

**New Program Proposal  
 Bachelor of Arts in Religious Studies  
 Coastal Carolina University**

**Summary**

Coastal Carolina University requests approval to offer a program leading to the Bachelor of Arts in Religious Studies to be implemented in Spring 2020. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	1/31/19	Not Applicable
ACAP Consideration	3/28/19	<p>Representatives from Coastal Carolina University (CCU) introduced the need for the Bachelor of Arts in Religious Studies program. The representatives stated the proposed program is being developed from an existing successful minor. The program provides two primary concentrations in Religion: Public Life and Textual Studies. It is unique in that it would be the only program in South Carolina with a focus on religion in public life. The program also allows student to take a number of courses in philosophy, anthropology, sociology, and history.</p> <p>Members of the Advisory Committee on Academic Programs (ACAP) discussed the proposal. Representatives from Greenville Technical College inquired about the disparity between state and national employment projections. Coastal Carolina University representatives responded that limited data was available for the state but the employment opportunities for graduates are broad, including clergy and faith-based organizations. The College of Charleston representatives offered to share related employment outcomes from their Religious Studies program with Coastal. The representatives from Coastal Carolina University agreed to follow up. College of Charleston representatives also commented on the success of their Religious Studies program stating a belief that Coastal Carolina would also have similar success. Representatives from USC Columbia applauded the program’s interdisciplinary approach.</p> <p>After remaining discussion, ACAP voted to approve the program proposal. Staff transmitted remaining questions for additional clarity.</p>
Staff comments to the institution	4/2/19	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> <li>• Explain the limitations of state level employment opportunities data;</li> </ul>

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> <li>• Clarify the broad employment opportunities available to potential graduates of the proposed program; and</li> <li>• Include any employment opportunities cited by Coastal Carolina University's Religious Studies program.</li> </ul>
Revised Program Proposal Received	4/11/19	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	5/14/19	<p>Coastal Carolina representatives introduced the proposed program, citing the high demand and available infrastructure for a religion degree as a result of successful minors in religious studies and Islamic studies within the Department of Philosophy and Religious Studies. Qualified faculty already teach at Coastal, and the cost to implement the program is minimized because of the additional resources in place.</p> <p>CAAL members inquired about employability, asking if there was any evidence that religious studies graduates regretted their course of studies because they could not find preferred employment. The CCU representative replied that the department is eager to improve strategies to track students who participated in its program, but that it had not received any complaints to date about a lack of preferred employment. CAAL members asked about typical employment for graduates of religious studies programs. CCU representatives stated they did not know specifically because of the broad training with a religion degree, but speculated that some graduates want to be faith leaders, educators in religious schools, or healthcare workers. They noted that since religious studies is a humanities degree, graduates can engage a breadth of careers that rely on skills humanities' curricula cultivate.</p> <p>CAAL members expressed concerns about program duplication and questioned the need for a major since the minors were offered already. They inquired about the similarities between this program and other related programs in the state. CCU representatives stated their proposed program was most like the current program at the University of South Carolina Columbia because of the comprehensive instruction of multiple religious faiths. The representatives noted that the curriculum of the CCU program provides students with a background across an array of religious faiths. CAAL members stated they were not sure the state needed more programs in this field.</p> <p>CAAL members debated concerns that the curriculum and faculty in the proposed program may be dissimilar with religion programs at other public SC institutions. A member cited the religious</p>

Stages of Consideration	Date	Comments
		<p>foundations of the United States and stated that other programs emphasized more Christian-based courses or courses on religion and society or religion and politics. The proposed program seemed to emphasize other faiths, which appeared out of alignment with the religious norms in American society. The CAAL member noted that the Christian instructor was only part-time, while the associate professors (full-time) specialized in Islam and Buddhism. The CCU representatives replied the program is designed as an academic study of religion and not a reflection of society nor a means of proselytization.</p> <p>The CCU representatives emphasized the proposed program emphasizes the balanced study of all religions, stating that Christians may major in this program to advance a study of their faith and to better understand their beliefs. Representatives cited numerous advanced Christian courses that are presently offered, and stated students routinely better understand their own religion when they can contextualize their faith among others. Representatives asserted that the courses offered each term are based on enrollments and that the curriculum for the proposed program is balanced.</p> <p>CCU representatives added that this program is unique because it differs from other, similar programs in the state that emphasize Christianity. They added that this program focuses on religion in public life. CAAL members expressed the need to help educate South Carolina about the religions of the world and noted that this program gives a balanced perspective. Coastal representatives stated CCU students want to learn about other religions, and added that students in the Intelligence and National Security program want and need to take courses on Islam. A CAAL member concurred, noting that U.S. national security agencies seek students who more aptly understand religions of the world and the people across cultures who practice them.</p> <p>After remaining discussion about the proposal and CAAL's options for consideration (for example, voting or tabling), Coastal Carolina withdrew the proposal and requested that CAAL provide guidance for its preference for program enhancement.</p>
Request for Reconsideration	8/20/19	Coastal representatives requested and staff confirmed (8/23/19) proposal reconsideration at the November 6, 2019 CAAL meeting.

