

CLEMSON UNIVERSITY
COLLEGE OF ARCHITECTURE, ARTS, AND HUMANITIES
REQUESTING TO OFFER A NEW DEGREE PROGRAM
BACHELOR OF ARTS
IN
RELIGIOUS STUDIES

Submitted to the South Carolina Commission on Higher Education
January 15, 2013

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President
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Classification

Program Title: Bachelor of Arts in Religious Studies (New Program)

Academic Unit: College of Architecture, Arts, and Humanities

Degree Type: Bachelor of Arts

Program Length: 4 years

Number of Credit Hours: 120

Implementation Date: August 2013

CIP Code: 380201

Site: Clemson University campus, traditional delivery

STEM Applicability: No

Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards:
Yes: No: **X**

Institutional Approval

Board of Trustees: April 19-20, 2012

Philosophy and Religion Department Curriculum Committee: August 7, 2012

College of Architecture, Arts and Humanities Curriculum Committee: September 17, 2012

University Curriculum Committee: October 5, 2012

Provost (Doris Helms): November 5, 2012

President (James Barker): November 5, 2012

Purpose and Justification

The proposed B.A. in Religious Studies degree is an interdisciplinary humanities program that focuses on the *academic* study of the world's religious traditions and how they are related to almost every aspect of human existence (psychology, sociology, ethics, philosophy, language, economics, science, etc.). Courses in the "Judeo-Christian" tradition are already offered regularly in the Philosophy and Religion Department, but, given the rapid globalization of the past two decades, Clemson students also need regular and sustained exposure to the religious traditions that animate the other half of the globe.

The B.A. in Religious Studies provides grounding in the histories, scriptures, rituals, mythologies, ethics, and beliefs of religious communities as they have been situated in specific geo-political contexts throughout the past three millennia. It should be emphasized that the program is not intended to indoctrinate students into one particular religion or to teach them to become religious, but is focused rather on studying how religion both historically and theoretically motivates, provides meaning for, and helps to organize human life. A strong program in Religious Studies trains students to be global thinkers with a deeper understanding of the world's cultural, political, and social differences. Whether in business, education,

health care, legal, ministerial, or social-service professions, our students will be better informed and better equipped to be world citizens.

Wider Cultural Need

The number of religion and philosophy majors in the United States has doubled since 1970.¹ This trend will likely continue in light of the recent survey data from the Pew Forum on Religion & Public Life that reveal widespread ignorance about religion among Americans, particularly among those who consider themselves the most religious.² In the post-Holocaust and post-9/11 world, we have been continually reminded that such ignorance is no longer acceptable. While the West once had high hopes that reason and science could rid the world of conflict, the contemporary world has awakened to the reality of entrenched community interests, often animated by strong religious belief and practice. The growth in students majoring in the academic study of religion is related to this wider cultural realization.³

If the highly religious are the least knowledgeable about religion in a world in which global politics and economics are often animated by religious disputes (cf. the escalating tension between Iran and Israel or the recent problems in the Middle East caused by the accidental burning of Qurans), it would stand to reason that South Carolina citizens would benefit greatly from a program in the academic study of religion. Students who hope to compete effectively in international business need to understand other societies' cultures and their religions.

Thomas Greene Clemson's will describes the university that he envisioned as a "high seminary of learning." Clemson's first cadets began their day with "morning prayer, Scripture reading, hymn, and announcements."⁴ The B.A. in Religious Studies would fit naturally within the scope and vision of our university as a place that recognizes the integrated nature of human flourishing. Business and industry leaders consistently describe their ideal employees as those who come from Humanities programs (like Religious Studies) that train students to communicate, think, imagine, and analyze problems in creative and critical ways.⁵ This is more urgent today than ever before, as one must be thoughtfully aware of one's place not only in South Carolina but in the world.

The University uses the Top-20 public universities as a benchmark by which we plan, target, establish benchmarks, and evaluate our programs. During the review of our academic programs and our planning phase for the development of new degrees, we reviewed the top 20 public universities for the number and types of degree programs. Eighteen of the top twenty public universities in the latest *U.S. News and World Report* rankings (2013) already offer B.A. degrees in the academic study of religion. Befitting Clemson's

¹ <http://www.rowan.edu/colleges/las/departments/philosophy/ReligiousStudiesRevival.pdf>.

