Continuing Education
1717 S. Chestnut Ave.
Fresno, CA 93702-4709
(800) 372-5505
https://ce.fresno.edu

EDU-933: Biblical Worldview Integration

Independent Study Online Course Syllabus

Instructor: Rob Carey M.Ed. **Phone:** (559) 578-0501 **Email:** rob.carey@fresno.edu **Website:** TeachWisely.org	**Number of Graduate Semester Units:** 3 units **Target Audience:** K-12th grade teachers **Course Access:** https://connect.fresno.edu

Course Description

Why are so many students graduating from Christian schools, then abandoning their beliefs after the first or second year of college? If Christian schools are incorporating Biblical integration into their classes, why are students still falling away? As Christian teachers, we need to provide opportunities for our students to examine their own thinking and determine if their beliefs are in line with reality. Biblical Worldview Integration is not attaching a Bible verse to every lesson; rather, it is learning to see all of creation and all knowledge under the Lordship of Jesus Christ. This course will introduce effective strategies to help your students develop habits of thinking that are based on the truth and grounded in God's word. This course counts toward both ACSI's Christian Philosophy of Education (CPoE) requirement and educational studies hours for renewal of ACSI certification.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Books:

- McCullough, Martha E. (2025). Undivided: Developing a Worldview Approach to Biblical Integration. 2nd Edition. Purposeful Design Publications, a division of ACSI. Undivided: Developing a Worldview Approach to Biblical Integration, Second Edition: Martha MacCullough: 9781583315705: Amazon.com: Books.
- Moreland, J.P. (2012). Love Your God with All Your Mind: The Role of Reason in the Life of the Soul. NavPress. https://www.amazon.com/Love-Your-God-All-Mind/dp/1617479004/

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): https://amazon.com

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)
(http://www.nbpts.org/standards-five-core-propositions/)

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

ACSI REACH 2.1 Standards for EE-12 North American and International Schools (2012 Edition, Standard 5.5a)
(https://www.acsi.org/Documents/School%20Improvement/Accreditation/REACH%202_1%20EE%20Evidence%20Guide_Fillable%208-17-17.pdf)

- The curriculum plan reflects a Biblical Worldview.
- Age-group goals and objectives are defined for learning about the Bible, godly character traits, and spiritual lessons.
- All classrooms demonstrate the use of a variety of Biblically integrated activities throughout the day.
- The classroom environment reflects a Christ-centered atmosphere, and teachers' faith is exhibited through their actions with parents and children on an on-going basis.
- Teachers show evidence of connecting a child's work, character, and identity to God's Word, and through the teaching of Bible lessons.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.

CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		**National Standards Addressed***	**CE-SLO Addressed****
C-SLO 1	Explain the purpose for Biblical integration in today's classroom.	NBPTS 1, 3	CE 1, 4, 5
C-SLO 2	Define a worldview, and explain why understanding worldviews is crucial in the field of education.	NBPTS 2, 3, 5	CE 1, 2, 4, 5
C-SLO 3	Identify the most common and influential worldviews today.	NBPTS 5	CE 1, 2
C-SLO 4	Describe how a teacher's worldview impacts curriculum and delivery of content in the classroom.	NBPTS 1, 3	CE 1, 3, 4, 5
C-SLO 5	Define and give examples of various worldviews found in today's curriculum.	NBPTS 2, 3, 5	CE 1, 2, 5, 6
C-SLO 6	Evaluate a textbook or other curriculum component, identifying elements of naturalism, pantheism, humanism, postmodernism, or other worldviews.	NBPTS 2, 3, 4, 5	CE 2, 4, 5
C-SLO 7	Articulate your own worldview and how it affects your philosophy of education.	NBPTS 1, 3	CE 1, 3, 4, 5
C-SLO 8	Research strategies of biblical integration and select a model you will use in your classroom	NBPTS 3, 4, 5	CE 2, 4, 5
C-SLO 9	Create lesson plans in your subject-area, which integrates the Biblical Worldview Integration method	NBPTS 1, 2, 3, 4	CE 2, 3, 5
C-SLO 10	Develop an action plan to incorporate Biblical truth into your curriculum and teaching methodologies.	NBPTS 3, 4	CE 3, 5, 6

C-SLO 11	Integrate national or state standards into various aspects of their teaching as demonstrated through their coursework.	NBPTS 2, 3, 4	CE 2, 6

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	• Welcome Video • Course Syllabus • Introduce Yourself Forum	
Module 1 – Introduction to Worldview Questions	• 1.1 Prayer & personal reflection exercise • 1.2 Quiz on Worldview Videos Set One • 1.3 Quiz on Worldview Videos Set Two • 1.4 Reflection Journal on the Videos and Worldview Questions Sample	10 pts 10 pts 6 pts 10 pts
Module 2 – Love Your God with All Your Mind	• 2.1 Love Your God Quiz on chapter 1 • 2.2 Love Your God Quiz on chapter 2 • 2.3 Love Your God Quiz on chapter 3 • 2.4 Love Your God Quiz on chapter 4 • 2.5 Love Your God Quiz on chapter 5 • 2.6 Love Your God Quiz on chapter 6 • 2.7 Love Your God Quiz on chapters 7-8 • 2.8 Love Your God Quiz on chapter 9 • 2.9 Love Your God Quiz on chapter 10 • 2.10 Reflection Journal on Love Your God with All Your Mind	10 pts 10 pts 10 pts 7 pts 10 pts 5 pts 10 pts 10 pts 3 pts 10 pts
Module 3 – Undivided – Biblical Integration	• 3.1 Undivided Quiz chapter 1 • 3.2 Undivided Quiz chapter 2 • 3.3 Undivided Quiz chapters 3-4 • 3.4 Undivided Quiz chapters 5-6 • 3.5 Undivided Quiz chapters 7-8 • 3.6 Undivided Quiz chapters 9-11 • 3.7 Undivided Quiz chapters 12-13 • 3.8 Undivided Quiz chapters 14-17 • 3.9 Reflection Journal on Undivided	5 pts 7 pts 8 pts 12 pts 12 pts 11 pts 15 pts 13 pts 10 pts
Module 4 – A Christian Philosophy of Education	• 4.1 Writing a Philosophy of Christian Education	100 pts
Module 5 – Final Projects	• 5.1 Create Two Lesson Plans • 5.2 Create an Action Plan • 5.3 Final Prayer Journal	100 pts 50 pts 10 pts
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist	

Module Title	Module Assignments and Activities	Points Possible
	• Grade Request / Transcript Request	
	TOTAL POINTS	**474 points**

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.

- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/departments/disability-access-education.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - https://handbook.fresno.edu/graduate/academic-policies

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/departments/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	**Student Learning Outcomes Oral Communication:** Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
FPU-SLO 2	**Written Communication:** Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
FPU-SLO 3	**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	**Reflection**: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	**Critical Thinking:** Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
FPU-SLO 6	**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles

	underlying a Christian worldview.
FPU-SLO 7	**Service**: Students will *demonstrate* service and reconciliation as a way of leadership.
FPU-SLO 8	**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
FPU-SLO 9	**Quantitative Reasoning**: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
FPU-SLO 10	**Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.