**Recommendation**

The staff recommends that the Committee on Academic Affairs and Licensing favorably commend to the Commission the program leading to the Bachelor of Arts in Religious Studies to be implemented in Spring 2020.

**Coastal Carolina University Student and Program Data**

<b>Undergraduate In-State/Out-of-State Enrollment, Fall 2018</b>	5,771 (58.19%) / 4,146 (41.81%)
<b>Number of Approved Programs in 10 Yrs. (FY 2009-2018)</b>	30
<b>Number of Terminated Programs in 10 Yrs. (FY 2009-2018)</b>	6

**Industry related Occupational Wages and Projections in South Carolina, 2016 – 2026\***

<b>Occupational Field<sup>1</sup></b>	<b>2016 Median Income<sup>2</sup></b>	<b>2016 Estimated Employment<sup>3</sup></b>	<b>2026 Projected Employment</b>	<b>Total 2016-2026 Employment Change</b>	<b>2016-2026 Annual Avg. Percent Change</b>	<b>Total Percent Change</b>
Life, Physical, and Social Science	\$57,550	10,547	11,445	898	0.82%	8.51%

<sup>1</sup> "Occupational Field" represents the closest related occupation category that includes the occupations aligned with the program proposal.

<sup>2</sup> SC Department of Employment & Workforce (DEW), Labor Market Information. (2019). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

<sup>3</sup> SC Department of Employment & Workforce (DEW), Labor Market Information. (2019). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

\* Data downloaded September 16, 2019; Most recent data available.

### NEW PROGRAM PROPOSAL FORM

Name of Institution: Coastal Carolina University

Name of Program (include degree designation and all concentrations, options, or tracks):

Bachelor of Arts in Religious Studies

Concentration #1: Religion in Public Life

Concentration #2: Textual Studies

Program Designation:

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree   |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year   | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation: Fall 2019

CIP Code: 38.0201 Religion/Religious Studies

Delivery Site(s): Coastal Carolina University

Delivery Mode:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face<br>*select if less than 25% online | <input type="checkbox"/> Distance Education                             |
|   | <input type="checkbox"/> 100% online                                    |
|   | <input type="checkbox"/> Blended/hybrid (50% or more online)            |
|   | <input type="checkbox"/> Blended/hybrid (25-49% online)                 |
|   | <input type="checkbox"/> Other distance education (explain if selected) |

Program Contact Information:

Dr. Dennis Earl  
Chair/ Professor of Philosophy  
843-349-4094  
dearl@coastal.edu

Institutional Approvals and Dates of Approval:

Coastal Carolina University Board of Trustees (Program planning proposal approval, May 4, 2018)  
Department of Philosophy and Religious Studies (November 16, 2018)  
Edwards College of Humanities and Fine Arts Curriculum Committee (November 29, 2018)  
Dean of Edwards College of Humanities and Fine Arts (November 30, 2018)  
Coastal Carolina University Academic Affairs Committee (January 8, 2019)  
Coastal Carolina University Faculty Senate (February 6, 2019) [expected]  
Coastal Carolina University Provost (February 8, 2019) [expected]

## **Background Information**

Religious studies is the academic socio-historical study of religion on a global scale, traversing a great variety of cultural contexts. As a result, students trained in religious studies possess the analytical skills to understand the role of religion in public and private life, global diversity, social tensions and conflicts, and many of the most influential texts in history. Coastal Carolina University (CCU) proposes a Bachelor of Arts (B.A) in Religious Studies that will enable students to acquire a critical, analytical understanding of religion and the manifold forms it has taken throughout the world, past and present.

The proposed program will allow students to choose from two primary concentrations. The first concentration is Religion in Public Life (RPL) and it focuses on the role that religion plays (past and present) in the public sphere, including government, legal systems, gender norms, and international relations and conflicts. All majors will take the course RELG 300 Religion in Public Life as a foundation course, but students who choose the RPL concentration pursue additional upper-division courses relevant to this area of inquiry.

The second concentration is Textual Studies (TS). This concentration focuses on the study of sacred texts from the religions of the world, including the Hebrew Bible/Tanakh, New Testament, Qur'an, and the Lotus Sutra, among others. Students will pursue academic literary analysis of these texts, explore the historical formulation of these works as cohesive texts, interpretive traditions and debates, as well as the cultural impact of these works. This concentration is well-suited for students interested in pursuing graduate studies at a seminary or divinity school, perhaps for a career as a chaplain, minister, rabbi, or imam. This concentration is also well-suited for those interested in a career in archival, academic, or publishing work.

Beyond the significant existing religious studies course offerings, the program will also allow students to take a select number of course offerings in philosophy, anthropology, sociology, and history. At the conclusion of the 2017-2018 academic year, 26 students had declared minors in religious studies and 7 in Islamic studies. According to the mission statement, CCU seeks to develop students as responsible and productive citizens with a global perspective. In the twenty-first century, religion plays a major role in many aspects of our daily lives, both nationally and internationally. The proposed major prepares students for success as engaged and informed global citizens and draws on inter-departmental resources and the expertise of the current religious studies faculty. CCU's strategic plan calls for creation of new programs that emphasize "a campus culture that generates greater awareness of the global environment and promotes increased participation in and exposure to the world" (Goal 1.4) as well as expansion of "curricular offerings on campus that include global components" (Objective 1.4.4). The proposed B.A. in Religious Studies will produce informed global citizens who can make important contributions to the Institution.

