chapters 3 and 4; Hess: Chapters 3 and 4
- Discussion Forums - Post your initial responses for each question under Week 2 Discussions by Wednesday, 11:59PM (Pacific Time); Post four responses (two under each question) to your classmates initial posts by Sunday, 11:59 PM (Pacific Time)...refer to rubric for grading guidelines for initial posts and response posts.
- Wrap-Up Response - Post a response to the week 1 wrap-up by Wednesday, 11:59PM (Pacific Time). Previous week's wrap-up will become available by the end of each Monday.
- Week Two Reflections (refer to guidelines/rubric for details)

WEEK THREE

- Text reading - Stonehouse: Chapters 5, 6; Hess: Chapters 5, 6
- Discussion Forums - Post your initial responses for each question under Week 3 Discussions by Wednesday, 11:59PM (Pacific Time); Post four responses (two under each question) to your classmates initial posts by Sunday, 11:59 PM (Pacific Time)...refer to rubric for grading guidelines for initial posts and response posts.
- Wrap-Up Response - Post a response to the week 2 wrap-up by Wednesday, 11:59PM (Pacific Time). Previous week's wrap-up will become available by the end of each Monday.
- Assignment – Spiritual Development Research Paper (refer to guidelines/rubric for details)
- Week Three Reflections (refer to guidelines/rubric for details)

WEEK FOUR

- Text reading - Stonehouse: Chapters 7, 8; Hess: Chapters 7, 8, 9
- Discussion Forums - Post your initial responses for each question under Week 4 Discussions by Wednesday, 11:59PM (Pacific Time); Post four responses (two under each question) to your classmates initial posts by Sunday, 11:59 PM (Pacific Time)...refer to rubric for grading guidelines for initial posts and response posts.
- Wrap-Up Response - Post a response to the week 3 wrap-up by Wednesday, 11:59PM (Pacific Time). Previous week's wrap-up will become available by the end of each Monday.
- Assignment – Bible Curriculum Model
- Week Four Reflections (refer to guidelines/rubric for details)

WEEK FIVE

- Text reading - Stonehouse: Chapter 9; Hess: Chapters 10, 11, 12
- Discussion Forums - Post your initial responses for each question under Week 5 Discussions by Wednesday, 11:59PM (Pacific Time); Post four responses (two under each question) to your classmates initial posts by Sunday, 11:59 PM (Pacific Time)...refer to rubric for grading guidelines for initial posts and response posts.
- Wrap-Up Response for Week 4 - Post a response to the week 1 wrap-up by Wednesday, 11:59PM (Pacific Time). Previous week's wrap-up will become available by the end of each Monday.
- Wrap-Up Response for Week 5 - Post a response to the week 5 wrap-up by Sunday, 11:59PM (Pacific Time). Week 5 wrap-up will become available by the end of Friday.
- Assignment – Spiritual Formation Lessons (refer to guidelines/rubric for details)
- Week Five Reflections (refer to guidelines/rubric for details)
- Final Exam

Discussion Rubrics

Initial Discussion Responses

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	Exceeds requirement of three full paragraphs including a minimum of four sentences each.	Meets minimum requirements of three full paragraphs including a minimum of four sentences each.	Does not meet minimum requirement of three full paragraphs including a minimum of four sentences each.	0 - 3 Points
Integration of Material	Exceeds requirement for integrating material from the assigned readings.	Meets minimum requirement for integrating material from the assigned readings.	Does not meet minimum requirement for integrating material from the assigned readings.	0 - 3 Points
Integration of Biblical Worldview	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0 - 3 Points
Personalized Application and Reflection	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0 - 3 Points
Total Points:				

The points apply per discussion question. It includes points for initial postings only. Maximum 12 points can be given.

Student to Student Response

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	Exceeds requirement of one full paragraph including a minimum of four sentences to more than two students. Provides posts over a 2-3 day time span.	Meets minimum requirement of one full paragraph including a minimum of four sentences to two students. Provides posts over a 1-2 day time span.	Does not meet minimum requirement of one full paragraph including a minimum of four sentences to two students. Provides posts over a 1 day time span.	0 - 2 Points
Insightful Reflection on Posts of Others	Exceeds requirement for providing insightful reflections on posts of others.	Meets minimum requirement for providing insightful reflections on posts of others.	Does not meet minimum requirement for providing insightful reflections on posts of others.	0 - 2 Points
Builds on ideas of others and Integrates Biblical Worldview with Scripture	Exceeds requirement for building on ideas of others and integrating a Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0 - 2 Points
Total Points:				

The points apply for student to student responses. Maximum 6 points can be given per response.