² <http://religion.blogs.cnn.com/2010/09/28/dont-know-much-about-religion-youre-not-alone-study-finds/?hpt=C1>

³ http://www.religiondispatches.org/archive/culture/3448/studying_religion_is_suddenly_popular
http://www.religiondispatches.org/archive/culture/4636/why_the_world_needs_religious_studies/

⁴ Jerome V. Reel, *The High Seminary: A History of Clemson Agricultural College of South Carolina, 1889-1964* (Clemson, SC: Clemson University Digital Press, 2011), 100.

⁵ <http://www.nytimes.com/2011/08/28/technology/steve-jobs-and-the-rewards-of-risk-taking.html?hp>

http://www.businessweek.com/bschools/content/feb2011/bs20110210_718571.htm

<http://www.nytimes.com/2011/04/17/education/edlife/edl-17business-t.html>

http://blogs.hbr.org/cs/2011/03/want_innovative_thinking_hire.html

<http://chronicle.com/article/The-Liberal-Arts-as-Guideposts/130475/>

<http://www.insidehighered.com/views/2012/01/05/essay-new-approach-defend-value-humanities>

http://www.slate.com/articles/news_and_politics/politics/2011/10/michael_m_crow_president_of_arizona_state_university_explains_wh.html

<http://www.nydailynews.com/opinion/a-job-major-liberal-arts-technology-firms-science-math-skills-article-1.951780>

place as a leading university in South Carolina, it should have a major in Religious Studies. A number of our land-grant peer-institutions, including Purdue, Virginia Tech, and N.C. State, have successful major programs in this field. The addition of Religious Studies to the menu of liberal arts programs at Clemson is both in keeping with our founder's vision and in step with institutions and our 2020 Road Map Strategic Plan.

The general interest in the academic study of religion at Clemson is already strong. The ten to twelve General Education courses in Religion offered at Clemson each semester, which are not required by the University, are always full. Each of our Religion faculty receives numerous requests to add students who are unable to get into them. Although anecdotal and only a part of our overall justification for the major, a recent, informal, email survey in March 2012 of our undergraduate Religion minors (30 students) and those majoring in Philosophy with a concentration in Religion (11 students) suggests that a stand-alone B.A. in Religious Studies would be a viable and successful option.⁶ The number of minors (41) and of those majoring in Philosophy with a concentration in Religion (15) continues to grow. Students who want to study religion at Clemson are finding some limited ways of pursuing their interests. Clemson graduates students each year who go on for graduate work in Religion or to seminary. In the recent past we have had students go on to Wake Forest, Duke and Princeton. The addition of the B.A. in Religious Studies would only increase this trend and better meet these students' specific interests and needs.

Employability of Graduates

Because of the inherently interdisciplinary nature of a program in Religious Studies, majors go on to be successful in a number of fields. Some graduates go on to seminary and enter the ministry. Others pursue graduate work in religion and become educators. Still others pursue work in non-profit and service-related industries, both domestically and overseas.⁷ Religious Studies students often go on to pursue medicine and law and provide unique voices within the health-care and legal systems. In a 2009 study, philosophy and religious studies students ranked second only to physics and math students on the LSAT.⁸ 92.8% of students who majored in Philosophy or Religious Studies while in college, according to a recent Georgetown University study of the 2010 U.S. census data, were employed two years ago, in the middle of the recession.⁹ Their median annual income was \$42,000.

Intra-institutional Relationships

⁶ Each of these was asked: "The Department of Philosophy and Religion is interested in your input on the following question: Would you have *considered* either majoring or double-majoring in Religious Studies if the Department had provided the option of a stand-alone B.A. in Religious Studies requiring approximately 30 credit hours of major coursework?" Their response options were:

- a) Yes, I absolutely would have considered it.
- b) Yes, I probably would have considered it.
- c) No, I would not have considered it.

Of the minors who responded, 9 answered "yes, absolutely," 3 answered "yes, probably," and only 4 returned with "no." Of the majors, 7 of the 8 who responded said "yes, absolutely."

⁷ Several prominent southern universities have tracked the careers of their graduates: Furman (<http://www2.furman.edu/academics/Religion/AfterFU/RecentGraduates/Pages/default.aspx>); Duke (<http://religiondepartment.duke.edu/undergraduate>).

