

COURSE SYLLABUS for

Increase Meaning: A Wholistic Approach to Christian Education

CEUs: Participants who successfully complete all course work (as described below) within one year will be awarded a Certificate from Worldview Matters along with 10 CEUs approved by the Association of Christian Schools International (ACSI) in either Biblical Studies or Educational Studies (pick one). As of January, 2016, this course has been approved by ACSI as fulfillment of the “Philosophy of Christian Education” requirement. If you are interested in 5 college credits for this course through Seattle Pacific University, contact Worldview Matters to request the SPU syllabus.

Cost for the certificate course through Worldview Matters: \$270, including materials. *Shipping costs for books is an additional cost, unless using e-books.* Anyone interested in taking the course for a certificate through Worldview Matters® should send a message to that effect to Worldview Matters® through the Worldview Matters website at www.biblicalworldview.com

Materials: The following texts and articles are required:

Texts: *Assumptions That Affect Our Lives*, by Christian Overman, and *LifeWork*, by Darrow L. Miller [These books are available as either hard copies or e-books.]

Articles: “A Church Without A View: Jonathan Edwards And Our Current Lifeview Discipleship Crisis,” by David Scott, and “Calvin and Geneva: Nation-Building Missions,” by Thomas Bloomer

Resources: *The Difference One Life Can Make*, by Christian Overman, and *God’s Pleasure At Work*, by Christian Overman [These are hard copy books only.]

Course Description: Explore how an understanding of the “bigger picture” of a biblical worldview can bring greater meaning and purpose to learning, and how the biblical worldview can bring meaning to the daily work of students and teachers. Practical learning tools will be presented, including a mind mapping technique for incorporating the biblical worldview into lesson plans using an “Integration Conversation Starter”; a “Truth and Baloney Detector” for developing higher level thinking skills relative to worldview analysis; a “DADI Plan” tool for aligning biblically-informed beliefs with daily work, and practical ways for making a robust theology of work an integral part of life.

Practicum: Participants will make presentations to either students (any grade level), or peers, or parents of students, incorporating various concepts presented in this course.

Time: Different students require different amounts of time to complete the assignments in this course, but plan on spending 50-60 hours.

Course Objectives/Anticipated Outcomes:

1. Learners will make relevant connections between all subjects and the “bigger picture” of a biblical worldview, enabling students and teachers to grasp a higher sense of meaning and purpose in connection with all learning.
2. Learners will provide their respective students or peers with practical tools that will enable them to connect their own daily activities and learning with the “bigger picture” of a biblical worldview, nurturing

the life-long skill of engagement with the Cultural Mandate [Gen. 1:26-28] and the Great Commandment [Matt. 22:36-40], both effectively and meaningfully.

3. Learners will comprehend the essential concepts and applications of “worldview” in general, and “biblical worldview” in particular, showing evidence of an ability to distinguish the biblical worldview from other views of reality, gaining insights and discernment, as well as the ability to pass on this skill to students or peers.

4. Learners will comprehend the unique significance of engaging in the Cultural Mandate of Gen. 1:26-28 [God’s “First Commission”], to steward and manage the material world, and show evidence of their ability to assist others in making intentional connections between all knowledge and that Commission.

5. Learners will be motivated and equipped to include “Theology of Work” in their regular instructional responsibilities.

7. Learners will show evidence of thinking “integratively” according to a biblical worldview, and do critical analysis of literature, the media and/or other forms of input—and train others to do the same.