Upon completing the requirements for the degree, students will be knowledgeable about a wide range of religious traditions, cultures, histories, and possess an area of specialization. The B.A. in Religious Studies will appeal to new students, individuals currently working in jobs involving religion, and those interested in returning to CCU for a second degree, such as community members involved in interfaith work.

## **Assessment of Need**

Currently the College of Charleston, Furman University, Clemson University, and the University of South Carolina (USC) each offer a B.A. in Religious Studies. Winthrop University offers a B.A. in Philosophy and Religion with a religious studies track. USC-Aiken offers a concentration in religious studies in the B.A. in Interdisciplinary Studies. The College of Charleston is the nearest university offering a B.A. in Religious Studies. Having this program at CCU will provide the only religious studies major within a two-hour radius, and the only program in the state with a focus on religion in public life.

The existing demand for this program on campus is indicated by a survey conducted by CCU's Office of Institutional Research, Assessment and Analysis in Fall 2017. The survey was sent to 444 students enrolled at CCU and had a 17% response rate. Of the 76 students that completed the survey, 42 reported that they would consider a major in religious studies. In addition, 46 students reported that they know another CCU student who might major in religious studies if it was available. Extrapolating to the student body at large strongly suggests an appropriate level of interest in a major. As this major is to be offered within the penumbra of existing programming, it is thought it can be viable and productive with as few as 20 students. The new B.A. may attract students who are specifically looking for a major in religious studies and might not otherwise consider CCU because they are specifically looking for a major in religious studies. Lastly, the program may also draw majors from other large programs on campus, such as Intelligence and National Security Studies, in that the proposed B.A. in Religious Studies is sufficiently compact to be an attractive option for a double major.

**Transfer and Articulation**

Not applicable for this program.

**Employment Opportunities**

Occupation	State		National		Data Type and Source
	Number of Jobs	Employment Projection (2026)	Number of Jobs	Employment Projection (2026)	
Operations Research Analyst	930	N/A (No data)	145,300	+27%	USBL (bls.gov)
NGO/Community service manager	860	N/A	173,800	+18%	USBL (bls.gov)
Social workers, all other	407	N/A	109,700	+16%	USBL (bls.gov)
Clergy	570	+120	49,850	+8%	USBLS (bls.gov)
Philosophy and Religion Teacher, Postsecondary	220	N/A	35,700	+12%	USBLS (bls.gov)
Other Religious Workers	N/A (No data)	+140	8,210	+8%	USBLS (bls.gov)

**Supporting Evidence of Anticipated Employment Opportunities**

Students who complete the B.A. in Religious Studies will be prepared for graduate studies in religious studies or related field, as well as studies at a seminary, divinity school, or yeshiva. Those who complete an associate's degree at a two-year institution will be tracked to complete the B.A. in four years.

Religious studies traverses the humanities and social sciences. Religious studies majors develop broadly-applicable skills at reading and analyzing complex texts, conducting research, thinking critically, and communicating effectively through descriptive and analytical writing and oral presentations. A series of polls of business executives and hiring managers by the American Association of Colleges and Universities (AACU) from 2013–2018 showed that employers value such skills highly. The executive summary of the AACU's 2018 report notes that, "employers

overwhelmingly endorse broad learning and cross-cutting skills as the best preparation for long-term career success.”<sup>1</sup>

Religious studies majors also develop wide-ranging and advanced religious literacy to understand a variety of cultures and concepts, historically and contemporaneously. The AACU polling from 2013 indicated that employers value intercultural skills. 96% of respondents judged being “comfortable working with customers, and/or clients from diverse cultural backgrounds” to be “fairly important” (with 63% judging it “very important”). 55% judged “knowledge of global cultures, histories, values, religious, and social systems” to be “fairly important” (with 16% judging it as “very important”).<sup>2</sup> By possessing intercultural skills and knowledge of religions, religious studies majors are well-suited for a range of careers.

The government has many job opportunities for religious studies majors, including analyst positions at the State Department, Central Intelligence Agency, Federal Bureau of Investigation, and the U.S. Department of Health and Human Services. Among non-governmental and governmental organizations that specialize in international development (e.g., United States Agency for International Development) and conflict resolution (e.g., United States Institute of Peace), knowledge of foreign cultures and sensitivities is vital. Furthermore, newspapers and media outlets in many cities have religion staff writers, journalists, and bloggers. Many museums, historical sites, and archives also seek specialists in religious studies.