⁸ <http://mikeandreani.wordpress.com/2011/08/31/the-Isat-101-problems-and-the-law-aint-1/avg-Isat-scores-by-major/>

⁹ [http://graphicsweb.wsj.com/documents/NILF1111/#term=.](http://graphicsweb.wsj.com/documents/NILF1111/#term=)

Religion faculty members at Clemson work closely with colleagues in other departments, both in and out of the College of Architecture, Arts and Humanities. In the recent past Religion and History faculty have swapped courses in each others' departments. The interim chair of the Language Department, who specializes in Chinese philosophy and religion, has on occasion taught in the philosophy and religion department as well. In the present curriculum, the regularly scheduled Political Science 407 (Religion and American Politics) applies toward the Religion minor.

These interdepartmental connections will expand with the major. In the 2012-2013 academic year we plan to search for another permanent faculty in religion who will be a joint-hire with the proposed program in global studies (in development). The new faculty member will focus in "non-Western" religions. Several other courses across the university are in the process of being cross-listed for and/or included in the Religious Studies curriculum:

- English 414: Milton (Lee Morrissey)
- History 351: Ancient Near East (Steven Grosby)
- History 373: Age of the Protestant Reformation (Tom Kuehn)
- History 396: The Middle East to 1800 (Amit Bein)
- History 472: Medieval Conquests and Crusades (Caroline Dunn)
- Political Science 407: Religion and American Politics (Laura Olson)
- Sociology 432: Sociology of Religion (Melinda Denton)

Beyond these specific courses, a number of other faculty across the university whose research interests involve the academic study of religion have expressed interest in providing their topical seminars, when relevant, to Religious Studies majors:

- Yanming An (Languages; Chinese Religions)
- Erin Goss (English: Bible as/in Literature)
- James Jeffries (History; Native American Religions)
- Suzanne Rosenblith (Education; Religion in American Education)
- Leslie Williams (Languages; Japanese Religions)

Students majoring in Religious Studies will take the majority of their major courses in the Department of Philosophy and Religion, but will have 12 hours of credit within the major that they can use, if desired, to explore this menu of extra-departmental courses. The major also supports the work of the philosophers in our department by requiring 6 credit hours of philosophy. In the end, the addition of a B.A. in Religious Studies is supported by the work of all of these colleagues across Clemson.

Inter-institutional Relationships

Two of South Carolina's public universities offer B.A. degrees in Religious Studies (College of Charleston and USC-Columbia). Neither of two Upstate colleges (USC-Upstate and Lander) offers religious studies. Clemson's B.A. in Religious Studies would thus help fill the Upstate's curricular void. Both USC-Columbia and the College of Charleston have offered their full support of this program.¹⁰

¹⁰ Cf. the following official comments by Dr. Stephanie Mitchem, USC's Chair of the Department of Religious Studies, to Laura Belcher of the SCCHE about the Program Planning Summary, approved July 12, 2012:

"I am so glad that Clemson University and the Department of Philosophy and Religion are proposing a BA in Religious Studies. This program promises to be excellent, contributing to the continued excellence of South Carolina institutions of higher education. The proposed Bachelors degree reflects the growth in the

Clemson's program compares with the one at the College of Charleston in the number of major hours required (33) and in structure (several required courses of all majors, including a theory and methods course along with a senior seminar, in addition to a menu of other courses from which students can select). It differs from the College of Charleston's program in that it will require at least one course in each of the three "Abrahamic" traditions (Judaism, Christianity, and Islam) and in that all second-semester juniors will engage in independent research in a topic of their own choosing (overseen by a tenured faculty member).

Clemson's program compares with the one at the University of South Carolina (Columbia) in the number of major hours required in its "Intensive Major" track (33) and in its structure (several required courses of all majors, including an individualized advanced research project, in addition to a menu of other courses from which students can select). It differs from USC's program in that it will require at least one course in each of the three "Abrahamic" traditions (Judaism, Christianity, and Islam).

What ultimately makes Clemson's program unique among those offered at its sister institutions is the four-year progression of core courses required of all majors:

Freshman year: Religion 102 (World Religions)
Sophomore year: Religion 300 (Studying Religion: Theories and Methods)
Junior year: Religion 399 (Junior Research Colloquium)
Senior year: Religion 490 (Senior Seminar)

This is an intentional program structure that shepherds students from an introduction to the countless religious expressions found across the globe and the varieties of methods and theories for studying these religions, to independent research in topics of their own interest and a culminating research seminar limited to their colleagues from the past four years. Along the way they get a solid grounding in the history and practice of Judaism, Christianity and Islam, in particular, while having a chance to explore other areas of interest within the major.