Wrap Up Responses

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	Exceeds requirement of three full paragraphs including a minimum of four sentences each.	Meets minimum requirement of three full paragraphs including a minimum of four sentences each.	Does not meet minimum requirement of three full paragraphs including a minimum of four sentences each.	0 - 4 Points
Integration of Personal Reflection with Instructor's Thoughts	Exceeds requirement for integrating personal reflections with the instructor's final thoughts.	Meets minimum requirement for integrating personal reflections with the instructor's final thoughts.	Does not meet minimum requirement for integrating personal reflections with the instructor's final thoughts.	0 - 4 Points
Integration of Biblical Worldview	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0 - 4 Points
Total Points:				

The points apply for weekly wrap ups. Maximum 12 points can be earned.

Reflections Guidelines (25 Points Each) (1a)

Your weekly reflections are related to your assigned reading in the Hess text. Submit your reflections each week by Sunday, 11:59 PM (PT) into Moodle and Turn It In.

The following guidelines and grading rubric should be followed when completing your reflections:

- 1) From the *Practicing the Discipline* sections of each chapter, select one suggested practice that you have engaged in or one that you have strong thoughts about. Write about your thoughts, feelings, and ideas regarding this practice. Include how committing to such a practice will be meaningful to you and to the children you work with. Consider how you would engage your children in this practice giving examples by reviewing the ideas listed in the early childhood sub-section of the *Teaching the Discipline* section of each chapter. Although your reading assignment includes 2-3 chapters per week, you will choose only one of the practices from any of the assigned chapters.

- 2) Please follow the following format:
 - ✓ Include a Title page: the name of the project, your name and name of university.
 - ✓ Use APA style to format your paper. This includes inserting page numbers and titles appropriately, using headings and sub-heading to organize your paper, using citations as needed and appropriate in the body of your paper, and including a bibliography if citations were used. Review the APA style sample paper as a guideline to what is expected (hint: review all notes in margins of this sample paper to help you format your paper correctly).
 - ✓ Reflections need to be a minimum of 1/2 page in length.
 - ✓ Submit your reflections each week by Sunday, 11:59 PM (PT).
 - ✓ Also submit your reflections to Turn It In.

Reflections Guidelines

All weekly assignments will be graded using the following rubric

	Superior	Good	Does Not Meet Expectations	Total Points
Quality of Writing	Exceeds style, flow, APA format, including spelling, grammar, sentence.	Meets minimum requirement of style, flow, APA format, including spelling, grammar, sentence.	Does not meet minimum requirement of style, flow, APA format, including spelling, grammar, sentence.	4 Possible Points ____ Points
Insight into Early Education and Christian Worldview	Exceeds requirement for insights of ECE and Christian worldview with scriptural support.	Meets minimum requirement for insights of ECE and Christian worldview with scriptural support.	Does not meet requirement for insights of ECE and Christian worldview with scriptural support.	6 Possible Points ____ Points
Quality of Content	Exceeds requirement for quality of content and coverage addressing the listed items in the syllabus.	Meets minimum requirement for quality of content and coverage addressing the listed items in the syllabus.	Does not meet minimum requirement for quality of content and coverage addressing the listed items in the syllabus.	15 Possible points ____ Points
Total Points:				

Development Research Paper Guidelines (125 Points) (6b)

Understanding how spiritual formation takes place is essential to the Christian early education environment. You are required to research 4 additional resources, *besides* the current required texts and recommended readings on spiritual formation in young children (ages 2-6). You may also utilize the Vanguard library for articles. It is expected that the Bible will be an important support for your paper. Check out the Children's Spirituality Database for resources.

The purpose of this assignment is to combine your research and text readings into a meaningful paper that supports current findings in the area of spiritual formation. Discuss your experience and the role of the Holy Spirit that is outside of the research context. You may have discovered that the spiritual development of a child requires methods and techniques different to what you assumed before taking this course. Hopefully your readings, discussions, and personal times with the Lord will show you a new dimension of a child's spiritual growth process.

