

# Odyssey Program Guide

2021-2022 INFORMATION FOR STUDENTS, FACULTY AND STAFF



HENDRIX

# Contents

Part I: Overview.....	6
Preface and Learning Goals .....	6
The Basic Requirement and Three Ways of Earning Credit .....	7
Odyssey Completion Milestones .....	8
The Six Odyssey Categories Detailed .....	8
Artistic Creativity.....	8
Global Awareness .....	9
Professional and Leadership Development .....	10
Service to the World .....	11
Undergraduate Research .....	12
Special Projects .....	13
Part II: How to Earn Odyssey Credit.....	14
A. Registering for and Completing Odyssey Credits .....	14
1. Individually designed projects .....	15
2. Pre-approved activities .....	16
3. Odyssey Modules associated with courses.....	16
4. Pre-approved courses .....	17
B. Supplementary Materials Required.....	17
1. Hours Log .....	17
2. The Reflection Component .....	17
3. The Project Completion Form .....	18
4. Odyssey Deadlines for Project Completion Forms.....	18
C. Sharing your Odyssey Experience .....	18
D. Special Situations.....	18
1. Internships and Professional Field Experiences.....	18
2. Transfer Students.....	19
3. Liability Waivers for Domestic or International Travel .....	19
4. International Travel and the U.S. State Department Travel Advisory List .....	20
5. Projects Involving the Use of Human Subjects .....	20
6. Projects Involving the Use of Animal Subjects.....	21
7. Guidelines for Participating in Medical Service Work Overseas.....	21
8. Projects Involving the Use of Campus Facilities.....	22

9. Statement on Service Projects Involving Cooperation with Faith-Based Organizations .....	22
E. Other Policies .....	22
1. Changes to Proposals After They Have Been Approved .....	23
2. Record Keeping .....	23
3. Plagiarism and Accuracy of Submissions .....	23
4. Odyssey Deadlines for Project Completion Forms.....	23
F. Graduation with Distinction in Odyssey.....	23
Part III: The Funding Process.....	24
A. Steps in the Funding Process .....	24
B. General Funding Policies.....	25
C. Funding for First-Time Travel to Present AC and UR Projects .....	27
D. Requirements for Odyssey Grant Recipients.....	27
Part IV: Improving your Writing and Odyssey Submission Materials.....	28
The Proposal .....	28
The Budget.....	29
The Reflection .....	30
Project Completion and Transcript Notation Form .....	30
Part V: Policies for Faculty and Staff Supervisors .....	31
A. Faculty Guide for Course and Module Coding.....	31
Outline of Criteria for Odyssey Course or Module Coding Requests.....	32
B. Approval Process for Co-Curricular Activities.....	33
C. Odyssey Projects Proposed by Faculty or Staff.....	33
D. Supervisor Responsibilities.....	34
E. Guidelines for Faculty Traveling with Students to Present Research .....	36
F. Faculty Liability Coverage.....	36
Appendix A. Co-Curricular Activities Approved for Odyssey Credit.....	36
Artistic Creativity (AC).....	36
Global Awareness (GA) .....	36
Professional and Leadership Development (PL) .....	36
Service to the World (SW).....	37
Undergraduate Research (UR) .....	37
Special Projects (SP) .....	37
Appendix B. Courses Currently Approved for Odyssey Credit.....	37

Modules approved for Odyssey Credit ..... 41

Appendix C. Odyssey Exemplars ..... 41

Appendix D. Engaged Learning and Reflective Thinking..... 42

1. The Journal..... 43

2. A Reflection Paper..... 44

Appendix E. Human Subjects Review Board (HSRB) Screening Questions ..... 46

Appendix F. The Odyssey Office..... 47

The Associate Provost for Engaged Learning..... 47

Appendix G. The Committee on Engaged Learning ..... 47

## **The Basic Odyssey Requirement for Students (the 3-3-3 Rule)**

In order to graduate, a student must complete at least three Odyssey experiences covering three different categories. There are three ways of earning Odyssey credits.

The Odyssey categories:

- **Artistic Creativity (AC).** Experiences in which students explore their creative potential in art, music, dance, drama, or creative writing.
- **Global Awareness (GA).** Experiences in which students immerse themselves in cultures or environments other than their own and engage in appropriate opportunities for reflection.
- **Professional and Leadership Development (PL).** Experiences in which students apply their intellectual interests through internships and professional field experiences, other opportunities for working alongside professionals on site, or leadership in community life or professional settings.
- **Service to the World (SW).** Experiences within and beyond the Hendrix community in which students are engaged in helping meet the social, ecological and spiritual needs of our time through direct acts of service or involvement in social change activities.
- **Undergraduate Research (UR).** Experiences in which students undertake significant research projects using the methods of their chosen disciplines.
- **Special Projects (SP).** Experiences in which students extend, apply, connect or share different ways of knowing (e.g., oral, verbal, tactile, imaginative, intuitive), often in inter-disciplinary settings.

PLEASE NOTE THAT WHILE THE MINIMUM REQUIREMENT IS THREE ODYSSEY EXPERIENCES, YOU ARE ENCOURAGED TO COMPLETE AS MANY AS YOU LIKE.

### **The ways of earning Odyssey credits:**

- Individually-Designed Projects. Design and propose your own Odyssey experience.
- Pre-Approved Activities. Engage in one of the co-curricular activities listed in Appendix A of this Guide.
- Odyssey-Coded Academic Courses. Enroll in courses coded for Odyssey. See the Hendrix Catalog, the online schedule, or Appendix B of this Guide for the listing of Odyssey-coded courses.

THIS GUIDE OUTLINES THE STEPS AND NECESSARY TO EARN CREDIT IN EACH OF THESE THREE WAYS.

While every effort is made to ensure the accuracy of the information provided herein, Hendrix College reserves the right to make changes at any time without prior notice. The College provides the information in the Odyssey Program Guide solely for the convenience of the reader, and to the extent permissible by law, expressly disclaims any liability which may otherwise be incurred.

