Religious Studies Major Revision Proposal

December 2, 2015

This is a revision of the existing major in Religious Studies, administered by the Department of Comparative Studies

**1. General Information**

This is a revision of the existing major in Religious Studies. Its name is Religious Studies. Students will receive a BA with a major in Religious Studies. The proposed implementation date is July 1, 2016 or beginning of AU 16 semester (whichever is appropriate). The academic units responsible for administering the program are the Department of Comparative Studies and the College of Arts & Sciences.

**2. Rationale**

This is a revision of the existing Religious Studies major. The existing major had two subplans, “Religions and Cultures” and “Study of Religions.” During our annual assessment exercise in Spring 2014, the Department of Comparative Studies observed a serious drop in majors in Religious Studies. This prompted an expansion of our regular assessment process that encompassed focus groups and a broad survey of current and former majors. Along with data that emphasized strengths in the major, this assessment uncovered a trend in student responses that indicated frustration with the complexity of and inconsistencies in the course offerings and an awareness that one of the subplans could not be completed under current staffing limitations. This major revision is intended to respond to that data by:

1. Replacing the two subplans with one plan that combines the strengths of the previous two.
2. Ensuring that we can regularly offer the classes our students need
3. Easing student flow through the major
4. Increasing student/faculty interaction outside the classroom
5. Creating an Advisory Board consisting of faculty from across the College of Arts and Sciences that will oversee the major and ensure cross-departmental cooperation with regular course offerings.

This major combines the strengths of the two subplans by maintaining the theoretical and methodological foundations of “Religions and Cultures” with the required exposure to a broad range of past and present religious traditions that characterized “Study of Religions.” These broad knowledge bases then become the foundation for the later Comparative/Interdisciplinary courses that cover multiple traditions or themes. The plan establishes a progression of intellectual awareness and sophistication that culminates in a capstone course where students develop an interdisciplinary comparative research project.

A typical path through the new Religious Studies major would begin with a student taking one of our popular GE courses and discovering the department’s approach to religious studies. Most commonly, students begin their study of religions by focusing on those traditions already known to them. RS 2370, Introduction to Comparative Religion, should pique their curiosity about the broader range of religious traditions and practices. Majors will go on to complete between 9 and 15 hours on individual religious traditions. Taking advantage of this major’s cross-departmental offerings, these classes could draw on the expertise of colleagues in Classics, History, Philosophy, and NELC. As they develop their knowledge base about particular traditions, majors in Religious Studies will also be acquiring theoretical and methodological skills central to the field of Religious Studies via their required core courses, RS 3972 (formerly 4972)Theory and Method in the Study of Religion and CS 3990 Approaches to Comparative Studies. Interspersed with those courses will be classes that emphasize the comparative and interdisciplinary aspects of Religious Studies (9-15 credit hours). Taking Comparative Studies 4990 in their senior year, majors in Religious Studies should be prepared to develop an in–depth research project that brings together their skills and knowledge bases in a comparative and interdisciplinary fashion.

Students who complete a major in Religious Studies will have acquired a broad and deep awareness of the range of religious traditions past and present. They will be aware of some of the methodological difficulties that confront any scholar of religion. They will be able to study religion comparatively and critically in a range of cultural and historical contexts. Finally, they will be able to identify and appreciate the role that religion plays in other aspects of culture and society. As our world becomes increasingly tied together, such in-depth understanding of religious traditions, their histories, and current interactions becomes vitally important. The research skills that these majors develop along the way can be transferred to the complex problems of a global society.

A complex interdisciplinary cross-departmental major like Religious Studies benefits from an Advisory Board that is explicitly charged with overseeing the major and coordinating cross-departmental cooperation to ensure regular course offerings needed by the students.

