

DRAFT SYLLABUS
Vers. 2
Subject to Change!
Final posted in Canvas on
May 20

Loyola Institute for Ministry
Loyola University New Orleans

Revision April 6, 2026

Religious Education Across the Curriculum **LIM G839- Y1G0E**

Summer 2026

Important! You will be notified by email to your Loyola email address when your course web site is available (normally the week before class begins). Please reply to the instructor's email when you receive it to confirm that you are ready to begin the course.

Course Description

This course envisions a ministry setting, as in a school or parish, in which religious education across the curriculum is seen as essential to the institution's mission and purpose. Within such a school or parish, religious education would obviously take the traditional form of a discrete subject that is concerned with passing on to students the distinctive teachings of the Catholic faith.

In a school, the explicit focus of teaching the Catholic faith remains but a part of the whole curriculum. What is needed and taken up in this course is a more comprehensive and integrated understanding and practice of religious education in which the religious educator partners with teachers to illumine the presence and activity of God, of the sacred, that ultimately and intimately pervades every subject and discipline, as well as to affirm and support these teachers' more implicit practice of religious education. The essential, distinctive educational role and task of religious education is to facilitate a process and experience of discerning and interpreting the sacred in all its manifestations, utilizing any and every subject matter and means through which students encounter the source and ultimate expression of the sacred.

In a parish, religious education across the curriculum intentionally makes applications and connections to all aspects of the secular world, enabling parishioners to fulfill their mission in the Church. "Since the laity, in accordance with their state of life, live in the midst of the world and its concerns, they are called by God to exercise their apostolate in the world **like leaven**, with the ardor of the spirit of Christ. ([decree *Apostolicam Actuositatem* \[AA\] Chapter 1, Section 2](#)) As leaven, parishioners of all ages, if given the skills and understanding, can enrich all their endeavors as stewards of the world with the Gospel. As authentic witnesses of the ongoing revelation within the divine origin of creation and the sacred dimensions of the secular world, religious education in a parish will also enhance a deeper sacred experience of the world through the discoveries and developments of

modernity that are in keeping with the virtues and mission of the Gospel.

Such is the focus and commitment of this course: to inspire and engage religious educators in considering the religious dimension of the spectrum of subjects and disciplines that constitute the academic curriculum and professions, and to offer a methodology for illuminating and integrating this dimension into their practice of religious education. While the course may seem most immediately identified with academic contexts of Religious Education practice, it also explores its relevance to congregational and parish settings. Consider what an informed perspective in the arts, music, economics, history, science, literature, philosophy, medicine, engineering, and even sports offer for the spiritual understanding, development, and practice of members of a parish school of religion or a congregation at large. Students are invited to choose the context in which they will interpret and apply course material and activities.

Course Goals

By the end of this course, students should be able to

- achieve an interdisciplinary vision and practice of religious education.
- apprehend and articulate an incarnational theology and spirituality in which divine presence and grace abound throughout the phenomenal world;
- reference and integrate appropriate Catholic theological and ecclesial foundations for an interdisciplinary approach to Catholic Religious Education;
- demonstrate an understanding of what the various disciplines offer and how they relate to and contribute to Catholic Religious Education;
- in perceiving and linking the wisdom of the subjects constituting the curriculum with the Faith Tradition;
- reference and integrate relevant educational foundations for an interdisciplinary approach to Catholic Religious Education;
- become proficient in utilizing an inquiry methodology in their practice of REAC;
- serve as a resource curriculum consultant/facilitator for a school or parish program that seeks a coherent and comprehensive practice of Catholic Religious Education;
- develop a Manual/Guide to Religious Education Across the Curriculum for use in their school or parish.

Required Texts

Please order the required texts as soon as possible from the bookstore of your choice.

Berry, Thomas, *The Great Work: Our Way into the Future*. Crown Publishing Group. ISBN-13: 978-0609804995 (List Price: \$14.99)

Directory for Catechesis. United States Conference of Catholic Bishops, 2020. ISBN-13: 978-1601376695 (List Price: \$24.95)

Duffy, Michael, D'Neil Duffy, and Amber Amann. *Children of the Universe: Cosmic Education in the Montessori Elementary Classroom*. 3rd edition, Parent Child Press 2016. ISBN-13: 978-0-939195-50-3 (List Price: \$25.00)

Larmer, John, Mergendolle John, Boss, Suzie, *Setting the Standard for Project Based Learning*. ASCD 2015. ISBN-13: 978-1416620334. (List Price: \$14.71)

Lorraine A. Ozar, *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*. 2nd edition, Loyola University Chicago, 2012. ISBN: 978-1-55833-780-0 (List Price: Free Down Load)

Additional readings and media as included in the Canvas course.