Given the broad spectrum of employment possibilities for those with a religious studies degree, precise employment numbers are difficult to track. Our table above gives the available data for positions tied specifically to religion. In South Carolina, the U.S. Bureau of Labor Statistics (USBLS) projects an increase of 120 jobs for clergy by 2026. Nationally, the USBLS projects a job increase of 8.0% (+49,850 jobs). Similar increases in South Carolina are reasonable to infer, especially given that participation in religious activities is higher in South Carolina than in many other states. Jobs labeled ‘clergy’ include pastoral positions (ministers, rabbis, imams) at houses of worship and other institutions, but they also include chaplains and assistant chaplains hired by hospitals, military bases, and prisons. An individual holding a B.A. in Religious Studies would also be well-positioned for further training so as to work in religion-based youth ministries, church-based outreach, or faith-based nonprofit organizations. The USBLS lists “Directors of Religious Activities” separately from “Clergy” and notes that the mean wage salary range for this category of employment in South Carolina is \$38,970 - \$72,440.

Religious Studies majors are also suited for work in religious education, which the USBLS projects will grow by 12% nationally (+35,700 jobs) by 2026. Again, one can reasonably infer a similar growth rate in South Carolina. South Carolina is home to many religiously-affiliated schools, including Christ Church Episcopal School, Addleston Hebrew Academy, and As-Sabeel Academy. The state is home to twenty-two religiously-affiliated colleges and universities that provide religious activities and education, such as Presbyterian College and Newberry College. If majors pursue graduate studies, they may also pursue careers at state universities by teaching religious studies courses. The University of South Carolina, Clemson University, Furman University, the College of Charleston, among others, offer religion courses to their undergraduates. The USBLS also predicts an increase of jobs in South Carolina for religious charities and social services. The state is home to Christ Central Ministries, the South Carolina Christian Foundation, Home Works of America, and to branches of national and international organizations such as Catholic Charities and Habitat for Humanity.

Those employed in the USBLS’ “other religious workers” category (projected to grow by 8.0% nationally by 2026 or +8,210 jobs) include a variety of careers in education, healthcare, community service and social work. In South Carolina, 140 new positions are projected. This does not include

---

<sup>1</sup> “Fulfilling the American Dream: Liberal Education and the Future of Work,” Executive summary, American Association of Colleges and Universities, 2018, <https://www.aacu.org/research/2018-future-of-work>.

<sup>2</sup> “It Takes More than a Major: Employer Priorities for College Learning and Student Success,” American Association of Colleges and Universities, 2013, [https://www.aacu.org/sites/default/files/files/LEAP/2013\\_EmployerSurvey.pdf](https://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf), pp. 6–7.



replacement positions (which vastly increases the available jobs). In addition, competing state programs have relatively few graduates that would compete for these jobs. Examples of these positions would include positions at the Charleston Jewish Federation, the Jewish Historical Society of SC, and the Bahai Institute in Hemingway. The Carolinas are also home to religious-affiliated retail companies, such as Forever 21 and Hobby Lobby; and broadcasting companies such as The Bible Broadcasting Network, Inc. In addition, the American Civil Liberties Union of South Carolina regularly works on cases involving the role of religion in public life.

As for placement of graduates, Coastal Carolina’s recent minors in religious studies are enrolled in graduate programs (one in clinical psychology, another in Islamic studies, and another in Asian studies), one is studying to be a deacon, and another is an entrepreneur. Recent graduates of religious studies B.A. programs at several of our peer and aspirant institutions (College of Charleston, Winthrop, UNC-Wilmington, and UNC-Pembroke) are employed in education, business, and government, and others are enrolled in graduate programs in law, medicine, religion/divinity, and public administration.

### Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019-2020	10	14	0
2020-2021	20	22	0
2021-2022	25	26	0
2022-2023	28	29	0
2023-2024	26	25	0

Projected enrollment is based on 10 new students each fall and 5 new students each spring. Each term, the estimated headcount accounts for attrition and graduation.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

Yes

No

### Curriculum

#### New Courses

RELG 300 Religion in Public Life (3 credits) This course explores the role that religion plays in public life in a variety of contexts, including the United States of America, from the eighteenth century to the present. Students explore multiple perspectives on the relationship between religion and government, including ideas of secularism, state religions, and theocracy. Topics covered may also include debates over prayer in public schools, creationism (e.g. the Scopes trial), the 1979 Iranian revolution, and Scientology’s legal battle with the Internal Revenue Service over tax-exempt status, among others. F.

RELG 315 Archaeology and the Bible (3 credits) This course introduces students to the field of archaeology and how material remains contribute to the socio-scientific study of the Bible (Hebrew Bible/“Old Testament” and New Testament). Students learn about the major theories and methods of archaeology, how material remains illuminate biblical narratives, as well as the history of early Jewish and Christian traditions. Students also analyze the different ways individuals and groups today make use of archaeology associated with the Bible. S.

RELG 353 Reading Buddhist Texts (3 credits) (Prereq: either RELG 103, RELG 104, RELG 320, RELG 326, RELG 350, or RELG 352; or permission of instructor) This course explores seven classic texts considered primary sources in the Mahayana Buddhist canon. Students pursue academic literary analysis of these texts, explore the historical formulation of these works as cohesive texts and analyze their cultural impact. Readings are in English. S.