# Odyssey Program Guide

## Part I: Overview

### Preface and Learning Goals

Based on the faculty's longtime awareness of the educational value of engaged learning, the academic program titled "Your Hendrix Odyssey: Engaging in Active Learning" was implemented in the fall of 2005 to encourage all Hendrix students to embark on educational adventures in experiential learning. Now known simply as The Odyssey Program, its graduation requirements include the completion of an approved experience in at least three of the following categories: Artistic Creativity, Global Awareness, Professional and Leadership Development, Service to the World, Undergraduate Research, and Special Projects. Students are given recognition on their academic transcripts for completion of approved Odyssey projects.

The Odyssey Program offers students opportunities for the following:

- learning more about the world outside the traditional classroom and campus boundaries;
- discovering fresh ways of applying knowledge to new contexts;
- developing heightened capacities for seeing connections among different fields of inquiry;
- discovering that learning can occur in many different contexts and different ways;
- acquiring new skills and abilities that add to the joy of living;
- becoming active and life-long learners, filled with a recognition that learning itself is an ongoing journey;
- recognizing the various problems, both local and global, which they can help solve;
- developing a desire to help others, thus building communities that are compassionate, participatory, and just.

The list below identifies the four chief learning goals of the Odyssey program. No one Odyssey project is expected to achieve all four goals, and engaged learning experiences will understandably be designed with varying degrees of emphasis on the different goals. By completing the graduation requirement of at least three Odyssey credits, each from a different category, however, Hendrix students achieve the following four outcomes:

- I. Enhancement of learning—both what they know and how they come to know—by:
  - the examination of ideas in new contexts;
  - the application of theories to practice;
  - the first-hand discovery of how things are in the world; and
  - the exercise of, and reflection upon, their powers of judgment in practical situations.
- II. Vocational self-discovery and professional development through:
  - the discovery of qualities and capacities they possess for acting effectively in the world;
  - the exercise of resourcefulness and problem-solving abilities in new and complex situations;
  - the identification and exploration of vocational and a-vocational passions; and
  - the reflective delineation of values, life plans, graduation and career goals in light of hands-on experience.
- III. Development of a sense of ownership over one's educational pursuits and of the habits conducive to life-long learning by:

- independently structuring educational projects in accordance with self-selected learning goals;
- applying previous learning to new contexts in creative and novel ways;
- discovering unforeseen connections among disciplines, schools of thought, or social practices; and
- learning to learn from critical reflection upon both success and failure.

IV. Increased awareness of one's responsibility for linking action and understanding in the effort to respond effectively to the social, spiritual, and ecological needs of our time by:

- discovering one's capacity to explore the world and act as an effective agent within it;
- becoming reflective and articulate about how one's values and beliefs influence one's actions and actions shape and reveal one's values and beliefs;
- gaining exposure to, and critically reflecting upon, previously unfamiliar avenues of response to intellectual queries and social problems; and
- making conscious decisions in the selection or design of hands on projects responsive to local and/or global communities.

This guide is designed to help students, faculty, and administrative staff who are interested in creating experiential learning opportunities. Additional, updated information is available on the Odyssey web page ([www.hendrix.edu/odyssey](http://www.hendrix.edu/odyssey)) and from the Odyssey staff, who are available to help at every stage of crafting an Odyssey experience.

## **The Basic Requirement and Three Ways of Earning Credit**

All students are required to complete three Odyssey experiences selected from the six Odyssey categories: Artistic Creativity (AC), Global Awareness (GA), Professional and Leadership Development (PL), Service to the World (SW), Undergraduate Research (UR), and Special Projects (SP). Additionally, each of these required experiences must come from a different category.

While the minimum requirement is three Odyssey experiences from three different categories, students are encouraged to complete as many as they like. For example, every year several students earn credit in all six Odyssey categories and are eligible to graduate with Distinction in Odyssey.

There are three ways of earning Odyssey credits:

1. Individually-Designed Projects. Design and propose your own Odyssey experience.
2. Pre-Approved Activities. Engage in one of the co-curricular activities listed in Appendix A of this Guide.
3. Odyssey-Coded Academic Courses and Course Modules. Enroll in courses coded for Odyssey or courses with an attached Odyssey module. See the Hendrix Catalog, the online schedule, or Appendix B of this Guide for the listing of Odyssey-coded courses and courses with Odyssey modules.

These three ways of earning credit require various steps that are the responsibility of the student. For example, different Odyssey experiences require the student to reflect upon the learning by different means. This Guide contains helpful information concerning Odyssey procedures and policies for registering or proposing your Odyssey experience, undertaking the experience, and completing the experience.

## Odyssey Completion Milestones

Every Hendrix student is required to complete Odyssey experiences in at least three different categories. In addition, we expect the following progression towards meeting this graduation requirement:

- Second semester of sophomore year: Students are expected to have completed an Odyssey experience *in at least one category* by the time they register for classes for their junior year. Students are advised to work with their CNSA advisor during their first three semesters to make sure that they are making progress towards this expectation.
- End of junior year: Students are expected to have completed Odyssey experiences *in at least two categories* by the end of their junior year. Students are advised to work with their major advisor during their second and third years to make sure they are making progress towards this expectation.

## The Six Odyssey Categories Detailed

*Descriptions, requirements, and guidelines*

Each category of the Odyssey Program represents a different kind of experience. The requirements for each category enable students to receive the special benefits offered by that kind of experience. Although the parameters for all the categories are not identical, they are consistent: each set of requirements is designed to articulate the various thresholds that a student must meet in order to achieve the necessary experience in that category. Faculty or administrative staff members who wish to propose a class, a module, an activity, or a project for Odyssey credit and students preparing proposals for an Odyssey Project are urged to review carefully the guidelines for the appropriate category. Proposers must submit a rationale for the proposal that speaks to these guidelines.

### Artistic Creativity

As one of the most venerable instances of giving concrete expression to an idea, art represents an ideal marriage of theory and practice. Activities that satisfy this category may be creative both conceptually and expressively, as in the production of visual art, poetry, musical compositions, performance art, or the presentation of original creative writing. They may also be interpretive, as when the artist performs or executes an idea originally developed by someone else, for instance directing a play, performing a dance or musical piece, or interpreting literature orally. In either case, the activity will demonstrate both understanding of the concept and skill in executing or expressing it to an audience.