Content of paper includes:

- Introduction:
 - Title page, include the name of the project, your name and name of university.
- Body: Report on the spiritual formation of children:
 - What is the definition of spiritual formation?
 - Why is the topic of spiritual formation important?
 - What are the main factors of how SF takes place in the lives of the children?
 - What variety of teaching methods should be used in the classroom to facilitate SF?
 - What is the role of the school, teacher, and Holy Spirit in SF?
 - What specifically have you gained from studying the topic?
 - How will your teaching practices change as a result of studying SF?

The assignment should be four full pages in length not including title page and references.

Development Research Paper Guidelines

All weekly assignments will be graded using the following rubric

	Superior	Good	Does Not Meet Expectations	Total Points
Quality of Writing	Exceeds style, flow, APA format, including spelling, grammar, sentence.	Meets minimum requirement of style, flow, APA format, including spelling, grammar, sentence.	Does not meet minimum requirement of style, flow, APA format, including spelling, grammar, sentence.	15 Possible Points ____ Points
Insight into Early Education and Christian Worldview	Exceeds requirement for insights of ECE and Christian worldview with scriptural support.	Meets minimum requirement for insights of ECE and Christian worldview with scriptural support.	Does not meet requirement for insights of ECE and Christian worldview with scriptural support.	20 Possible Points ____ Points
Quality of Content	Exceeds requirement for quality of content and coverage addressing the listed items in the syllabus.	Meets minimum requirement for quality of content and coverage addressing the listed items in the syllabus.	Does not meet minimum requirement for quality of content and coverage addressing the listed items in the syllabus.	50 Possible points ____ Points
Conclusions and Insights	Exceeds requirement for describing reflections on interviews, observations, insights, and comparisons.	Meets minimum requirement for describing reflections on interviews, observations, insights, and comparisons.	Does not meet requirement for describing reflections on interviews, observations, insights, and comparisons.	15 Possible Points ____ Points
				Total Points:

Bible Curriculum Model (200 Points) (1b)

The student is required to develop a Bible curriculum model for young children (ages 2 - 6). While faith-based curriculum can cover such school subjects as math, science, and literature, for the purpose of this assignment, we are looking for curriculum that specifically teaches spiritual and/or biblical principles to young children for the purpose of faith/spiritual development.

Curriculum models can be examined for ideas by visiting a Christian or faith-based school that utilizes published, faith-based materials to teach spiritual/biblical concepts. Published, faith-based curriculum materials can also be accessed through churches that run a preschool and/or early childhood program. The purpose of this assignment is to develop a curriculum model that is unique to your program and provides the best core aspects of a Bible curriculum that is focused and meaningful. Write a framework following the guidelines below:

1. Identify at least seven key concepts that you would like the children to learn about that are overarching principles including ideas such as who God is, the word of God, and salvation using scripture to support these ideas.
2. Identify spiritual outcomes – what you want children to look like or have learned when they leave your school. These should relate to your key concepts. Begin with the child will...(Should contain one outcome for each key concept).
3. Develop goals for each age group that help achieve each outcome.
4. Develop at least ten benchmarks that help achieve each outcome that are progressive and identify what each age group you would introduce, reinforce, and master the benchmark.

**** Follow the excel chart that will be sent to you as a format.

5. Map out the months of the year and select Bible lessons (story) in that month connecting it to a key concept, character trait, Bible verse and one hands on activity.

**** Follow the word template for this yearly map.

6. Write a conclusion including a rationale for selecting the progression of the bible lessons and how this plan will accomplish the stated outcomes.

Bible Curriculum Model Grading Rubric

All weekly assignments will be graded using the following rubric

	Superior	Good	Does Not Meet Expectations	Total Points
Excel Chart	Exceeds requirement for integration of key concepts, outcomes, goals and benchmarks.	Meets minimum requirement for integration of key concepts, outcomes, goals and benchmarks.	Does not meet requirement for integration of key concepts, outcomes, goals and benchmarks.	50 Possible Points ____ Points
Word Template	Exceeds requirement for describing the child's interest in spiritual concepts and engagement in activities.	Meets minimum requirement for describing the child's interest in spiritual concepts and engagement in activities.	Does not meet requirement for describing the child's interest in spiritual concepts and engagement in activities.	50 Possible Points ____ Points
Integration of Biblical Worldview	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet minimum requirement for integration of Biblical worldview that utilizes scripture.	25 Possible Points ____ Points
Conclusions and Insights	Exceeds requirement for describing reflections on interviews, observations, insights, and comparisons.	Meets minimum requirement for describing reflections on interviews, observations, insights, and comparisons.	Does not meet requirement for describing reflections on interviews, observations, insights, and comparisons.	25 Possible Points ____ Points
				Total Points:

