

**Faculty of Liberal Arts and Professional Studies
York University**

Degree-Level Expectations for Programs

Program:	Religious Studies
Degree Type:	BA
Degree(s):	<i>Specialized Honours (120 credits); Honours (120 credits); Honours Double Major (120 credits); Honours Double Major Interdisciplinary (120 credits); Honours Major/Minor (120 credits); Honours Minor (120 credits); Bachelor (90 credits)</i>
Department/School:	Department of the Humanities, Faculty of Liberal and Professional Studies
Submission Date:	September 4, 2012

Instructions:

1. On page 1, please complete the information regarding:
 - the name of the program (e.g. Criminology; Public Administration; Sociology; etc.);
 - the degree type of the program (e.g. BA; BDEM; BAS; BHRM; BPA; BSW; etc.);
 - the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.*); and
 - the name of the Department/School that offers the program.
2. For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:
 - a) define the relevant degree-level expectations (i.e. describe what is demonstrated by students who are awarded the degree);
 - b) describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
 - c) align the relevant courses and assessment methods/activities with the program learning objectives/student learning outcomes. *Note: when a program has a long list of electives, the Unit may include the details on the specific requirement (i.e. students have to choose X courses from the list of Y electives) in the chart below and append the full list of applicable elective courses at the end of this document.*
3. For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
 - Email address for submissions: apccps@yorku.ca
 - Submission deadline: **July 31, 2012**

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>1. Depth and Breadth of Knowledge</p>	<ul style="list-style-type: none"> - Knowledge of a broad range of religious traditions - awareness of the history of scholarship in Religious Studies and the questions current in the field—particularly the issues of insider-outside perspectives and the distinction between the disciplines of theology and religious studies - an appreciation for interdisciplinarity in academic research, expressed particularly in the ability to consider and draw upon a wide range of sources for studying religions—including literature, art, and music 	<ul style="list-style-type: none"> - engage in discussions with and about adherents of religious traditions with the benefit of the understanding that comes from knowledge of the history and development as well as the practices of those traditions - recognize the presence of religious traditions and imagery in their own culture and other cultures - understand how the field of Religious Studies has developed, particularly over the last century as it has struggled to be taken seriously as a scientific discipline alongside other social sciences 	<ul style="list-style-type: none"> - all Religious Studies majors are required to focus on one religious tradition, achieving depth in one area, but must also take at least one course in two other traditions, achieving breadth - our courses are divided into six categories: <ol style="list-style-type: none"> 1. Religion, Literature and the Arts 2: Religion & Gender 3: Religious Thought & Practices 4: Methods & Approaches 5: Self, Society and the Other 6: Languages Students must take one course in each of the categories one to five; language courses are recommended but not required - majors must also take Methods in the Study of Religion (HUMA3803) and Theories in the Study of Religion (HUMA3804)

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2. Knowledge of Methodologies	<ul style="list-style-type: none"> - Religious Studies is parasitic in that it freely uses methodologies drawn from other Social Sciences - successful students will demonstrate an understanding of the broad range of these methodologies and be able to transfer skills learned from the study of one tradition or course to another where appropriate - crucial to Religious Studies is the delicate balance of insider vs. outsider perspectives or, put differently, the difficulties of studying traditions in which the investigator is a participant and/or of studying traditions that the investigator may regard with hostility or antipathy; students must demonstrate the ability to set their religious views aside and study the material critically as detached observers 	<ul style="list-style-type: none"> - apply the skills learned in Religious Studies courses to other disciplines or tasks that can benefit from the same methodologies - think critically about the religious traditions within their and other cultures with consideration of the traditions' history and development - view religious traditions with empathy and understanding 	<ul style="list-style-type: none"> - the required courses Methods in the Study of Religion (HUMA3803) and Theories in the Study of Religion (HUMA3804) provide students with depth of knowledge of methodologies in the field, particularly the larger issues of insider/outsider perspectives and other difficulties endemic to the study of religion - students are required to take one course in the category of Methods and Approaches (e.g., Anthropology, Islam and Muslim Societies; Nature of Religion); but all courses use a variety of methodologies whether or not they are formally placed in this category