A number of private institutions in South Carolina also offer a B.A. in Religious Studies, such as Furman and Converse. Other private institutions in the state are denominationally affiliated schools whose curricula are geared toward training students specifically in the Christian tradition, with some limited exposure to non-Christian traditions:

Allen University (African Methodist Episcopal);
Charleston Southern University (Southern Baptist);

academic discipline of religious studies across the United States. Clemson University's degree program will expand opportunities for South Carolina's students. Understanding different religions is a necessity for students across many fields: business, health, law, and international relations. The Bachelor of Arts in Religious Studies is flexible, indicating to graduate school committees or future employers that the person with this degree will have a more refined sense of ethics. We fully support the proposed Bachelor of Arts in Religious Studies degree at Clemson University."

Zeff Bjerken, Chair of the Department of Religious Studies at the College of Charleston, made the following remarks in a private email correspondence dated July 8, 2012 to Bill Maker, Chair of the Department of Philosophy and Religion at Clemson:

"I looked over your planning proposal for the BA in Religious Studies at Clemson and I don't see any conflicts with our degree program, so I'm happy to support it."

Columbia College (United Methodist);
Erskine College (Associate Reformed Presbyterian);
Presbyterian College (Presbyterian Church USA); and
Wofford College (United Methodist).

Other schools, which offer undergraduate degrees in Theology, Bible, and Christian Education, have not been included here. Their programs do not fall under the same CIP Code.

Admission Criteria

There are no admissions criteria specific to the program beyond those already in place in the university and the College of Architecture, Arts, and Humanities where this program is housed. The University's admission is highly selective and considers standardized test scores, class standing, high school curriculum and grade point average. Course work meets all standards set by the SC CHE. The University suggest three years of foreign language. Students identify their first and second choice of majors on the application and are accepted into a major as a freshman. Transfer students are expected to present 30 hours of completed college credits with a minimum of 2.5 GPA.

Enrollment

The University recognizes that CHE would like to have more definitive numbers on enrollments and student interest prior to approving a program. Clemson collects data at the University level prior to a departmental faculty proposing a new degree program. We also require an application and budget proposal before a planning summary is developed for review by the Advisory Committee on Academic Programs. In fact, our Board of Trustees approves the concept and planning summary prior to submission of the planning summary. We take the development and approval of new degree programs very seriously. We have survey data from intended college students. These potential students are located, not just in South Carolina, but in states from which Clemson receives high numbers of student applications. The results are based on a study of over 10,000 prospective college bound students who expressed interest in the social sciences and humanities. In the category of philosophy and religion, 1737 students indicated an interest in the area. We believe that our projections for enrollment are sound.

As of October, 2012, Clemson has 41 students minoring in Religion and 15 students majoring in Philosophy with a concentration in Religion. An informal email questionnaire to these groups of students about their interest in a possible B.A. in Religious Studies (see footnote 6 above) suggests that a majority of our minors and almost all of our majors would have "absolutely considered" majoring in Religious Studies as a stand-alone degree. For many of these students it is too late to switch their major, but it is reasonable to think that we will have 10 students transfer into the major during its first year of operation, in addition to 10 new incoming students in Religious Studies each subsequent year. A student or two will transfer out of the program every year and at the end of five years the number of majors should stabilize between 35-40 majors.

Table A - Total Enrollment

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013-14	20	300	20	300	1	3
2014-15	29	435	29	435	2	6
2015-16	38	570	38	570	3	9
2016-17	37	555	37	555	3	9
2017-18	36	540	36	540	3	9

Assumptions in the enrollment table.

Ten new freshmen plus ten internal “transfer” sophomores from Religion minors and Philosophy majors who are focusing in religion.

Students who have completed the first year, plus an additional ten new students. No new transfers from within the institution. Assumes that some students may transfer out of the major as well.

Internal transfers graduate at the end of the third year. They are replaced by newly enrolled students.

Curriculum

The overall curriculum is 120 credit hours including general education requirements, religious studies core and required courses, foreign language, minor, and elective hours. In addition to completing the General Education curriculum, the Religious Studies major must meet the requirements of the School of Humanities plus complete HIST 172 and 173 and 6 hours of 300-400 level coursework in Philosophy. Students are encouraged to substitute a double-major for their minor and should speak with their advisor early during their academic tenure at Clemson to ensure that both majors are completed within four years.