Projects that fulfill this category may be prepared in connection with a classroom course or with senior capstone experiences. Alternatively, Artistic Creativity projects may be associated with college-sponsored programs that lie outside the classroom, or they may be conceived as independent activities that lie completely outside the formal curricular and co-curricular structures of the college. In any case, a project should be devised to promote the artistic development of the student. Regardless of the student's initial stage of preparedness, the result should demonstrate growth in the chosen endeavor. **Examples of final products include: a public performance, a portfolio of work, a collection of prose or poetry, or a musical composition. The final product must be shared in a way that is appropriate for the project and open to an outside audience, such as through an exhibition, reading, or online publication.**

While a stand-alone reflection component is not required in the AC category, deliberation over aesthetic choice and reflection upon one's role in the creative arts are assumed to be part of the artistic development process and the production of a final product as required for the AC category. Those making



proposals for AC coding should be specific about the particular methods of critique and response that will be used to elicit such deliberation as part of the creative process.

Examples of experiential learning activities that might fulfill this category:

**INDIVIDUALIZED ACADEMIC EXPERIENCES.** Classes that are more strictly academic in nature, such as courses in music, theatre, or art history, are not sufficient, in and of themselves, to fulfill the requirement. However, a professor may wish to add to such a course a substantial elective experiential project (module) that would qualify for Odyssey credit. Other individualized experiences might include internships (for credit or noncredit), independent studies, and senior capstone projects.

**CO-CURRICULAR ACTIVITIES.** This category includes any activities not directly tied to the curriculum. In many cases, they will be student-initiated and student-directed. Examples include individual projects as well as student-organized musical, theatrical, or public-speaking groups whose activities culminate in an approved public presentation.

**COURSES.** Any course that includes a substantial hands-on component could be a logical candidate for fulfilling this Odyssey category. Specific examples include music activity, dance activity, acting, directing, music composition, creative writing, and studio art classes.

#### **SPECIAL CONSIDERATIONS FOR THE AC CATEGORY**

Supervisors for the AC category must be members of the Hendrix faculty.

If you will need space on campus for a final performance, exhibit, or presentation, you must consult the Master Calendar and submit a calendar request form.

If your final product will be a tangible object such as a manuscript of a literary work or a recording or score of a musical composition, you may wish to investigate copyrighting the work. Find out more from the U. S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

#### **Global Awareness**

The aim of the Global Awareness (GA) component of the Odyssey experience is to help students understand and appreciate cultures or environments other than their own. Toward that end, students are encouraged to engage in learning outside the classroom that broadens their intellectual horizons and deepens their understanding of the political, social, cultural, environmental, spiritual and economic issues affecting the world today. Global Awareness opportunities are also designed to promote personal growth and self-reliance as well as to provide new perspectives about the student's own culture or environment.

Any Global Awareness activity for which Odyssey credit is awarded must contain both an immersion component and a reflection component. Exposure to the target culture or environment shall be direct and substantial: one to two weeks of continuous immersion should be viewed as a minimum. The reflection component may include such things as guided small- and large-group discussions, papers, journals, and oral presentations. The Director of International Programs can assist in developing appropriate reflection activities.

Examples of experiential learning activities that might fulfill this category:

**INDIVIDUALIZED ACADEMIC EXPERIENCES.** This category includes study abroad experiences as well as internships that are completed in a foreign country. Foreign students enrolled at Hendrix as well as American students studying abroad may apply for Odyssey credit under this rubric.

**CO-CURRICULAR ACTIVITIES.** This category includes projects completed outside the context of any academic course. Examples include participation in service-learning trips to other cultures, projects that involve extensive student research on-site in a foreign environment, and individual or group study trips to another culture or environment.

**COURSES.** Any course that incorporates substantial travel to other cultures or environments as well as an appropriate reflection component could be a candidate for GA coding.

#### **SPECIAL CONSIDERATIONS FOR THE GA CATEGORY**

Supervisors for the GA category may be members of the Hendrix faculty or administrative staff.

A GA experience need not involve travel to a foreign country. An unfamiliar culture or environment in the United States can qualify. In your proposal explain carefully how such an experience meets the GA criteria.

Foreign students at Hendrix may apply for GA credit for their experiences in the United States.

All GA experiences require a reflection activity.

#### **Professional and Leadership Development**

Odyssey experiences that fall in this category may be distinctly professional or leadership-focused; some experiences may well fall into both categories simultaneously. Such experiences may be a stand-alone course (coded PL), may be integrated into a standing course, or may be entirely independent of academic coursework. Experiences that fulfill this category may be either financially compensated or not.

A Professional Development experience gives the student an opportunity to develop or refine skills related to a specific professional field or immerses the student in a well-focused exploration of the student's choice of profession or vocation. A vocational exploration can include the search for an appropriate career or field of study, but it can also be a process for broader discernment about the values, enduring passions, social roles, and forms of public service that will inform one's professional life. Vocational explorations meriting Professional Development credit will have well-delineated objectives regarding the vocational aspirations to be explored and clear articulation of how the activities performed advance that exploration. Whether focused on a specific profession or an exploration of career and vocational options, Professional Development experiences include an evaluation of the student's values, interests, strengths, and abilities as they relate to the field or vocational options being explored. A minimum of 100 hours of engagement or a contractual commitment over a two-year period to a Professional Development endeavor is required for the Odyssey credit.

Leadership Development experiences focus on the development of a student's unique leadership style as well as enhancing the student's awareness of group dynamics and the fulfillment of goals through engaging with a group. Odyssey credits for such experiences require a minimum of 100 hours of engagement in up to four Leadership Development commitments during the student's time at the College.

In addition, Odyssey credit in this category requires the incorporation of a reflective, analytical component, including written analyses. When the Professional and Leadership Development experience stands apart from a class, this reflection should be submitted to the Hendrix faculty or administrative staff member advising the student during his or her Odyssey experience.