*Specific Changes from the Existing Religious Studies Major*

* Elimination of the “Study of Religions” and the “Religions and Cultures” tracks while combining their strengths into on major that will rely on one consistently offered set of courses.
  + The Cross-Cultural Distribution requirement is retained from the “Study of Religions” track, ensuring broad knowledge of the world’s religious traditions.
  + The Comparative and Interdisciplinary requirement is retained from the “Religions and Cultures” track, ensuring attention to emerging practices and cultural questions.
* The creation of an Advisory Board consisting of faculty from across the College of Arts and Sciences that will oversee the major and coordinate cross-departmental cooperation to ensure regular course offerings needed by the students.
* All Religious Studies majors will have a faculty advisor assigned to them. This advisor will help the student create a coherent program of study and increase faculty/student interaction outside the classroom.

**3. Goals/Objectives and Evaluation of Program**

Religious Studies Program Goals:

Goal 1: Students will attain a broad knowledge of the world’s religions.

Goal 2: Students will understand some of the methodological challenges facing any scholar of religion.

Goal 3: Students will develop an understanding of religion and how to study it comparatively and critically in a range of cultural and historical contexts.

Goal 4: Students will develop multi-disciplinary skills to appreciate the role religion plays in social and cultural production (in terms of art, literature, politics, society).

Our existing assessment plan measures the success of this program by reviewing capstone papers, evaluating answers to embedded questions, evidence from other assignments in the classes, surveying our majors, and reviewing discursive course evaluations. One of the stimuli for this major revision derives from that plan. It showed that a significant percentage of our students were unable to complete the subplan they preferred. Many entered the capstone course unprepared for the work that course demanded and, as a result produced papers that did not effectively address the program goals. Given the evident success of the existing assessment plan and its ability to identify problems in the program, we are submitting the same plan to accompany this revision. This plan is already implemented. The relevant section from this year’s report follows.

**Plan/Report Details – Religious Studies – BA**

**Goal 1: Students attain a broad knowledge of the world’s religions.**

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| **Methods: Means/Methods** | 1. Introductory courses in Religious Studies provide students with broad knowledge of a wide variety of religions. CS 2370 (Introduction to Comparative Religion) is required of all majors, but other courses complement that content and add new perspectives. Assessment of this goal, therefore, is best achieved near graduation, by which time all students should have encountered a truly expansive comprehension of the world’s religions. 2. Ongoing assessment of student learning takes place during regular course work. These means include tests, in-class discussions, and writing assignments. 3. Ongoing assessment will be supplemented at the end of each academic year by an examination of final papers in the capstone course (CS 4990 or CS 4970). These papers should provide evidence of the students’ full understanding of the world’s religions. |
| **Criteria** | Criteria include effective completion of test answers, demonstration of broad knowledge during in class discussions, and course-specific writing assignments. Capstone projects will confirm the expansion and development of this understanding. |
| **Planned Use** | In faculty discussion of curriculum development. Revision of major is in process. |
| **Implementation Schedule** | Assessment of this goal will be continuous throughout RS courses and completed at the end of each student’s capstone year. |
| **Evidence** | Evidence drawn from oral and written assignments in courses, evaluation of capstone papers, survey responses, and review of discursive course evaluations. |
| **Met Minimum Criteria?** | Yes |
| **Met Criteria for Excellence?** | Partially met. |
| **Review of Findings** | After one year of this new major,students majoring in Religious Studies demonstrate a strong knowledge of the traditional religions (Hinduism, Buddhism, Christianity, Islam, Judaism). Knowledge of less well-known religions is spotty, depending on courses taken. |
| **Changes Made** | Addition of survey responses, addition of review of discursive course evaluations. |
| **Assessment of Changes Made** | Review of discursive course evaluations links course goals to program goals and measures student sense of the achievement of these goals. |
| **Next Steps** | Revision of major is in process |