All majors must take REL 102, 300, 399, and 490. They must also take one course each in Judaism (Rel 301 or 306), Christianity (Rel 302 or 307), and Islam (Rel 303 or 315), as well as 12 additional credits in Religious Studies at the 300-400 level. Students may take PHIL 303, ENGL 414, HIST 396, HIST 472, SOC 432, and PO SC 407 for this last requirement. PHIL 303 cannot count both here and in the 6 required Philosophy hours for the major described above.

Freshman Year

1st Semester

ENGL 103: Accelerated Composition (3)

HIST 172: The West and the World I (3)

Mathematics Requirement (3)¹¹

Natural Science w/ Lab Requirement (4)¹⁴

Foreign Language Requirement (3)¹²

16 Hours

2nd Semester

REL 102: World Religions (3)

HIST 173: The West and the World II (3)

Math or Science Requirement (3)¹⁴

Oral Communications Requirement (3)¹⁴

Foreign Language Requirement (3)¹⁵

15 Hours

Sophomore Year

1st Semester

Social Sciences Requirement (3)¹⁴

Arts and Humanities Literature Requirement (3)¹⁴

Major Requirement (3)¹³

Major Requirement (3)¹⁶

Science and Technology in Society

Requirement (3)¹⁴

15 Hours

2nd Semester

REL 300: Studying Religion (3)

300-Level+ Philosophy Requirement (3)

Major Requirement (3)¹⁶

Minor Requirement (3)¹⁴

Elective (3)

15 Hours

Junior Year

1st Semester

Arts and Humanities Non-Literature
Requirement (3)¹⁴

Major Requirement (3)¹⁶

Major Requirement (3)¹⁶

Minor Requirement (3)¹⁷

Elective (3)

15 Hours

2nd Semester

Cross-Cultural Awareness
Requirement (3)¹⁴

REL 399: Junior Research Colloquium (3)

Major Requirement (3)¹⁶

Minor Requirement (3)¹⁷

Elective (3)

15 Hours

Senior Year

1st Semester

REL 490: Senior Seminar (3)

Major Requirement (3)¹⁶

Minor Requirement (3)¹⁷

Elective (3)

Elective (3)

15 Hours

2nd Semester

300-Level+ Philosophy Requirement (3)

Minor Requirement (3)¹⁷

Elective (3)

Elective (3)

Elective (3)

15 Hours

¹¹ See General Education Requirements.

¹² The Foreign Language requirement for the School of Humanities is a proficiency requirement through 202 in Arabic, Chinese, French, German, Italian, Japanese, Latin, Portuguese, Russian or Spanish.

¹³ See major requirements in program description above.

¹⁴ Students who want to minor in philosophy must complete the requisite coursework above and beyond the two required philosophy courses for the major.

Assessment

The University engages in program evaluation and assessment that focuses on program outcomes as well as student learning outcomes. While assessment of students is essential, program assessment is an important component as well. The faculty examines a number of factors related to program quality and effectiveness including, but not limited to, enrollment and graduate rates, admission to graduate programs, GRE and ETS proficiency scores, publications and presentations of faculty and students, student assessment of instructors, and exit interviews. These data assist faculty in evaluating and improving program implementation. The University provides annual data for department chairs to use in conducting program reviews. The student learning outcomes are of particular importance between of the distributed competencies required of all undergraduate students and relate directly to the curriculum plan of study.

Student Learning Outcomes and Assessment

The BA in Religious Studies is designed to help students:

- 1) gain a firm understanding of the histories, scriptures, rituals, mythologies, ethics, and beliefs of the world's largest religious traditions;
- 2) develop theoretical and methodological tools for studying any of the world's religions, whether large or small, as they relate to other aspects of human culture, including economics, politics, psychology, sociology, philosophy, ethics, language, and science;
- 3) pursue their own individual research interests within the field of Religious Studies as they prepare for life beyond college.

The first of these student learning outcomes will be assessed through written and oral work and examinations in Religion 102 (World Religions) and in required upper-level courses on Judaism, Christianity and Islam.

The second of these student learning outcomes will be assessed through written and oral work and examinations in Religion 300 (Studying Religion: Theories and Methods), a course required of all Religious Studies majors in their sophomore year, and in Religion 490 (Senior Seminar), a capstone-style course representing the majors' last shot at displaying their ability to read, think, discourse, research and argue critically on a seminar topic selected by the organizing faculty member.

The third of these student learning outcomes will be assessed through written and oral work and examinations in Religion 399 (Junior Research Colloquium), which allows second-semester juniors to present in monthly colloquia the progress and results of individual research projects selected in conversation with supervising faculty members. This outcome will also be assessed through written and oral work in four additional Religious Studies courses of the student's choosing (300-level or above).