Recommended Text

Groome, Thomas H. *Will There Be Faith?* HarperCollins Publishers, 2011. ISBN-13: 978-0-06-203728-2 (List Price: \$15.99)

Tchudi, Stephen, and Stephen Lafer. *The Interdisciplinary Teacher's Handbook: Integrated Teaching Across the Curriculum*. Boynton/Cook Publishers, 1997. ISBN: 978-0-86709-398-8 (List Price: \$47.50) (Please note, this book is out of print. Students may purchase a used copy if they wish; however, all readings are accessible through the Canvas course.)

Evaluation and Course Requirements

Sequence of Topics/Calendar of Assignments

Weekly sessions in this course run from Tuesday–Monday. Please note that all assignments must be completed by Midnight on Monday, the last day of the weekly session, except for Week 1; you must complete your personal introduction by Sunday, 5/31 by 11:59pm Central Time, or risk being administratively dropped from the course.

Session	Topic	Assignments
Week 1 May 26– June 1	Introducing Ourselves and Religious Education across the Curriculum (May 25, Memorial Day Holiday)	Introduce self; complete readings, discussion questions
Week 2 June 2–8	Establishing Foundations of REAC: Approach and Methodology	Complete readings, media, discussion questions
Week 3 June 9–15	The Sciences as Context for Religious Education (June 19, Juneteenth holiday)	Complete readings, media, discussion questions; attend optional synchronous class meeting
Week 4 June 16–22	Mathematics as Context for Religious Education (June 19, Juneteenth Holiday)	Complete readings, media, discussion question; attend required small-group meeting
Week 5 June 23–29	Literature and Language Arts as Context for Religious Education	Complete readings, media, discussion questions; Mid-term Assignment due 7/1 by 11:59 pm CDT
Week 6 June 30–July 6	History and Social Studies as Religious Education (July 3, Independence Day Holiday)	Complete readings, media, discussion questions
Week 7 July 7–13	Music as Religious Education	Complete readings, media, discussion questions; attend optional synchronous class meeting
Week 8 July 14–20	The Arts as Religious Education	Complete readings, media, discussion questions; attend required small-group meeting
Week 9 July 21–27 August 1	Working Break to Complete REAC Manual (Final Project)	Final Assignment due 7/27 by 11:59 pm CDT
Week 10 July 28–31	Course Evaluation	

Wednesday, August 5: due date for posting final grades

Week One Assignments

- 1) Read overview in Canvas
- 2) Participate in a Discussion on Canvas by introducing yourself and greeting your fellow students. Complete by Sunday, May 31, 11:59 pm CT to avoid being administratively dropped from the course.
- 3) Indicate your preferences for synchronous class meetings (attendance is optional).
- 4) Read the linked texts located in Canvas
 - Summary of Ecclesial and Theological Support (PDF in Canvas)
 - Dominic Aquila, “The Value of a Catholic Liberal Arts Education.” (PDF in Canvas)
 - Lorraine A. Ozar, *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*, (PDF links)
 - Philip Phenix, *Education and the Worship of God*, pp. 13-33. (PDF in Canvas)
 - Kathy Lake, “Integrated Curriculum.” (PDF in Canvas)

Required Reading

- Thomas Berry, *The Great Work*, Chapter 1.
- John Larmer, John Mergendoller, Suzie Boss, *Setting the Standard for Project Based Learning*, Chapter 1.

Familiarize yourself with:

- Francis, *On Care for Our Common Home (Laudato Si’)*, [# 84-92, 137-43](#)
- *The Church in the Modern World (Gaudium et Spes [GS])*, # 1-11 (the rest of the chapter is recommended). Note: The text on the Vatican website does not use gender inclusive language.
- Jessica Roberts, Stefanie Horgan, “A Critical Component Necessary for Robust STREAM,” *NCEA Podcast Series*, [2022](#).