RELG 490 Capstone Seminar (3 credits) (Prereq: Senior standing) This seminar engages religious studies majors in research and discussion involving an advanced topic in religious studies. The final paper demonstrates research skills, analysis, and original argument, and should be suitable for submission to an undergraduate conference or journal. Students present their final papers to the department faculty at the completion of the course. F.

RELG 499 Senior Thesis (3 credits) (Prereq: Senior standing) Students plan, execute, and write an original paper in religious studies under the direction of a thesis adviser. The thesis reflects a mastery of writing skills, research skills, and content knowledge, and should be suitable for submission to an undergraduate conference or journal. The student presents the thesis to the department faculty at the completion of the course. F, S.

### **Bachelor of Arts Degree in Religious Studies (120 credit hours)**

Students must earn a "C" or better in all courses fulfilling major requirements.

**CORE CURRICULUM** ..... 38-40 credits

**FRESHMAN GRADUATION REQUIREMENT** ..... 0-3 credits

#### **FOUNDATION COURSES (15 credits)**

RELG 103 World Religions or RELG 104 Introduction to Asian Religious Traditions .....	3
RELG 203 Studying Religion: Theory and Methods .....	3
RELG 300 Religion in Public Life .....	3
PHIL 101 Introduction to Philosophy or PHIL 102 Introduction to Ethics .....	3
ANTH 102 Understanding Other Cultures or SOC 101 Introduction to Sociology .....	3

#### **MAJOR REQUIREMENTS (30 credits)**

Choose two (2) of the following Abrahamic tradition courses (6 credits)

RELG 205 Introduction to Abrahamic Religions .....	3
RELG 322 Introduction to Islam .....	3
RELG 323 Christianity: Sects and Practice .....	3
RELG 330 Introduction to Judaism .....	3

Choose two (2) of the following Asian tradition courses (6 credits)

RELG 320 Introduction to Buddhism .....	3
RELG 324 Hinduism .....	3
RELG 350 Lives of Hindu and Buddhist Saints .....	3
RELG 351 Religion of India .....	3
RELG 352 Zen Buddhism .....	3

Choose one (1) of the following philosophy courses (3 credits)

PHIL 300 Ancient Philosophy .....	3
PHIL 319 Environmental Ethics .....	3
PHIL 325 Philosophy of Religion .....	3
PHIL 350 Ethics of Sexuality and Gender .....	3
PHIL 370 Medieval Philosophy .....	3

Primary Concentration (Religion in Public Life or Textual Studies) (9 credits)

RPL students choose three of the following courses, but at least one must be a RELG course:

ANTH 316 Sex, Gender and Culture .....	3
ANTH 391 Ethnographic Methods .....	3
HIST 329 Reformation Europe 1517-1648 .....	3

HIST 402 History of Early Christianity .....	3
HIST 403 Gender and Sexuality in the Early Church, c. 30 – 600 CE .....	3
RELG 325 Religion in Contemporary American Film .....	3
RELG 326 Buddhism in Literature and Film .....	3
RELG 315 Archaeology and the Bible .....	3
RELG 356 Islam in America .....	3
RELG 363 Women and Gender in Islam .....	3
SOC 301 Gender and Society .....	3
SOC 306 Religious Cults and Violence .....	3
SOC 307 Sociology of Religion .....	3

TS students choose three of the following courses:

HIST 396 Manuscripts and Archives .....	3
RELG 301 Hebrew Bible .....	3
RELG 302 New Testament .....	3
RELG 311 Gospel Traditions .....	3
RELG 312 Life and Letters of Paul .....	3
RELG 331 The Quran .....	3
RELG 353 Reading Buddhist Texts .....	3

Choose one (1) course from the primary concentration above that is not your own (3 credits)

Capstone Seminar or Thesis - required for all majors (3 credits)

RELG 490 Capstone Seminar or RELG 499 Senior Thesis .....	3
---	---

**MINOR OR COGNATE** - Required for all majors ..... 12-21 credits

**ELECTIVES** ..... 13-20 credits

Total Credit Hours Required: 120

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall 2019</b>		<b>Spring 2020</b>		<b>Summer 2020</b>	
RELG 103 (World Religions)	3	RELG 203 (Studying Religion: Theory and Methods)	3		
UNIV 110	3	PHIL 101 or PHIL 102	3		
ENGL 101	4	ENGL 102	4		
CORE	3	CORE Sci	3		
CORE	3	CORE Sci Lab	1		
Total Semester Hours	16	Total Semester Hours	14	Total Semester Hours	
<b>Year 2</b>					
<b>Fall 2020</b>		<b>Spring 2021</b>		<b>Summer 2021</b>	
RELG 300 (Religion in Public Life)	3	RELG 3XX (Major Req)	3		
ANTH 102 or SOC 101	3	RELG 3XX (Major Req)	3		
CORE	3	POLI 201 or HIST 201	3		
CORE	3	CORE	3		
CORE	3	CORE	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 3</b>					
<b>Fall 2021</b>		<b>Spring 2022</b>		<b>Summer 2022</b>	
RELG 3XX (Major Req)	3	RELG 3XX (Concentration)	3		
RELG 3XX (Major Req)	3	PHIL 3XX (Major Req)	3		
CORE	3	COGNATE/MINOR	3		
COGNATE/MINOR	3	COGNATE/MINOR	3		
ELECTIVE	3	CONCENTRATION	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 4</b>					
<b>Fall 2022</b>		<b>Spring 2023</b>		<b>Summer 2023</b>	
CONCENTRATION	3	CONCENTRATION	3		
ELECTIVE	3	RELG 490 or RELG 499 (Capstone or Senior Thesis)	3		
ELECTIVE	3	COGNATE/MINOR	3		
COGNATE/MINOR	3	ELECTIVE	3		
COGNATE/MINOR	3	ELECTIVE	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