While only three new courses are being developed for the major, the cross-listed faculty are cross-listed existing offer courses in support of the Religious Studies degree. All of the curriculum changes are identified below.

New Courses Developed Specifically for the Major:

Religion 300: Studying Religion: Theories and Methods – Discussion- and presentation-based seminar in which students read the writings of the great theorists of religion since the eighteenth century. Social-scientific, phenomenological, and cultural approaches to the study of religion will be explored. Basic methodologies and tools for studying religion will also be introduced.

Religion 399: Junior Research Colloquium – Colloquium offered each spring for majors with Junior standing, who enroll individually with a faculty member of their choice and develop, in consultation with him or her, a research project suited to the student's interests. All students meet four times as a group to present and discuss their research.

Religion 490: Senior Seminar – Capstone-style seminar offered each fall for Religious Studies majors in their Senior year who conduct research, make presentations, and engage in weekly discussions on a topic chosen by the faculty member organizing the seminar. This course represents the final synthesis of skills developed throughout the major.

Current Courses being Cross-listed as Religious Studies Courses in Support of the Major

History 351: Ancient Near East – History of the peoples and civilizations of the Near East from the Sumerians to the establishment of Roman power in this region. Includes geography, mythology, religious, and economic currents as well as the methods and discoveries of archaeology.

History 373: Age of the Protestant Reformation – Evolution of Modern Europe (ca. 1500-1660, as affected by the Reformation, wars of religion, and growth of nation-states. Study includes intellectual advances and the beginnings of European expansion overseas.

Current Non-Religious Studies Courses being Included in the Major Curriculum

English 414: Milton – Development of Milton's art and thought from the minor poems and selected prose through *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*, set against the background of the late Renaissance.

History 396: The Middle East to 1800 – Examines the histories, cultures, and societies of the Middle East from the rise of Islam in the seventh century to the eve of European colonial penetration.

History 472: Medieval Conquests and Crusades – This course provides an introduction to medieval conquests with particular emphasis on the era of the crusades. We will investigate the origins and historical significance of the crusades from both Christian and Muslim perspectives, and examine crusader societies at home and abroad.

Philosophy 303: Philosophy of Religion – Critical consideration of the meaning and justification of religious beliefs. Representative topics are the nature and existence of God, religious knowledge, religious language, the problem of evil.

Political Science 407: Religion and American Politics – Examines the impact of religion on American politics, including an analysis of the role of religion in politics, political behavior of major religious groups, constitutional issues and voting behavior.

Sociology 432: Sociology of Religion – Sociological analysis of religious systems and movements and their influence on other social institutions.

Faculty

Qualifications of New Faculty

Two new religious studies hires are planned in the areas of Islam and American Religions, at the rank of Assistant Professor. Faculty appointments at the rank of Assistant Professor and above will require possession of the PhD in the area of Religious Studies, or a comparable degree and field establishing expertise in the study of religion, with teaching experience and scholarly publications commensurate with the rank. Faculty will be sought whose expertise complements the program and extends the range of course

offerings. Appointments at the rank of Lecturer will minimally require possession of an MA in the area of Religious Studies, or a comparable degree and field establishing expertise in the study of religion.

Current Administrators and Faculty

The current Chair of the Philosophy and Religion Department will continue to carry out the overall supervision and administration of the programs in philosophy and religious studies. As at present, the chair will consult with religious studies faculty concerning scheduling, course offerings, and program development. Save for instructing the new course offerings associated with the BA in Religious Studies, there will be no significant new duties for the religious studies faculty, beyond gradual shifts in advising assignments, from philosophy majors to religious studies majors. The planned new hires will expand the range of course offerings and assist in duties associated with the development of the religious studies program.

Plan for Faculty Development

All tenure-line faculty members in the Philosophy and Religion Department currently carry 3/3 teaching loads, which reflects a course release for research and publication, participation in conferences, and curricular development. New tenure line faculty will carry the same load. The College of Architecture, Arts and Humanities' Faculty Development Program provides competitively awarded funding for one semester course releases for research, for research grants for travel, equipment and other research related expenses, and for collaborative research endeavors. The office of the College's Associate Dean for Research provides information about and assistance in preparing research grants. Tenured faculty members are also eligible for University funded year-long or one semester sabbaticals, as well as University Research Grants. The Department of Philosophy and Religion provides support for professional travel expenses associated with scholarly activity, as well as professional development funding which may be used for any expenses related to professional activities in the areas of research and teaching. The University's Office of Teaching Effectiveness and Innovation provides faculty with programs related to teaching, career development, faculty review preparation and teaching-related scholarship.