Optional Texts: Documents Related to Other Christian Traditions

- [National Association of Episcopal Schools](#)
- [Virginia Theological Seminary Educational Resources](#)
- [United Methodist Association of Preschools](#)

- 5) Complete Discussion Questions 1 and 2

Assessment

Each student’s final grade will include the following parts:

		Percentage of Grade	
		Graduate	CEU
1	Substantive participation in weekly discussion via online postings	40%	85%
2	Spiritual Connections	5%	5%
3	Midterm Assignment	15%	–
4	Final Assignment: REAC Manual (graduate students) REAC Posting (CEU students)	40%	10%

1) Substantive participation in weekly discussion via online postings (40% graduate / 85% CEU)

Please note: All times are Central Time.

For each Discussion assignment, students are required to make three (3) posts: a major post of 350-400 words in which they respond to the question posted, and two (2) minor posts of no more than 150-200 words each in which they respond to two (2) of the major posts made by their fellow students. In weeks where there are two discussion board questions, students are required to make one major post and two minor posts for each question (totaling 2 major, 4 minor posts). Our weekly sessions will run from Tuesday to Monday.

Beginning Each Tuesday

- Read the overview for the week’s work and begin individual work for the week. Questions that arise about the material may be addressed to the professor in the Question Board or via email.
- Contributions to Discussions should reflect critical engagement with both the required readings as well as any other assigned material and should demonstrate itself as such.

By Thursday, 11:59pm CT.

- When there is an assigned group leader, beginning several weeks into the semester, the first major post to the weekly discussion question is due by Thursday night for group leaders and by Saturday night for everyone else. Some weeks require students to answer more than one question as a major post.
- If the class size requires it, groups will be created and assigned several weeks into the semester. When this occurs, the group discussion leader posts a response to the discussion question by Thursday night. This initial post by the group discussion leader should also raise a question for the group to consider and be between 350-400 words (Major post).

By Saturday, 11:59pm CT.

- Other members of the group respond to the discussion question by the end of Saturday night with a major post between 350-400 words. Either this initial post or a subsequent minor post should also address the group leader's question.

By Monday, 11:59pm CT.

- All students respond to two other member's posts in 150-200 words by Monday night (Minor posts).
- All members should have a total of three discussion posts by Monday night (one Major, two Minor) for each discussion board question.

Contents of Discussion Post

To earn full credit, you should do the following things:

- post and respond by the due date.
- adhere to word length requirements;
- refrain from inappropriate posts (words/tones that diminish the character and community of the course) Practice using "I-statements," avoid generalizations by qualifying your words;
- provide content of substance based on the course material—that is, not comments such as "I agree wholeheartedly," but rather content that offers an original and informed contribution to the discussion, either as an opening or as a response, and reference course material;
- integrate (reference/cite) what you have read, how you understand the material, your experience, the remarks of your colleagues, and the course material;
- posting fully addresses the weekly questions and stimulates substantial follow-up postings;
- write in accessible prose—that is, not necessarily formal academic prose, but prose that is as clear and correct as you can make it, citing material not your own, and avoiding "text-speak" (using complete sentences rather than abbreviations and emoji to make your point, for example).

For a detailed explanation of the grading policy, please see the Rubric for Discussion Posts in Canvas in the Week 1 module. I look forward to seeing your comments and insights in the discussions.

Small Group Meetings (required):

During our class you will host your own virtual learning sessions in Weeks 4 and 8. This is a wonderful way to help build community, and contextualize our discussions. If class size

requires it, I will organize class members into smaller groups. These small group assignments will be announced during Week 3 and also posted in Week 3 on the groups and discussions page if needed.

You should plan to meet for at least one hour with other members of your group to discuss this week's assigned material in light of the discussion questions on Canvas. Once you have met, you should complete the Small Virtual Group Assignment and submit it by Monday night of the weekly session.

Synchronous Virtual Classes (optional):

There will be **two** optional opportunities to meet synchronously as a whole class through Zoom, available through Canvas during the course of the semester. These will be scheduled in weeks 3 and 7. Plan for each session to last 1 ½ hours. In the Week 1 module you are invited to fill out an availability survey so that we can find times that work for the majority of the class. After the surveys are complete I will send out an announcement to share the exact dates and times for these sessions.

If you attend the synchronous virtual class, you do not have to write your weekly major/minor posts on discussion board. Attendance and active participation in the virtual class will count for your weekly participation grade.