**Similar Programs in South Carolina offered by Public and Independent Institutions**

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Religious Studies, B.A.	24 (intensive major 30 hours)	University of South Carolina	Required capstone; intensive major requires thesis	No required methods course, no tracks in textual studies or religion in public life (though courses in both are available)
Religious Studies, B.A.	33	Clemson University	Required coursework in different religious traditions; required capstone	No tracks in textual studies or religion in public life (though courses in both are available); requires minor. Requires all students to focus on Abrahamic religions.
Religious Studies, B.A.	34	College of Charleston	Required methods/theory course; required capstone/senior seminar; required coursework in different religious traditions	No tracks/concentrations in textual studies or religion in public life
Religion, B.A.	24 hours in major	Furman University	Includes senior seminar/capstone-type course.	No tracks/concentrations in textual studies or religion in public life. Program focuses on Biblical and Christian studies.
Interdisciplinary Studies (concentration in Religious Studies), B.A.	18 hours for RELG minor component	USC-Aiken	Some course overlap with our RELG courses (103, 301); some interdisciplinary courses included (e.g., HIST, PHIL)	Not a major, essentially a minor instead; required hours in RELG for minor also limited
Religion, B.A.	12 REL hours in foundation 27 REL hours in major	Wofford	Includes textual studies-type track and track in "religion and culture" similar to religion in public life	Only one course required for each track or 'field'
Religion, B.A.	33	Converse	Includes required methods course	No tracks/concentrations in textual studies or religion in public life
Religion and Philosophy, B.A.	36	Presbyterian College	Religion and Philosophy, Religious Studies concentration includes interdisciplinary courses	No methods course, no tracks in textual studies or religion in public life
Religion and Philosophy, B.A.	33	Benedict College	Senior seminar required (though in humanities, and in 2 parts). No tracks in textual Studies, but several biblical textual study courses offered.	Combines religious studies and philosophy; no tracks in textual studies or religion in public life; courses in religion focused on

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
				Christianity and African-American religion
Bible and Religion, B.A.	30 (Biblical and Theological Studies track) 34 (Christian Education track)	Erskine College	Track in Biblical and Theological Studies has focus on the biblical ext.* [*These textual studies, however, appear to be done with Christian theology in mind]	Focus is on Christianity No methods course, no tracks in public life or textual studies beyond Hebrew Bible/OT and New Testament
Christian Studies, B.A.	42	Charleston Southern University	Foundation includes hermeneutics (methods of interpretation) of Bible course; tracks/areas include 'Biblical' track in textual study.* [*These textual studies are explicitly stated to be conducted for Christian evangelism].	Focus on Christianity. No methods course, no tracks in public life or textual studies beyond Hebrew Bible/OT and New Testament.
Philosophy and Religion, B.A. (track in religious studies)	30	Winthrop	Required RELG 495 course is on methods and research in religious studies.	No tracks within religious studies on textual studies or religion in public life
Philosophy and Religion, B.A. (concentration in religion)	39 (24 as major reqs, 15 as major electives)	Clafin University	Required senior thesis course (RLGN 490)	No tracks within religious studies on textual studies or religion in public life
Christian Studies, B.A. (Apologetics) (Biblical Studies)	45	Anderson University	Biblical Studies B.A. includes textual study; hermeneutics/methods course required	Focus on Christianity
Christian Studies, B.A.	40	North Greenville University	Senior seminar required; hermeneutics/methods course required	Focus on Christianity
Religion, B.A.	41-42	Newberry College	Concentrations in Biblical Theology and Philosophical Theology include textual study	Focus on Christianity
Religion, B.A. (Bible concentration) (New Testament Greek concentration)	9 specified for Core; 37 in major	Southern Wesleyan University	Bible concentration and New Testament Greek concentration includes required textual study	Focus on Christianity, ministry



**Faculty**

<b>Rank and Full-or Part-time</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
Associate Professor (Full)	RELG 103, RELG 203, RELG 205, RELG 300, RELG 322, RELG 331, RELG 356, RELG 363	Ph.D. Religious Studies M.A. Religious Studies (Arizona State University)	Research publications in Islamic studies
Associate Professor (Full)	RELG 103, RELG 104, RELG 320, RELG 324, RELG 325, RELG 326, RELG 350, RELG 351, RELG 352	Ph.D. Buddhist Studies M.A. South Asian Religions (University of Wisconsin)  M.S. Sociology (Virginia Tech)	Research publications in Buddhist studies
Lecturer (Full)	RELG 103, RELG 203, RELG 301, RELG 315, RELG 323, RELG 330	Ph.D. Religious Studies M.A. Religious Studies (Duke University)	Research publications in Judaic studies and Biblical archeology
Teaching Associate (Part-Time)	RELG 103, RELG 302, RELG 311, RELG 312, RELG 323	Ph.D. Religious Studies (Florida State University)	
Teaching Associate (Part-Time)	RELG 103, RELG 302, RELG 311, RELG 312, RELG 323	Ph.D. Religion M.A. Religion (University of Notre Dame)  M.Div. (Duke University)	Research publications in Christian studies and Biblical archeology