Spiritual Formation Lessons (100 Points) (5b)

Conduct four guided lessons with children three to five years of age, three of which are already selected and one of your own choice and describe your lessons, experiences, responses and evaluation of these activities. Please use the following selected activities:

1. Lesson 1 soaking activity: Select a time in which you talk to the children about how God can speak to us. Discuss the various ways that they can hear God's voice. Pray and ask the Holy Spirit to come into the room and talk to them like they would talk to a friend. You can role-play with dolls or puppets what conversation would be like with God. You can be creative with this in order to help them understand this concept. Have the children lie on their backs and put on soft worship music preferably without words. Help the children settle in and relax, reminding them that they are going to have a conversation with God. Let the room be still and quiet with the music for an appropriate period of time. When you feel it is time to stop the music do so and have the children sit up. Sit in a circle and have the children what their conversations were like, what God showed them in their mind and what God told them. Write down what they said. Put this on a special paper and send home to the parents. Record any feedback that parents might have with what their child said. Record your impressions of this activity and note anything that affirms anything God might be saying to you through this experience.
2. Lesson 2 soaking center: Set up a soaking center in your classroom using the ideas posted in the class course. Have the center throughout the day and note any reflections or impressions the children have at the end of the day and any spiritual truths that the children learned. Reflect on what you think the children learned about God through this.
3. Lesson 3 prophetic art activity: Put on soft worship music and talk to the children about how God wants to say something to them or show them a picture in their mind. Have them draw a picture with various art mediums or collage materials of what God is showing them. After they complete it ask them what God showed them and to describe their picture. Record their thoughts and comments on paper to post on a bulletin board next to their art. Reflect on the outcome of the board what others have to say, teachers, parents etc.
4. Lesson 4: Choice of student

20 points for each lesson will be awarded and 20 points for the final summary of these activities. The assignment should be submitted in APA format.

Spiritual Formation Lessons Grading Rubric

All weekly assignments will be graded using the following rubric

	Superior	Good	Does Not Meet Expectations	Total Points
Lesson 1 Soaking Activity	Exceeds requirement for lessons, experiences, responses, and evaluation of these activities.	Meets minimum requirement for lessons, experiences, responses, and evaluation of these activities	Does not meet minimum requirement for lessons, experiences, responses, and evaluation of these activities	20 Possible Points ____ Points
Lesson 2 Soaking Center Activity	Exceeds requirement for lessons, experiences, responses, and evaluation of these activities.	Meets minimum requirement for lessons, experiences, responses, and evaluation of these activities	Does not meet minimum requirement for lessons, experiences, responses, and evaluation of these activities	20 Possible Points ____ Points
Lesson 3 Prophetic Art Activity	Exceeds requirement for lessons, experiences, responses, and evaluation of these activities.	Meets minimum requirement for lessons, experiences, responses, and evaluation of these activities	Does not meet minimum requirement for lessons, experiences, responses, and evaluation of these activities	20 Possible Points ____ Points
Lesson 4 Student Choice Activity	Exceeds requirement for lessons, experiences, responses, and evaluation of these activities.	Meets minimum requirement for lessons, experiences, responses, and evaluation of these activities	Does not meet minimum requirement for lessons, experiences, responses, and evaluation of these activities	20 Possible Points ____ Points
Conclusions and Insights	Exceeds requirement for integration of conclusions and insights.	Meets minimum requirement for integration of conclusions and insights.	Does not meet minimum requirement for integration of conclusions and insights.	20 Possible Points ____ Points
Total Points:				

Final Exam Guidelines (150 Points)

The final exam for this course includes three essay questions. The final exam is made available to students one week before the end of the course. Check the ECED 150 homepage and the final exam link under “Week 5” to see what date the final exam will be available. The three essay questions will be listed on the final exam link. Please answer each question with a one to two-page response. The final exam should be submitted in an APA format.