Examples of experiential learning activities that might fulfill this category:

**INDIVIDUALIZED ACADEMIC EXPERIENCES.** In addition to standing courses, a professor may wish to add to an existing course a major experiential project (module) that would qualify for Odyssey credit under this category. Also, if the professor so chose, it might be feasible for a smaller number of

hours of professional or leadership development that are a component of a course to be supplemented by non-course hours to complete the 100 hours necessary for the Odyssey credit in this category. Similarly, completion of leadership experiences in the ROTC program can fulfill this requirement as long as a Hendrix faculty or administrative staff member is involved in overseeing the reflective component that completes it as an Odyssey experience.

**CO-CURRICULAR ACTIVITIES.** This category includes any activities not directly tied to the curriculum. These include the extracurricular works of the formalized Leadership Scholars program, the informal work of other leaders with significant responsibilities in student organizations, serving as a key player in a political or community advocacy event on- or off-campus, or engagement in varsity athletics. Up to four such leadership experiences may be combined to fulfill this requirement.

**COURSES.** Those courses that include a major hands-on component in professional or leadership development could be candidates for fulfilling this Odyssey category. Specific examples include practicum courses focused on the application of theoretical principles examined within a discipline.

In the Professional Development category, on-campus work experiences that are tied to engagement in academic professional development (e.g. serving as a tutor in academic departments on the campus) may also be Odyssey-worthy.

#### SPECIAL CONSIDERATIONS FOR THE PL CATEGORY

Supervisors for the PL category may be members of the Hendrix faculty or administrative staff.

Note that for Professional Development projects, the required 100 hours of participation (120 for Career Services internships) must take place in a single activity. For Leadership Development they may be divided among up to four separate activities.

Professional Development experiences should contribute to the development or refinement of your skills related to a particular professional field. Your online proposal submission should incorporate an evaluation of your values, interests, strengths, and abilities as they relate to that field.

Leadership Development experiences should contribute to your understanding of group dynamics and promote the development of your own unique leadership style.

For information on internships and professional field experiences, please see the appropriate section in this guide.

#### Service to the World

Service to the World experiences engage students in service projects for social agencies, service or civic organizations, public policy initiatives, or faith communities directly involved in providing resources, goods, political access, systemic change, or other services in response to serious human and environmental problems. Both activities that aim at alleviating present suffering and those that strive for long term social change are appropriate to this category.

Odyssey credit requires a minimum of 30 on-site service hours, exclusive of any service work done as a part of a New Student Orientation Trip, or the required courses Explorations and The Engaged Citizen. The student's hours of service must be verified on a log sheet and signed by a person on-site or the Hendrix supervisor. The 30 hours need not be completed in one semester or in consecutive semesters. They may be spread among several projects and over a four-year period. Opportunities exist for students to complete service hours by participating in, for example, Hendrix College mission trips, summer service fellowships, internships, and service-learning courses; however, students may also initiate and propose service projects with other agencies and faith communities.

At the completion of the 30 hours, all log sheets must be turned in to the campus supervisor. In order to receive Odyssey credit, the student must submit an online Project Completion and Transcript Notation Form.

In addition to completing at least 30 hours of service, students must participate in a reflective exercise or set of exercises in which they analyze the social, ethical, political, environmental, personal and/or religious implications of what they have seen and undertaken through their Odyssey service experience. These reflective exercises may be in the form of journals, more formal papers, or structured discussions during or after the service experience, as arranged or approved by the Odyssey Office.

Examples of experiential learning activities that might fulfill this category:

**INDIVIDUALIZED ACADEMIC EXPERIENCES.** This category includes service projects connected with internships and optional projects completed in conjunction with courses (modules) that by themselves do not merit Odyssey coding.

**CO-CURRICULAR ACTIVITIES.** Included in this category would be service projects for which students receive no academic credit. For example, approved college-sponsored mission trips, summer service fellowships, and volunteer work would fall under this rubric. Several service experiences may be combined to fulfill the required 30 hours.

**COURSES:** Any course that requires at least 30 hours of community service could be eligible for SW coding.

#### **SPECIAL CONSIDERATIONS FOR THE SW CATEGORY**

Supervisors for the SW category may be members of the Hendrix faculty or administrative staff.

Please consider carefully the way in which your project will involve a provision of resources, goods, political access, systemic change, or other services in response to serious human or environmental problems.

Note that for off-campus experiences you must have an on-site supervisor to verify your hours of service work in addition to a Hendrix supervisor.

If you are interested in developing a service project, you may wish to consult resources available through the Miller Center for Vocation, Ethics, and Calling (SLTC 127 or millercenter@hendrix.edu). For civic engagement projects, you are encouraged to contact the Odyssey Office at odyssey@hendrix.edu.

#### **Undergraduate Research**

The College has long recognized the value of undergraduate research as an excellent extension of traditional classroom pedagogy. Such research leads to an enhanced and more practical understanding of professional methods and fields of study appropriate to the various academic disciplines. In some cases, research may result in the discovery of previously unknown information. In many instances, however, the pedagogical value of such research lies as much in the methods used as in the results obtained. The primary objective is that the project be substantial (in breadth, scope, scale, maturity, effort, and time involved), and that research methods of the chosen discipline be learned and demonstrated.

Each Odyssey research project, whether curricular or extracurricular, whether on-campus or off-campus, must be conducted under the supervision of a Hendrix faculty member in the field of study related to the research in question. The faculty supervisor must be consulted in the planning stages of the research and frequently throughout the duration of the project. Faculty supervisors of undergraduate research projects not only attend to the quality of a student's research in the discipline but also, as

appropriate, help the student use the experience to explore his or her potential as a researcher or other professional in the field of study.

Dissemination is a crucial part of the research experience. Therefore, the final product must be shared in a way that is appropriate to the academic discipline and open to an outside audience. This can occur, for example, at a professional meeting, via publication, or at an on-campus venue.

Examples of research experiences that may qualify for Odyssey credit include, but are not limited to, participation in courses that have research as the primary component, participation in senior capstone experiences where research is a significant part of the capstone requirement, or enrollment in independent studies or off-campus experiences the principal focus of which is research.