Total FTE needed to support the proposed program:

Faculty: 1.16

Staff: 0.50

Administration: 0.14

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
<b>Administration</b>						
2019-2020	0	0.00	1	0.14	1	0.14
2020-2021	0	0.00	1	0.14	1	0.14
2021-2022	0	0.00	1	0.14	1	0.14
2022-2023	0	0.00	1	0.14	1	0.14
2023-2024	0	0.00	1	0.14	1	0.14
<b>Faculty</b>						
2019-2020	0	0.00	3	0.77	3	0.77
2020-2021	0	0.00	5	1.16	5	1.16
2021-2022	0	0.00	5	1.16	5	1.16
2022-2023	0	0.00	5	1.16	5	1.16
2023-2024	0	0.00	5	1.16	5	1.16
<b>Staff</b>						
2019-2020	0	0.00	1	0.50	1	0.50
2020-2021	0	0.00	1	0.50	1	0.50
2021-2022	0	0.00	1	0.50	1	0.50
2022-2023	0	0.00	1	0.50	1	0.50
2023-2024	0	0.00	1	0.50	1	0.50

### Faculty, Staff, and Administrative Personnel

CCU has sufficient faculty in the Department of Philosophy and Religious Studies to initiate the B.A. in Religious Studies. Administrative tasks would remain the responsibility of the department chair and the department's administrative assistant, who currently oversee the minor in religious studies and the minor in Islamic studies.

### Resources

#### Library and Learning Resources

CCU's Kimbel Library supports the existing religious studies and Islamic studies minors and currently offers access (both in print and electronically) to thousands of titles related to the field of religious studies, as well as other media content. Kimbel Library's holdings and subscription access is supplemented by interlibrary loan and statewide consortia (e.g., Partnership Among South Carolina Academic Libraries, PASCAL,). In addition, Kimbel Library's subscriptions to JSTOR and other electronic journal databases provide access to a wide array of religious studies related titles in the Humanities and Social Sciences, such as the *Journal of the American Academy of Religions*, *History of Religions*, and *The Journal of Religion*. Aside from sustaining these resources, we do not require any new resources. All content owned or provided by the library is accessible via the library's online catalog, through a discovery service (EDS) and through the A- Z journal list. Access to full-text serial content is provided via an open-URL link resolver. The library's webpage can be accessed via: <http://www.coastal.edu/library>.

## **Student Support Services**

### **Advising**

Advisers currently working within the Edwards College of Humanities and Fine Arts are sufficient to provide support without additional cost at this time. All university-wide academic support services (the Writing Center, Math Lab, Tutoring, Office of Disability Services, etc.) are available to these new majors, as they are to all students.

### **Counseling Services**

Counseling Services are offered to Coastal Carolina University students to assist students in defining and accomplishing their personal and academic goals. Services include:

- Treating mental health concerns
- Preventing psychological difficulties
- Educating students to live emotionally and behaviorally healthy lives, and
- Contributing to a healthy campus environment.

Services also include individual, couples and group counseling; psychiatric services; crisis intervention; assessment; nutritional counseling; drug and alcohol education; referrals; and consultation. The ultimate aim of Counseling Services is to produce graduates who are healthy citizens. Counseling Services adheres to the standard professional procedure regarding confidentiality of information and records are not part of any other Coastal Carolina University records.

### **Accessibility and Disability Services**

Accessibility and Disability Services offers students with physical, psychological or learning disabilities accommodations and assistance. With appropriate documentation, counselors determine accommodations needed to assist students in taking full advantage of their Coastal Carolina University educational opportunities. Ongoing disability coaching is offered to assist students with disabilities to help ensure their success at Coastal Carolina University. To access services and accommodations, students should register with the office, obtain documentation of the disability and make an appointment with a staff member.

### **Physical Resources/Facilities**

This program does not require any special equipment or labs beyond what CCU's classrooms and offices already provide. Therefore, current equipment levels are sufficient.

### **Equipment**

This program does not require any special equipment or labs beyond what CCU's classrooms and offices already provide. Therefore, current equipment levels are sufficient.