**Goal 2: Students will understand some of the methodological challenges facing any scholar of religion.**

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| **Methods: Means/Methods** | 1. Courses in Religious Studies offered by the Department of Comparative Studies consistently foreground methodological issues. CS 2370 (Introduction to Comparative Religion) is required of all majors, but other courses complement that content and add new perspectives. Although ongoing, assessment of this goal is best achieved near graduation, by which time all students should have developed some understanding of the methodological issues. 2. Ongoing assessment of student learning takes place during regular course work. These means include tests, in-class discussions, and writing assignments. 3. Ongoing assessment will be supplemented at the end of each academic year by an examination of final papers in the capstone course (CS 4990 or CS 4970). These papers should provide evidence of the students’ understanding of methodological issues. |
| **Criteria** | Criteria include effective completion of test answers, demonstration of broad knowledge during inclass discussions, and course-specific writing assignments. Capstone projects will confirm the expansion and development of this understanding. |
| **Planned Use** | In faculty discussion of curriculum development. Revision of major is in process. |
| **Implementation Schedule** | Assessment of this goal will be continuous throughout RS courses and completed at the end of each student’s capstone year. |
| **Evidence** | Evidence drawn from oral and written assignments in courses, and evaluation of capstone papers, survey responses and review of discursive course evaluations. |
| **Met Minimum Criteria?** | Yes |
| **Met Criteria for Excellence?** | Largely met. This is a strength of the major |
| **Review of Findings** | After one year of this major, capstone papers demonstrate a clear attention to this goal and many display master of it. Discursive course evaluations indicate that this goal is shared widely in individual course goals. |
| **Changes Made** | Addition of review of discursive evaluations |
| **Assessment of Changes Made** | Review of discursive course evaluations links course goals to program goals and measures student sense of the achievement of these goals. |
| **Next Steps** | Revision of the major is in process. |

**Goal 3: Students will develop an understanding of religion and how to study it comparatively and critically in a range of cultural and historical contexts.**

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| **Methods: Means/Methods** | 1. Courses in Religious Studies offered by the Department of Comparative Studies consistently foreground comparative approaches across cultural and historical contexts. CS 2370 (Introduction to Comparative Religion) is required of all majors, but other courses complement that content and add new perspectives. Although ongoing, assessment of this goal is best achieved near graduation, by which time all students should have developed some understanding of comparative and critical approaches to religion in cultural and historical contexts. 2. Ongoing assessment of student learning takes place during regular course work. These means include tests, in-class discussions, and writing assignments. 3. Ongoing assessment will be supplemented at the end of each academic year by an examination of final papers in the capstone course (CS 4990 or CS 4970). These papers should provide evidence of the students’ understanding of comparative and critical approaches to religion in cultural and historical contexts. |
| **Criteria** | Criteria include effective completion of test answers, demonstration of broad knowledge during in class discussions, and course-specific writing assignments. Capstone projects will confirm the expansion and development of this understanding. |
| **Planned Use** | In faculty discussion of curriculum development. Revision of major is in process. |
| **Implementation Schedule** | Assessment of this goal will be continuous throughout RS courses and completed at the end of each student’s capstone year. |
| **Evidence** | Evidence drawn from oral and written assignments in courses, and evaluation of capstone papers, survey responses and review of discursive course evaluations. |
| **Met Minimum Criteria?** | Yes |
| **Met Criteria for Excellence?** | Largely met |
| **Review of Findings** | After one year of this major, students generally display a solid understanding of comparative and critical approaches to religion in cultural and historical context. This is perhaps the hallmark of our program and these issues are emphasized in every course. Although levels of sophistication vary, every capstone paper in Religious Studies gives evidence of this understanding. |
| **Changes Made** | Addition of review of discursive evaluations |
| **Assessment of Changes Made** | Review of discursive course evaluations links course goals to program goals and measures student sense of the achievement of these goals. |
| **Next Steps** | Revision of the major is in process |

**Goal 4: Students will develop multi-disciplinary skills to appreciate the role religion plays in social and cultural production (in terms of art, literature, politics, society).**