A Proposal Form must be prepared for student-initiated projects, as delineated in this Odyssey Program Guide. For off-campus projects, the Hendrix faculty supervisor will ensure that the student will be an active participant in a high-quality research project, and that the student has acquired a solid theoretical and practical understanding of that project.

Examples of experiential learning activities that might fulfill this category:

**INDIVIDUALIZED ACADEMIC EXPERIENCES.** There are some course experiences that, under certain circumstances, may qualify for UR Odyssey credit even though such courses are not UR coded. Examples of such experiences could be independent studies with an extensive research component or class assignments (modules) that in individual cases expand to the point where they are worthy of UR Odyssey credit.

**CO-CURRICULAR ACTIVITIES.** Examples of appropriate projects that might be included in this category include research conducted either at Hendrix under the direction of a faculty member or conducted primarily off-campus. Dissemination of the research results and supervision by a Hendrix faculty member are both required for summer and off-campus research projects.

**COURSES.** Courses with a UR coding require research that is substantial and typical of the particular discipline.

#### **SPECIAL CONSIDERATIONS FOR THE UR CATEGORY**

Supervisors for the UR category must be members of the Hendrix faculty.

Consider carefully any laboratory facilities, supplies or equipment that you will need for your project. There may be safety issues (chemical, human or animal subjects, radiation, etc.) that must be addressed prior to beginning the research. Be sure to contact the proper safety officials, discuss the proposal with them, and obtain clearance to proceed.

In order to receive Odyssey credit, your research results must be presented in a public forum, either on- or off-campus. Specify your plan for presenting your research in your proposal. Also note that a reflection activity may be encouraged for the experience.

#### **Special Projects**

Special projects allow students to extend, connect, or deepen their liberal arts learning in unique ways. The Special Projects category includes:

- projects that apply different ways of knowing (e.g., oral, verbal, tactile, imaginative, rational, intuitive, artistic, scientific);
- projects that bring together the methods, insights, concerns, or subject matters of different disciplines;

- projects that entail non-traditional ways of approaching a topic;
- projects that are in the spirit of engaged learning but do not properly fit in the other Odyssey categories.

Proposals for special projects **must include an explanation** of how a particular project meets one of the descriptions above.

Although the projects belonging to this category will differ widely, a special project must entail at least 30 hours of work on the part of each student involved. Proposals must include an estimate of the amount of time to be spent on the project, and records of time spent must be kept throughout the project's duration.

The outcome of a special project does not need to be a “product” per se, but proposals must indicate the anticipated outcomes of the project. Projects must incorporate a component that will allow students to reflect on their experience in writing and conversation. Proposals must indicate what form this reflective component will take.

Examples of experiential learning activities that might fulfill this category:

**INDIVIDUALIZED ACADEMIC EXPERIENCES.** This category includes independent studies, internships, and optional additions to existing courses (modules) that by themselves do not meet Odyssey criteria. Such projects must offer students the opportunity to explore unique, interdisciplinary, or non-traditional ways of learning through experiential activities.

**CO-CURRICULAR ACTIVITIES.** Special projects that involve students in engaged learning in unique, non-traditional or interdisciplinary ways and that are undertaken outside the normal context of classes, independent studies or internships may fulfill this category.

**COURSES.** Any course that allows students, through experiential means, to extend, connect, or deepen their liberal arts learning in unique ways and that does not precisely fit any of the other Odyssey categories could be a candidate for coding under this category. Such courses must include at least 30 hours of engaged activities as well as an opportunity for reflection on the experience.

#### SPECIAL CONSIDERATIONS FOR THE SP CATEGORY

Supervisors for the SP category may be members of the Hendrix faculty or administrative staff.

In your proposal explain carefully how your project fits one or more of the following criteria:

Does it involve different ways of knowing?

Is it interdisciplinary?

Does it enlist a non-traditional approach to a topic?

Does it exemplify some kind of engaged learning not represented in the other Odyssey categories?

Also explain what will count as a completed and successful project. For example, will there be a tangible final product? Will there be a public presentation to the campus community or other relevant audiences?

## Part II: How to Earn Odyssey Credit

### A. Registering for and Completing Odyssey Credits

The procedures for registering for a pre-approved course, a pre-approved activity, or your self-designed project are outlined below. As of Fall 2019, the Odyssey Office transitioned to on-line forms. Students must coordinate all drafts with their campus supervisors before submission. Each submission will receive a confirmation e-mail as it moves through the approval process.

## 1. Individually designed projects

a. For an individually designed project, you must develop your own idea and plan for its execution. Note that there is a checklist for this process inside the back cover of this guide. Students working on a project as a group should submit a single proposal. Be sure that all names and ID numbers are included on the Proposal Form submission.

b. Select a supervisor as early as possible in the process. Look for someone who has expertise in the area you are interested in and who will share your enthusiasm for the project. You may wish to speak to several people before selecting the one with whom you wish to collaborate. PLEASE NOTE THAT FOR PROJECTS IN THE AC AND UR CATEGORIES YOUR SUPERVISOR MUST BE A MEMBER OF THE HENDRIX FACULTY. For all other categories your supervisor may be a member either of the faculty or of the administrative staff.

c. Consider the categories carefully and select the one that matches your project the best. In your proposal you must speak to the criteria of the category you have selected. If the match is not good, your proposal may be sent back to you for revision.

d. Work with your supervisor to write a coherent description of what you propose to do and what you hope to learn from the project that contains the following sections:

- Project Abstract (250-word limit): A brief overview of the project and its category and what you plan to do, including timeframe and location.
- Project Plans (500-word limit): Give details on how you will see this project through. Use your background research to set the scene, introduce the organizations or locations involved, and describe your reason for doing this Odyssey. How will you get there? Where will you stay? What steps will you take to explore your topic?
- Learning Goals (500-word limit): Provide 3-4 learning goals and explain why they are relevant for the project and important to you. Group project proposals should specify each participant's learning goals.
- Odyssey Category (500-word limit): Include any details about category specific criteria (such as hours, reflection piece, or public presentation) and how you plan to meet them. Consult the Odyssey Categories menu at [www.hendrix.edu/odyssey](http://www.hendrix.edu/odyssey) for more information, if necessary.
- Additional Information (500-word limit): Include additional information or elaborate on anything that you need to here. This might include project-specific requirements that are requested by your project supervisor. If you are seeking funding, you can use this space to provide further details about the financial support you need to complete the project.