Table B- Faculty List

Professor #1, Professor #2, Associate Professor #1,	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor #1	PhD	Religious Studies: Hebrew Bible, Judaism, Ancient Near Eastern Religions	Yes
Assistant Professor #1	PhD	Religious Studies: New Testament, Early Christianity, Greco-Roman Religions	Yes
Lecturer #1	PhD	Religious Studies, Judaism, Hebrew Bible, Comparative Religions	Yes
Lecturer #2	PhD	Religious Studies: Asian Religions, Religions of India	Yes

FTE

The institutional definition of full-time equivalents 100%.

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2013 - 14	0	0	1	.25	1	.25
2014 - 15	0	0	1	.25	1	.25
2015 - 16	0	0	1	.25	1	.25
2016 - 17	0	0	1	.25	1	.25
2017 - 18	0	0	1	.25	1	.25
Faculty						
2013 - 14	1	.75	4	2	5	2.75
2014 - 15	0	0	5	2.75	5	2.75
2015 - 16	1	.75	5	2.75	6	3.5
2016 - 17	0	0	5	3.5	6	3.5
2017 - 18	0	0	6	3.5	6	3.5
Staff						
2013 - 14	0	0	2	.25	2	.25
2014 - 15	0	0	2	.35	2	.35
2015 - 16	0	0	2	.35	2	.35
2016 - 17	0	0	2	.35	2	.35
2017 - 18	0	0	2	.35	2	.35

Physical Plant

No modifications will need to be made to the existing physical plant. Hardin Hall, where the Department of Philosophy and Religion is currently housed, has space for growth in faculty and students for the proposed degree program.

Equipment

No major equipment will need to be acquired for the purposes of starting the proposed degree program.

Library Resources

There are no specific American Library Association (ALA) or Association of College and Research Libraries (ACRL) standards or guidelines for library assessment or collection analysis in the field of religion.

Books

Students and faculty at Clemson have access to books in the Clemson University Library and, via the Pascal Delivers service, to the holdings of over 50 academic libraries statewide. Below are holdings for Clemson and Pascal in the religion call number areas:

Call Number (subject)	Clemson University Libraries	Pascal Delivers (includes Clemson)*
BL - religion, religions, science and religion, life after death, religious symbolism, mythology, mysticism, meditation, Hinduism, Buddhism, Zoroastrianism, Chinese religions, Japanese religions, Indian religions	2,875	Over 10,000**
BM - Judaism	637	5,023
BP - Islam	796	4,504
BQ - Buddhism	366	3,016
BR - Christianity	2,320	Over 10,000*
BS - the Bible	2,045	Over 10,000*
BT - Doctrinal Theory	1,295	Over 10,000*
BV - Theology	1,215	Over 10,000*
BX - Denominations and sects	3,492	Over 10,000*

*Pascal totals include some duplicate records, but will give a good idea how many resources are available using this statewide resource. Also, these numbers include Clemson holdings.)

**If Pascal searches return more than 10,000, only the first 10,000 are shown.

Databases, Indexes, and Reference Sources

The Clemson University Library provides online access to the major research database in the field of religion, **ATLA Religion Database with ATLA Serials**, which indexes over 1,500 journals and provides access to almost 300,000 full-text articles. It covers research published from 1949 to the present. In addition, the library also has the following research databases, encyclopedias, and commentaries:

Online Databases:

- Religion & Philosophy Collection (EBSCO database indexing over 300 full-text journals and magazine, over 250 of which are peer-reviewed) (coverage varies by journal, mainly 1990s – present)
- Humanities International Index (1925-present)
- Humanities & Social Sciences Index Retrospective, 1907-1984
- L'Année philologique: Bibliographie critique et analytique de l'antiquité gréco-latine (1924-present)
- RAMBI: The Index of Articles on Jewish Studies (coverage varies by title)
- Iter: Gateway to the Middle Ages and Renaissance (coverage varies by title)
- Bibliography of Asian Studies (1971-present)

Online Reference Sources:

- Encyclopedia of Religion (15 vol. 2005 2nd ed.)
- Encyclopedia Judaica (22 vol. 2007 2nd ed.)
- Worldmark Encyclopedia of Religious Practices (2006)