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| **Methods: Means/Methods** | 1. **SEE NOTE BELOW.** Courses in Religious Studies offered by the Department of Comparative Studies consistently foreground interdisciplinary skills and the role that religion plays in other forms of social and cultural production. Although ongoing in individual courses, assessment of this goal is best achieved near graduation, by which time all students should have developed these skills enough to display them effectively. 2. Ongoing assessment of student learning takes place during regular course work. These means include tests, in-class discussions, and writing assignments. 3. Ongoing assessment will be supplemented at the end of each academic year by an examination of final papers in the capstone course (CS 4990 or CS 4970). These papers should provide evidence of the students’ interdisciplinary skills in their comprehension of religion’s impact on other forms of social and cultural production. |
| **Criteria** | Criteria include effective completion of test answers, demonstration of broad knowledge during in class discussions, and course-specific writing assignments. Capstone projects will confirm the expansion and development of this understanding. |
| **Planned Use** | In faculty discussion of curriculum development. Revision of major is in process. |
| **Implementation Schedule** | Assessment of this goal will be continuous throughout RS courses and completed at the end of each student’s capstone year. |
| **Evidence** | Evidence drawn from oral and written assignments in courses, and evaluation of capstone papers, survey responses and review of discursive course evaluations. |
| **Met Minimum Criteria?** | Yes |
| **Met Criteria for Excellence?** | Partiall**y** met |
| **Review of Findings** | This goal is emphasized in some areas of the curriculum more than others. Student demonstration of competency in this area is, therefore, more erratic. |
| **Changes Made** | Addition of review of discursive course evaluations. |
| **Assessment of Changes Made** | Review of discursive course evaluations links course goals to program goals and measures student sense of the achievement of these goals. This review makes clear that students taking courses offered by the Department of Comparative Studies are aware of this goal and largely believe that it is being met in these courses. |
| **Next Steps** | Revision of the major is in process. |

4. **Relationship to Other Programs / Benchmarking**

This is a revision of the existing major in Religious Studies. There will be no new overlap with any other programs or departments within the university. As an interdisciplinary major, successful completion of the program requires students to incorporate classes from other departments into their plan, and many of our courses are cross-listed. These pre-existing arrangements will continue in the advised major. There are no direct transfer opportunities for this major. The only consultants that participated in the revision of this major were members of the faculty, staff, and current and former students of the program. We anticipate that the initial set of students who enroll in the revised major will draw essentially from the same sources as the current major, but our aspiration is that the greater clarity of the structure, the improved regularity of necessary course offerings, and goals of the revision will help to attract a larger percentage of those students who will benefit from our curriculum. With proper communication and promotion, the special qualities of this major should attract high-ability humanities-oriented students from leading feeder high schools as well as OSU colleges outside ASC.

5. **Student Enrollment**.

During the first year, we anticipate no change in the number of students who add our major. In 2014-15, 17 students added the major. We anticipate that, given proper communication and promotion, the number of majors will rise back to the level of those in the RS concentration of the Comparative Studies major before semester conversion. In 2012-13, the major added 29 students.

6. **Curricular Requirements**

Advising sheets, curriculum maps and sample plans are included with this proposal.

The minimum number of hours required for completion of the major is 37. The one credit hour increase is due to adding the new CS 2099 (1 credit hour) course, which is also part of the Comparative Studies BA. The total number of credit hours earned by the typical major in Comparative Studies is 121.

No courses in other departments are required to complete this major. It is expected, however, that every student will take at least some of their major coursework outside of Comparative Studies.

The Religious Studies major is interdisciplinary and cross-departmental by design. Typically, students will take between 6 and 21 credit hours across the College of Arts and Sciences and, occasionally across multiple colleges, at both lower and upper division levels.

We require all our majors to write at least a major senior paper. A senior thesis is highly recommended.

• Describe the major as it would appear in the appropriate college bulletin. **Religious Studies**

7. **Transition Policy**

Students currently enrolled in the Religious Studies Major will be allowed to choose whether or not to complete their major under the old plan or to switch to this new plan. This decision will be made in conjunction with their faculty advisor and communicated to the member of the advising staff assigned to the Department of Comparative Studies.