2) Spiritual Connections Assignments: (5% graduate and CEU students)

In Weeks 2, 4, and 8, you will submit prayerful reflections to the spiritual connection prompts in the format of discussion board posts.

3) Midterm Assignment: (15% graduate students)

In 3-5 pages, make the case for an initiative to have Religious Education Across the Curriculum in your ministry setting. Full details will be found in the final syllabus in Canvas.

4) Final Assignment

A) REAC Manual (40% graduate students)

Students will create a manual or guide for REAC as a model of Catholic Religious Education as an interdisciplinary approach to Catholic education for schools or parishes. Full details will be found in the final syllabus in Canvas.

B) REAC Posting (10% CEU students)

CEU Students will provide a brief 1-2 paragraph reflection discussing the key insights from this course on their praxis.

Grading Scale

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	60-66.9
B+	87-89.9	C	73-76.9	F	0-59.9
B	83-86.9	C-	70-72.9		

Overall Grading Scale

Please note that the LIM grading scale uses B as the standard for graduate-quality work. A and B+ indicate graduate work done with distinction, with B- and below signifying levels below graduate standards.

Letter Grade	Quality Points	Characteristics of Student Work
A	4.0	Work done with distinction. An outstanding use of all four evaluation criteria as a catalyst for critical reflection.
A-	3.7	Work done with distinction, with a few minor corrections needed.
B+	3.3	Work of very good quality. The assignment is addressed in an exceptional manner with a good balance of personal insight and academic documentation.
B	3.0	The standard for the master's degree. The assignment is adequately addressed in a clear and concise manner with appropriate documentation. If subsequent work meets this standard of quality, the degree will be awarded.
B-	2.7	The work is slightly below the standard for master's level work. The assignment is addressed, but a number of corrections is needed to address the assignment in a clear and concise manner. If subsequent work continues at this level, the student may not continue in the degree program.
C+	2.3	Substandard graduate work. Evaluation criteria are not adequately met in the assignment. Moderate improvement is needed. If subsequent work continues at this level, the student may not continue in the degree program.
C	2	Less than graduate-level work. Evaluation criteria are not met. If subsequent work continues at this level, the student may not continue in the degree program.
C-	1.7	Below average, grade does not count towards graduation.
D+	1.3	Minimally passing, grade does not count towards graduation.
D	1	Minimally passing, grade does not count towards graduation.
F	0	Assignment not addressed at all, incomplete assignment, or not submitted on time.

Course Policies

Incomplete Grade Policy

Students are subject to the university policy regarding incomplete grades with the following additions to university policy. Grades of Incomplete are given at the instructor's discretion. Students must complete LIM's Incomplete Grade Request Form found in the Resources, Policies, Forms, & Services section of their Canvas course. Students should first inquire of their instructor whether or not they are eligible for an incomplete; this must

occur with sufficient time to complete the process explained here. To be eligible, students may not have received an Incomplete in the previous semester, must have completed at least 75% of the course work to date, and must have at least a C or above in the course. After the instructor makes an initial assessment of eligibility, including checking with the LIM Office to ensure there was no Incomplete in the previous semester and finds the student eligible, by the due date of the course's final assignment, a student must complete and obtain all signatures for LIM's Incomplete Grade Request Form found in the Resources section of their Canvas course and submit it to their instructor, who will forward a copy to the LIM Director. LIM graduate students may not receive Incompletes in LIM courses in consecutive semesters.

Attendance and Participation

Students are subject to the university policy regarding attendance found online in the Bulletin. Students in online courses communicate their presence by active participation in weekly discussions. Each course's instructor sets requirements for how many times students must post on the Discussion Board in Canvas. Failing to post during the first week of class may result in removal from the course. If you foresee that you will be unable to post in a given week, please contact the instructor ahead of time. Extensions for posting are given at the instructor's discretion and for a valid reason may be granted if arranged ahead of time. In extraordinary circumstances, students may arrange with their instructor to post up to two weeks after a due date, though this may entail a grade reduction. Posts and other assignments submitted more than two weeks late may be subject to a grade of zero. If students do not post in a given week, they are considered absent. Absence for more than one week without contacting the instructor may result in removal from and failure of the course.

University Policies

Please read Part 2 of the syllabus (located in Canvas) for university policies on plagiarism, AI, accessible education, and more.