Learner Expectations:

a) View twelve lectures online (recorded for viewing at the student’s convenience).

b) Read the following two books and two articles: *Assumptions That Affect Our Lives*, by Christian Overman; *LifeWork*, by Darrow L. Miller; “*Calvin and Geneva: Nation-Building Missions*”, by Thomas A. Bloomer [article], and “*A Church Without A View: Jonathan Edwards And Our Current Lifeview Discipleship Crisis*,” by David Scott [article].

c) Write four 3-4 page [double-spaced] “reflection and response” papers (one for each of the books/articles listed above), identifying aspects of the book/article that were especially meaningful to you, with comments about *why* it was particularly meaningful, including any personal applications you want to make or implications you see for your life, in electronic format.

d) Learners will submit the following evidences of understanding analytical concepts taught in this course: 1. A comparative worldview analysis of a film or TV program using the “Truth and Baloney Detector” introduced in this course; 2. A document that determines alignment between the learner’s work as an educator and the bigger picture of a biblical worldview, using the “DADI Plan” template introduced in this course.

e) Learners will participate in the following experiential activities (practicum): 1. Teach a group of students or peers how to use the “Truth and Baloney Detector,” and submit a 1-2 page report on how it went; 2. Teach a lesson to a group of students or peers that makes relevant connections between any subject matter and the “bigger picture” of a biblical worldview, and submit a copy of the lesson plan to the instructor [including the “Integration Conversation Starter” introduced in this course], along with a 1-2 page report on how it went; 3. Teach a group of students or peers how to use the “DADI Plan” to make intentional alignments between the biblical worldview and academic or non-academic activities (you may use a modified version of the “DADI Plan” for younger students, called the “Awesome Activator”); 4. Teach a lesson to a group of students or peers that incorporates concepts of theology of work as found in two resources by Christian Overman: *God’s Pleasure At Work* and/or *The Difference One Life Can Make*, sending a copy of the lesson plan to Dr. Overman, along with a 1-2 page report on how it went.

f) Learners will complete a short vocation-related Bible study on the topic of “Education,” or alternate vocation of choice, as presented at <http://www.mondaychurch.org/theology>

Instructor: Dr. Overman holds a B.A. in Music from the University of Washington (1972), a B.A. in German Language and Literature from the University of Washington (1976), a M. Ed. from Seattle Pacific University studying under Dr. Albert E. Greene, Jr, (1984), a D. Min. from Bakke Graduate University (2007), and he is a Commissioned Centurion, studying under Chuck Colson (2009). He has authored several books, including *Different Windows*, published by Tyndale House Publishers in 1989 and re-published as *Assumptions That Affect Our Lives* in 1996, *God's Pleasure At Work*, *The Difference One Life Can Make*, and *Making the Connections: How To Put Biblical Worldview Integration Into Practice*.

Christian Overman was a school teacher in both public and private schools, and principal for 14 years at a Christian school in Seattle, Washington. He is currently the Director of "Worldview Matters[®]," an organization he founded in 2000 (see www.biblicalworldview.com). Contact him at overman@biblicalworldview.com. He has been married since 1972 to his wife, Kathy. They have four adult children and ten grandchildren.

Methods of Instruction: Online lectures, video clips, PPT slides, reading, writing, and practical applications.

Course Content:

1. Defining the term "worldview" and understanding how it shapes values and behaviors of people.
2. Recognizing the five basic components of all worldviews (God, Creation, Humanity, Moral Order and Purpose), and how these components serve to shape values and behavior.
3. Understanding critical differences between biblical worldview premises and non-biblical premises as they relate to values and behavior.
4. Comprehending basic contrasts between modernism and postmodernism, and applying this awareness to interpersonal skills.
5. Unifying faith and life by replacing "sacred" and "secular" dualism with a biblical mindset that does not give credence to the idea of a "secular world."
6. Using the biblical worldview as a frame of reference for creating and developing meaning in human endeavors of all kinds, both in and outside of the classroom.
7. Observing videotape examples of people who have successfully integrated their Christian faith with their work.
8. Designing academic lesson plans that include references to connections with the "bigger picture" of a biblical worldview.

Grading criteria/system and evaluation:

This Certificate course is a pass-fail course.