Print Indexes:

- Old Testament Abstracts (1978-present)
- New Testament Abstracts (1975-present)
- An Index to English Periodical Literature on the Old Testament and Ancient Near Eastern Studies (8 vols., 1987)
- International Medieval Bibliography (1967-2010)

Print Reference Sources:

- *Theological Dictionary of the Old Testament* (15 vols., 1977-)
- *Theological Dictionary of the New Testament* (9 vols., 1964-1974)
- *New Catholic Encyclopedia* (2003)
- *Anchor Bible*
- *New Interpreters Bible*
- *Encyclopedia of Islam* (12 vols., Brill, 1954-2009)

Students also have access to a variety of databases and reference sources in the disciplines of history, anthropology, sociology, art, political science, and literature.

Access to Materials Not Owned by the Library

Two services allow Clemson University faculty and students to obtain access to books, articles, and other research materials not owned by Clemson University Library. Pascal Delivers lets them request books from over 50 academic libraries in South Carolina. Interlibrary Loan can be used to borrow books, dissertations, theses, and microfilm and to obtain copies of articles and book chapters from all over the world.

Both these services are free and usually result in getting requested items within a week, frequently in as little as 1-3 days. A religion subject page has been created and is updated as new resources and services become available: <http://clemsun.libguides.com/religion>. The Religion Librarian is available to provide in-class research instruction, create class online research guides, or offer one-on-one research assistance outside of class.

Accreditation, Approval, Licensure, or Certification

Aside from standard approval by SACCS, the proposed program requires no further accreditation or approval by any state agency other than the Commission.

Articulation and Collaboration

Students coming into the program from two-year colleges or four-year colleges will be subject to the usual rules concerning transfer credits. We have an active process for reviewing and accepting credit. As with all of Clemson's programs, we look forward to building articulation agreements with other institutions to facilitate transfer of students.

Estimated Costs

The University typically has an in-state/out of state ratio of 70%/30%. The tuition for the program has been calculated in Table D using that student ratio.

As indicated in the spreadsheet below, the five-year total estimated cost for the program is \$1,770,543. Total sources of financing amount to \$1,835,490. These sources include: estimated tuition generated by the new BA in Religious Studies of \$546,000; reallocation of existing E&G funds of \$1,279,470 (current salary lines and operating budget); and other funding of \$10,000 (The Lemon Endowment).

Explanation of Reallocations and Other Funding

The program administrator, staff, and four of the faculty for the new BA are currently employed in the Philosophy and Religion Department and their salaries and expenses are covered by existing E&G budgets. The program administrator (department chair) and the current department staff already provide support for the existing concentration in religious studies and will continue to do so as that becomes a full BA program. All current religion faculty teach religion courses exclusively and will continue to do so in the new BA program.

The only new costs associated with the BA are for two new faculty salaries and associated expenses. These new costs are exceeded by the new tuition revenues and the reallocation of resources within the college.

There are no unique costs associated with the program and no special state appropriations will be required.

Table E - Costs to the Institution and Sources of Financing

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	42,460	42,460	42,460	42,460	42,460	212,300
Faculty Salaries	219,180	219,180	284,804	284,804	284,804	1,292,772
Graduate Assistants	0	0	0	0	0	0
Clerical/Support Personnel	19,955	27,994	27,994	27,994	27,994	131,971
Supplies and Materials	3,500	3,500	4,500	4,500	4,500	20,500
Library Resources	500	500	500	500	500	2500
Equipment	4,500	4,500	4,500	4,500	4,500	22,500
Facilities	2,000	0	2,000	0	0	4,000
Other (Travel, speakers, support for student activities)	25,000	10,000	25,000	12,000	12,000	84,000
TOTALS	317,095	308,134	391,758	376,758	376,758	1,770,543
SOURCES OF FINANCING BY YEAR						
Tuition Funding	106,830	106,830	106,830	106,830	118,700	546,020
Program-Specific Fees	0	0	0	0	0	0
State Funding*	0	0	0	0	0	0
Reallocation of Existing Funds**	255,894	255,894	255,894	255,894	255,894	1,279,470
Federal Funding	0	0	0	0	0	0
Other Funding (Endowment)	2,000	2,000	2,000	2,000	2,000	10,000
TOTALS	364,724	364,724	364,724	364,724	376,594	1,835,490

* Special legislative appropriations to support the program.

**Specify significant internal sources of reallocated funds. See discussion above regarding reallocated funds.