### **Impact on Existing Programs**

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

No

### Financial Support

Sources of Financing for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$181,955	\$181,955	\$247,458	\$247,458	\$402,274	\$402,274	\$458,593	\$458,593	\$418,526	\$418,526	\$1,708,806	\$1,708,806
Program-Specific Fees											\$0	\$0
Special State Appropriation											\$0	\$0
Reallocation of Existing Funds											\$0	\$0
Federal, Grant or Other Funding											\$0	\$0
<b>Total</b>	<b>\$181,955</b>	<b>\$181,955</b>	<b>\$247,458</b>	<b>\$247,458</b>	<b>\$402,274</b>	<b>\$402,274</b>	<b>\$458,593</b>	<b>\$458,593</b>	<b>\$418,526</b>	<b>\$418,526</b>	<b>\$1,708,806</b>	<b>\$1,708,806</b>
Sources of Costs for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$92,581	\$92,581	\$124,163	\$124,163	\$126,646	\$126,646	\$129,179	\$129,179	\$131,762	\$131,762	\$604,330	\$604,330
Facilities, Equipment, Supplies, and Materials											\$0	\$0
Library Resources											\$0	\$0
<b>Total</b>	<b>\$92,581</b>	<b>\$92,581</b>	<b>\$124,163</b>	<b>\$124,163</b>	<b>\$126,646</b>	<b>\$126,646</b>	<b>\$129,179</b>	<b>\$129,179</b>	<b>\$131,762</b>	<b>\$131,762</b>	<b>\$604,330</b>	<b>\$604,330</b>
<b>Net Total (Sources of Financing Minus Estimated Costs)</b>	<b>\$89,374</b>	<b>\$89,374</b>	<b>\$123,296</b>	<b>\$123,296</b>	<b>\$275,628</b>	<b>\$275,628</b>	<b>\$329,414</b>	<b>\$329,414</b>	<b>\$286,764</b>	<b>\$286,764</b>	<b>\$1,104,476</b>	<b>\$1,104,476</b>

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

**Budget Justification**

Program cost-effectiveness and return-on-investment are evaluated institutionally using an induced revenue/expense model. As shown in the Financial Support table, tuition revenues are based on a 15-credit course load for each student projected to enroll in the program. These revenues represent course revenues derived from both program and general education curriculum requirements. The expenses shown in the Financial Support table represent direct expenses necessary for delivering program courses and administration. Due to an undergraduate program’s inducement of additional general education expenses, as well as overall institutional operational expenses, the university uses a 50% gross academic margin assessment to ensure that new programs will provide sufficient revenues to support their expense impact on institutional operations.

To derive gross academic margin, calculate total induced revenue (\$1,789,429 for the period) minus total direct expenses (\$604,330 for the period) divided by total induced revenue (\$1,789,429 for the period). *[(Revenue-Expenses)/Revenue]*

For a program to be considered cost-effective, the University looks for undergraduate programs to produce a gross academic margin of 50% or better. The 50% threshold is due to undergraduate participation in the general education curriculum, as well as greater undergraduate reliance on university operational resources. This program’s gross academic margin is 66.2% for the period, which indicates that this program has a high likelihood of producing sustainable revenues.

**Evaluation and Assessment**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
1. Knowledge of multiple religious traditions.	- Demonstrate knowledge and understanding of key characteristics associated with multiple religious traditions.	- Exams and assignments
2. Knowledge of religious studies theory and historical debates	- Articulate concisely key theoretical and historical issues in religious studies through written and oral expression.	- Participation and completion of capstone or senior thesis.
3. Knowledge of the role religion plays in public life.	- Analyze critically the role of religion in public life in a variety of contexts.	- Discussion, exams, and papers that require students to reflect on program concepts.
4. Knowledge of key religious texts.	- Assess interpretations of and claims made based on religious texts.	- Discussion, exams, and papers that require students to reflect on program concepts.

The tenured and tenure-track faculty in religious studies will conduct an assessment of the proposed B.A. in Religious Studies by systematically analyzing student work, including assignments, papers, and exams, in coordination with all instructors responsible for teaching Religious Studies courses. The analysis will be recorded in an assessment report and recommendations made to improve or revise areas of instruction as necessary.

In accordance with existing assessment procedures at CCU, the Value Rubric will be employed in evaluation of student work. For each of the above student learning outcomes, the score or evaluation scale will consist of “Accomplished (4)”; “Proficient (3)”; “Developing (2)”; “Beginning (1)”; and “Null (0).” The expectation is that all graduating seniors will score “Proficient (3)” or above for each of the four assessment categories.

Different religion courses will be selected for assessing each of the above program objectives and student learning outcomes. For instance, exams and assignments completed by majors from multiple upper-division courses, such as RELG 323 Christianity, RELG 322 Introduction to Islam, and RELG 330 Introduction to Judaism, will be used to assess student knowledge of multiple religious traditions and student ability to demonstrate knowledge of key

characteristics associated with multiple religious traditions. In another instance, coursework from a specific course will provide the material for evaluating a program objective and student learning outcome. This is the case with RELG 300 Religion in Public Life which supports program objective 3, "knowledge of the role religion plays in public life" and the corresponding student learning outcome, "analyze critically the role of religion in public life in a variety of contexts." This is also the case for RELG 490 Capstone Seminar or RELG 499 Senior Thesis which supports program objective 2, "knowledge of religious studies theory and historical debates", as well as the related student learning outcome, "articulate concisely key theoretical and historical issues in religious studies through written and oral expression."

### **Accreditation and Licensure/Certification**

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No