To pass this course, and to be awarded a Certificate from Worldview Matters with 10 CEUs in either Biblical or Educational Studies approved by ACSI, learners must fulfill the following 9 requirements within one year:

1. Verify in writing that he/she viewed all 12 of the online lectures (see the next page regarding all verifications)
2. Verify in writing that he/she read the two required books and two articles

3. Write a 3-4 page [typed, double-spaced] “reflection and response” paper for each of the required books and articles [4 papers]
4. Do a comparative worldview analysis of a film or TV program using a 1-page template introduced in this course, called the “Truth and Baloney Detector,” and teach a group of students, or peers, or parents how to use this tool, submitting a 1-2 page report on how it went
5. Teach a lesson to students, or peers, that makes connections between a subject of choice and the bigger picture of a biblical worldview, using a 1-page template introduced in this course, called the “Integration Conversation Starter,” submitting a copy of the lesson plan and “Conversation Starter” along with a 1-2 page report on how it went
6. Show evidence of understanding how to make intentional alignments between one’s work as an educator and the bigger picture of a biblical worldview, by using a 1-page template introduced in this course, called “The DADI Plan,” submitting this completed template to the instructor
7. Verify in writing that he/she has taught a group of students, or peers, how to use “The DADI Plan” template (or a modified version of this template designed for younger students, called, “The Awesome Activator”), and submitting a 1-2 page report on how it went
8. Teach a group of students, or peers, a lesson that incorporates theology-of-work content from the resources in *God’s Pleasure At Work* and/or *The Difference One Life Can Make*, submitting an outline of the lesson plan to the instructor, along with a 1-2 page report on how it went
9. Complete a short vocation-related Bible study on “Education” (or an alternate vocation of choice) as presented at <http://www.mondaychurch.org/theology>

Due Dates:

All written work (and verification of fulfillment of requirements) is to be received by the instructor within one year of enrollment.

SEE VERY IMPORTANT INFORMATION ON THE NEXT PAGE

FINAL VERIFICATION TO SUBMIT TO YOUR INSTRUCTOR

Please initial completed work, as itemized below, scan this page, and e-mail to Dr. Christian Overman at overman@biblicalworldview.com within eleven months of enrollment:

1. I have viewed all 12 of the online lectures in full (initials) _____
2. I have read the two required books and two articles in full (initials) _____
3. I have written a 3-4 page [double-spaced] "reflection and response" paper for each required book and article [4 papers] and e-mailed them to Dr. Overman (initials) _____
4. I have done a comparative worldview analysis of a film or TV program using a 1-page template introduced in this course, called the "Truth and Baloney Detector," and taught a group of students, or peers, how to use this tool, submitting a 1-2 page report on how it went to Dr. Overman (initials) _____
5. I have taught a lesson to students, or peers, that makes connections between a subject of choice and the bigger picture of a biblical worldview, using a 1-page template introduced in this course, called the "Integration Conversation Starter," submitting a copy of the lesson plan and "Conversation Starter," along with a 1-2 page report on how it went to Dr. Overman (initials) _____
6. I have shown evidence of understanding how to make intentional alignments between my work as an educator and the bigger picture of a biblical worldview, by using a 1-page template introduced in this course, called "The DADI Plan," submitting this completed template to the instructor (initials) _____
7. I have taught a group of students, or peers, how to use "The DADI Plan" template (or a modified version of this template designed for younger students, called, "The Awesome Activator"), and submitted 1-2 page report on how it went to Dr. Overman (initials) _____
8. I have taught a group of students, or peers, a lesson that incorporates theology-of-work-related content from the resources *God's Pleasure At Work* and/or *The Difference One Life Can Make*, submitting an outline of the lesson plan to Dr. Overman, along with a 1-2 page report on how it went (initials) _____
9. I have completed a short vocation-related Bible study on "Education" (or an alternate vocation of my choice) as presented at <http://www.mondaychurch.org/theology> and e-mailed a copy of my work to Dr. Overman (initials) _____

My name: (please print) _____

Address: _____

(city) _____ (state) _____ (zip) _____

E-mail address: _____

Signature: _____ Date: _____