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3. Application of Knowledge	<ul style="list-style-type: none"> - the ability to work with others who have different knowledge bases in order to solve new problems or address old questions in new ways - sufficient depth in their chosen area of study to be able to progress in the academic environment, and sufficient breadth to be able to place their area of study within the larger context of the field of Religious Studies 	<ul style="list-style-type: none"> - use the knowledge that they have acquired to understand and interpret events locally, nationally, and internationally that are occasioned by religious differences and/or religious co-operation - apply knowledge of the origins, development, and interactions of religions to non-religious groups or phenomena that are influenced by similar motivations and interests—e.g., sporting events, celebrity, etc. 	<ul style="list-style-type: none"> - courses in the category of Self, Society, and Other (e.g., Religions of Canadians, Cultures of Resistance) have direct bearing on issues arising from the interaction of modern religious traditions - students who have chosen to enroll in language courses will find their knowledge useful in a variety of areas (e.g., research, translation, language instruction)

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4. Communication Skills	<ul style="list-style-type: none"> - the ability to express ideas and construct arguments with sophistication and coherence of thought, in both written and oral forums - creative problem-solving skills - the ability to separate religious instruction and expression of ideas from the task of critical thinking and scholarly articulation of arguments 	<ul style="list-style-type: none"> - use their communication skills for any pursuit, whether personally or professionally, that requires the clear articulation of ideas and coherent presentation of arguments - in particular, students who have interacted in the classroom with students of a variety of faiths and cultures will have greater skill in working with people of different cultures and belief systems 	<ul style="list-style-type: none"> - all Religious Studies course emphasize the need to improve written and oral communication skills - upper level Religious Studies courses provide students with more opportunities for creative presentation of ideas (multi-media presentations, debates, artistic expression of ideas) and for the composition of larger essays that hone skills in constructing protracted arguments

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<p>5. Awareness of Limits of Knowledge</p>	<ul style="list-style-type: none"> - all knowledge of religions, particularly ancient religions but also developing religions with few written sources, is fragmentary; dealing with these gaps of knowledge is challenging and students must demonstrate an awareness of this problem and solutions for how to reconstruct the development of religious ideas despite incomplete knowledge - awareness that our sources often are drawn from one side of a conflict (typically history's "victors"); students must realize that there are silenced voices and multiple perspectives that need to be considered 	<ul style="list-style-type: none"> - understand the one-sided nature of most sources and the need to draw upon multiple perspectives to achieve depth of knowledge and awareness of both historical and contemporary issues - employ a hermeneutics of suspicion 	<ul style="list-style-type: none"> - courses in our Religion & Gender, and Self, Society and the Other categories focus particularly on silenced or marginal voices - courses on ancient religions deal expressly with the fragmentary nature of our sources

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<p>6. Autonomy and Professional Capacity</p>	<ul style="list-style-type: none"> - the qualities and skills needed for further study, employment, community involvement, and other activities including: the ability to work effectively with others; the exercise of initiative, personal responsibility, and accountability in both personal and group contexts, a capacity for decision-making in complex contexts; and the ability to manage their own learning in a range of environments 	<ul style="list-style-type: none"> - use their skills at gathering information in a range of environments (via libraries, electronic media, interviewing) for research in professional capacities - engage with others in academic and professional environments with confidence - communicate their ideas effectively but with respect of the positions of others, particularly of those in religious traditions who have difficulty considering the views of outsiders or of examining their own traditions critically 	<ul style="list-style-type: none"> - few Religious Studies courses have a specific professional component, though all work to hone students' research skills and inculcate a knowledge of the breadth of the discipline - language courses provide students with skills useful for further work in academia and professional environments