e. Refer to the Odyssey Learning Goals in your proposal. Give your project a concise but descriptive title. You are encouraged to bring a draft of the proposal to the Odyssey Office for advice. See the “Improving Your Writing and Odyssey Submission Materials” section of this Guide for additional advice on crafting a strong proposal.

f. Once your project description is complete and approved by your supervisor, submit a Proposal Form online. Please note that the form must be approved by your supervisor after you submit it. Project proposals that do not require funding are accepted year-round, with no deadline, but must be submitted before you begin the project. THE ODYSSEY OFFICE DOES NOT ACCEPT PROPOSALS RETROACTIVELY.

g. You will receive notification by e-mail when your project is approved for credit.

h. All projects must have a clearly defined end date. Your online completion form will be due no later than due three months from the end date. You will receive reminders of your due date as well as the three-month mark when your project expires. While you can reactivate an expired project, it is best if you complete the work in the first three months following the expected completion date.

i. Once you have completed your project and met all the requirements of the category you have selected, submit a Project Completion Form online to the Odyssey Office. The form must be approved by

your supervisor, and you must include a brief project description (approximately 150-200 words) describing your experience and what you have learned. (See Part IV for a guide to writing strong transcript notations.) If an hours log is required, allow your supervisor to review it prior to submitting your on-line form. If your experience required a reflection component, your supervisor must have the opportunity to review and approve it before you attempt to complete the experience. The Odyssey Office does not need your hours log or your reflection, because those items are shared between student and campus supervisor. Your credit will not be registered as complete until you have submitted your completion form online.

If you will incur expenses for your project, you may wish to apply for Odyssey funding. See Parts III and IV for directions, guidelines and suggestions for writing for Odyssey.

## 2. Pre-approved activities

a. Check the list in this guide (Appendix A) or on the Odyssey website to ascertain that the activity in which you are interested in participating is coded for Odyssey credit. Also note carefully the category in which it is coded. You may not select an alternate category for a pre-approved activity.

b. Fill out a Statement of Intent Form online and submit it for approval by the supervisor of the activity. All pre-approved activities must indicate 2-3 individualized learning goals specific to the student completing the activity. All activities must have a clearly defined end date. Your completion form will be due no later than three months from the end date. You will receive reminders of your due date as well as the three-month mark when your activity expires. While you can reactivate an expired activity, it is best if you complete the work in the first three months following the expected completion date.

c. Submit the Statement of Intent form online to the Odyssey Office BEFORE you begin participating in the activity or at the very least shortly after you have begun. THE ODYSSEY OFFICE WILL NOT ACCEPT THE STATEMENT OF INTENT AFTER YOU HAVE COMPLETED THE ACTIVITY.

d. Once you have completed the requirements for earning Odyssey credit in the activity you have chosen, submit a Project Completion Form online to the Odyssey Office. The form must be approved by your supervisor, and you must include a brief project description (approximately 150-200 words) describing your experience and what you have learned. (See Part IV for a guide to writing strong transcript notations.)

If an hours log is required, show it to your supervisor before submitting the online form. If your experience required a reflection component, your supervisor must have the opportunity to review and approve it before you attempt to complete the experience. The Odyssey Office does not need your hours log or your reflection, because those items are shared between student and campus supervisor. Your credit will not be registered as complete until you have submitted your completion form online.

Note that there is no standard wording for any pre-approved activity, so each student is required to submit a Project Completion Form.

## 3. Odyssey Modules associated with courses

a. Check the list of courses with modules in this guide (end of Appendix B) or on the Odyssey website. Also note carefully the category in which it is coded. You may not select an alternate category for an existing module.

b. Discuss the additional work required with the course instructor.

c. Fill out a Statement of Intent Form online so it can be approved by the course instructor. All modules must have a clearly defined end date. Your online completion form will be due no later than three months from the end date. You will receive reminders of your due date as well as the three-month



mark when your project associated with a course expires. While you can reactivate an expired project, it is best if you complete the work in the first three months following the expected completion date.

d. Once you have completed the requirements for earning Odyssey credit in the module, submit a Project Completion Form online to the Odyssey Office. The form must be approved by the course instructor, and you must include a brief project description (approximately 150-200 words) describing your experience and what you have learned. (See Part IV for a guide to writing strong transcript notations.) Your credit will not be registered as complete until you have turned in this paperwork.

Note that there is no standard wording for modules, so a Project Completion Form is required to obtain credit.

#### 4. Pre-approved courses

a. Check the list in this guide (Appendix B) or on the Odyssey website to ascertain that the course you are interested in taking is coded for Odyssey credit. Odyssey codes also appear with course descriptions in the Hendrix Catalog and the course schedule.

b. Enroll in the class through the normal registration process. **NO STATEMENT OF INTENT FORM IS REQUIRED.**

c. Earn a C or better (or a CR for a course taken for credit only) in the course.

d. In some, but not all, cases the professor may ask you to help write the project description that will go on your Odyssey transcript. For a pre-approved course, you do NOT need to turn in a Project Completion Form.

PLEASE NOTE: THE ODYSSEY OFFICE DOES NOT SUPPORT OR CONDONE MISSING CLASSES TO COMPLETE AN ODYSSEY PROJECT. THE ONLY EXCEPTION TO THIS POLICY IS FOR TRAVEL TO A CONFERENCE THAT OCCURS DURING THE ACADEMIC YEAR, AND UNDER THESE CIRCUMSTANCES, IT IS THE STUDENT'S RESPONSIBILITY TO MAKE UP ALL COURSE WORK MISSED.

## B. Supplementary Materials Required

### 1. Hours Log

The instructions for three of the Odyssey categories require that you devote a specific number of hours to your activity or project. These categories are: Professional and Leadership Development (100 hours), Service to the World (30 hours), and Special Projects (30 hours). In the case of Leadership Development and Service to the World, you may divide your hours over several experiences. Professional Development activities and Special Projects must be completed in a single experience. In all cases, however, you must keep a careful log of the time spent, signed or initialed by your on-site supervisor, who often will be a person other than your Hendrix supervisor. (If there is no on-site supervisor, your Hendrix supervisor may verify your hours.) Log forms can be downloaded from the Odyssey web site. Your hours log must be shared with your Hendrix supervisor, who will ultimately approve your project. You do not need to submit the Hours Log to the Odyssey Office.

### 2. The Reflection Component

Completion of a well-defined reflection component is required for Professional and Leadership Development, Service to the World, Special Projects, and Global Awareness experiences. Supervisors of projects in the Artistic Creativity and Undergraduate Research categories may also require reflection. This component will ordinarily take the form of either a reflection paper written after you have completed the

activity or a journal that is kept as you go through the experience. The format and length of this reflective component is to be determined by you in consultation with your supervisor. Please see Appendix D for advice about keeping a journal or writing a reflection paper for an Odyssey experience. Your reflection paper or journal is meant to be shared with your supervisor only. Do not submit it to the Odyssey Office.

Other forms of reflection such as blogs, photo journals, or group discussions may be appropriate for your project. Such alternatives must be approved both by your project supervisor and by the director of the Odyssey Program.

### **3. The Project Completion Form**

A brief description of each of your projects (including any that you complete above and beyond the required three) will be recorded on your academic transcript. Thus prospective employers and graduate school admission committees will be able to see the kinds of hands-on work you have done as part of your undergraduate program.

The description of the project that you submit with your completion form serves two very important functions. First, since it will appear on a public document (your transcript), it describes for other people, such as potential employers or members of graduate school admissions committees, exactly what you did and what you learned from the experience. Therefore, you should use language that is clear, precise, and descriptive, and avoid vague remarks or slang expressions. Think carefully about how your writing will represent you to someone who does not know you well. (See Part IV for a guide to writing strong transcript notations.)

Your online Project Completion Form is due no later than three months from the expected completion date you listed on your Proposal Form or Statement of Intent form submission.

### **4. Odyssey Deadlines for Project Completion Forms**

All Odyssey projects and activities will have a specified end date when they are entered on a student's record. The Project Completion form is due no later than THREE MONTHS from this expected completion date. Experiences that are not complete at this time will be considered EXPIRED.

Each Odyssey record will list IN-PROGRESS experiences that are still in progress, COMPLETED experiences for which a Project Completion Form has been submitted, and the EXPIRED experiences that missed the completion deadline. If you wish to reactivate an experience that has expired, you must contact the Odyssey Office.

### **C. Sharing your Odyssey Experience**

You are encouraged to share your Odyssey experience with the Hendrix community and beyond. Two categories—AC and UR—require a final performance, exhibition, presentation or publication. Regardless of category, you may also want to participate in the Odyssey Exemplars Presentation Series (see Appendix C). Also consider sharing your Odyssey experience with the Hendrix Office of Marketing Communications.

### **D. Special Situations**

#### **1. Internships and Professional Field Experiences**

The following types of internships have been pre-approved for Odyssey credit in the PL category. To register for credit, you must simply submit an online Statement of Intent. For more information about each program, please consult the person whose name is in parentheses.

- Career Services Internships (Tricia Burris, Internship Coordinator)
- Hendrix Experience Ambassador Team (HEAT) Internships (Jennifer McKenzie, Associate Director of Admissions)
- Miller Center Internships (supervised by the Director of the Miller Center)

If you wish to arrange an internship experience that you cannot or choose not to register with Career Services, you must submit a full Proposal Form online to the Odyssey Office in order to apply for credit. Under these circumstances the activity must be called a “professional field experience” rather than an internship regardless of the title used by the hiring agency. If your experience is approved, you will be required to keep an hours log signed by an on-site supervisor and either keep a journal or write a reflection paper to share with your Hendrix supervisor.

Regardless of type, if your internship or professional field experience is unpaid, you are eligible to apply for funding from the Committee on Engaged Learning (CEL). For more information on the funding process, please consult the appropriate section in this guide. Ordinarily, the CEL will NOT award funding for students who hold paid internships or professional field experiences.

## **2. Transfer Students**

Subject to Odyssey Office approval, you may receive Odyssey credit for work done while enrolled at another institution, provided that the experience occurred after you began full-time college-level studies. Please email a written petition to the Odyssey Director that includes a description of the experience, project or activity for which you wish to receive credit to the director of the Odyssey Program. At the discretion of the director, you may be required to complete a reflection paper. Up to two credits may be awarded for work done elsewhere. At least one Odyssey credit must be started and completed while you are enrolled at Hendrix.

## **3. Liability Waivers for Domestic or International Travel**

Hendrix College strongly encourages its students, faculty and staff who are contemplating travel for educational or other purposes to plan well in advance and to take precautions to ensure a safe trip. All international travelers should familiarize themselves with political, health, crime, and other safety-related conditions prevailing in any country and specific locations within the country(ies) to be visited. A review of these conditions can be performed by viewing web-based information provided by the U.S. Department of State (<http://travel.state.gov/>) as well as information provided by various other cognizant agencies and governments.

The following provisions apply to all Hendrix students who intend to study abroad or participate in any travel away from campus that is sponsored or funded by Hendrix, or in connection with a trip domestically or abroad by a recognized College organization or institution affiliated with the College:

All Hendrix students have primary responsibility for their own safety when traveling, whether or not their travel is funded or sponsored by Hendrix or is accorded credit by Hendrix. The current online versions of the Odyssey Proposal Form and the Statement of Intent include waiver language. For larger group projects or those that participants are selected after credit is awarded, a Group Signup Form is required that contains the necessary waiver agreement.

Hendrix College provides emergency medical insurance for students and faculty traveling abroad for college business or projects. More information about this policy is available from the Office of International Programs. Please note, however, that this policy does not include coverage for trip delay or cancellation. Students who are concerned about such contingencies are encouraged to purchase their own travel insurance policies. Note that Odyssey funding may not be used for travel insurance.

#### 4. International Travel and the U.S. State Department Travel Advisory List

The U.S. Department of State provides valuable information for traveling abroad, including a current list of countries under travel advisory:

<https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories.html>

Countries and regions within countries under travel advisory are classified according to a four-level system:

- Level 1: exercise normal precautions
- Level 2: exercise increased caution
- Level 3: reconsider travel
- Level 4: do not travel

The official Hendrix travel policy is coordinated with the U.S. State Department's system:

- Students on official Hendrix business—including undertaking Odyssey projects—are allowed to travel to countries and regions for which there is no travel advisory, a Level 1 travel advisory, or a Level 2 travel advisory.
- A student wishing to travel to a country or a region of a country under a Level 3 travel advisory must petition the Hendrix Travel Advisory Committee to do so. To begin this process, please send an email to [studyabroad@hendrix.edu](mailto:studyabroad@hendrix.edu).
- Under no circumstances will a Hendrix student be allowed to travel to a country under a Level 4 travel warning.
- In all cases students must register with the State Department's Smart Traveler Enrollment Program (STEP): <https://travel.state.gov/content/travel/en/international-travel/before-you-go/step.html>

#### 5. Projects Involving the Use of Human Subjects

Under normal circumstances, all research (regardless of Odyssey category) involving human subjects must be reviewed by the Hendrix College Human Subjects Review Board (HSRB). The HSRB Policies and Procedures, as well as a series of helpful handouts, are available on the HSRB website (<http://www.hendrix.edu/hsrb>). Please note that the information required for an HSRB review is different than the paperwork for Odyssey, so you will need to carefully follow the format described in the HSRB Policies and Procedures.

Research conducted by students as part of a class project, or for educational purposes, does not require the approval of the HSRB, unless it involves more emotional, physical, legal, social, or financial risk to participants than they might experience in their everyday lives. The HSRB website provides guidance on whether projects are exempt from review. If you believe your project is exempt, you must still complete the Self-Determination form available on the HSRB website. **NOTE: If you want Odyssey credit or funding for a project that requires HSRB approval, upload a copy of this form during the online proposal process or email it to [Odyssey@hendrix.edu](mailto:Odyssey@hendrix.edu) if you are alerted to the need for HSRB review afterwards.**

If you have any questions about the HSRB process, please contact the HSRB chairs, Dr. Stacey Schwartzkopf and Dr. Carmen Merrick, at [HSRB@hendrix.edu](mailto:HSRB@hendrix.edu) to ask questions and/or set up a time to discuss your project with a faculty representative from the HSRB.

## 6. Projects Involving the Use of Animal Subjects

If your project involves the use of animals, you must indicate whether the project is covered by an existing Hendrix College Institutional Animal Care and Use Committee (IACUC) protocol. If not, and your project involves any procedure that alters or influences the activity of animals, you must consult with the IACUC prior to any project that will use vertebrate animals to ensure compliance with institutional and federal regulations regarding the ethical treatment of animals. Contact Dr. Jennifer Penner at [penner@hendrix.edu](mailto:penner@hendrix.edu).

## 7. Guidelines for Participating in Medical Service Work Overseas

If your project involves performing medical service work or shadowing medical professionals abroad, you will be asked to sign a copy of the following statement.

Acquiring clinical experience is a vital part of student preparation for careers in medicine, dentistry and other health care professions. Many students are now taking advantage of medical volunteer programs in foreign countries. While some students have gained excellent experiences abroad and valuable service has been provided to people in need, the potential for harm and abuse in these situations cannot be ignored. Participation of inadequately trained students can have negative consequences including:

- Harm done to the patient. The primary objective is to help those in need, and the first step in that direction must be to avoid causing harm. As a student, it may be difficult to know what might cause harm so you must carefully avoid situations where there is any possibility that you might hurt someone.
- Legal trouble with local authorities. Even if a local doctor is supervising, or says that it is OK for you to perform a procedure, violation of local laws is still a punishable offense.
- Risking your acceptance to professional schools. Many students think that the more in-depth clinical experience they have, the stronger their applications will be. However, taking on tasks that are beyond your training will make you look unethical, foolish and irresponsible to admission committees, and thus may diminish or eliminate your chance for acceptance.
- Losing money to a fraudulent company. There are many companies that will, for a fee, help place you in a foreign clinic. Be aware that these companies are in the business of making money first, and some may act dishonestly. Check out these companies very carefully before signing any contracts. If an agency is pushing the idea that you will actually get to practice medicine while abroad, rather than simply observe and learn, you should have serious reservations about its ethical practices.
- Physical harm to yourself. Engaging in medical practices without sufficient training and protection can under certain circumstances result in harm to you as well as to the patient.

Although we cannot provide a list of every appropriate and inappropriate activity that students may encounter, please consider carefully these broad guidelines to help choose your course of action:

- The primary purpose of student clinical experience is observation, not hands-on treatment. You are there to learn, not to treat.
- While it may be possible for students to learn and provide some basic patient care, more advanced techniques are far beyond the scope of a short training period. For example, students should not diagnose diseases, dispense medications, use scalpels or perform any invasive techniques. In dentistry, providing anesthesia, tooth extraction and applying sealants are among the procedures in which students should never engage personally.
- Some students may have additional training such as EMT certification prior to the foreign service trip. Those students are qualified to perform certain tasks that other students are not. Be aware of your own limitations and qualifications and do not try to exceed them.

- Always keep the welfare of the patient foremost in your mind, not the perceived opportunity for proving yourself to an admissions committee. Ask yourself how you would feel if you were in the place of a patient and a college student with no significant medical experience were about to perform this procedure on you. If this thought makes you feel uncomfortable, it is probably not an appropriate task for you to be doing.

You should also be aware that it is not necessary to travel abroad to serve those in dire need. There are many opportunities to help the poor and other needy groups here in the US. There are likely many worthwhile volunteer opportunities in your community, with many more around the country. Many professional schools will be equally impressed with what you can do to help close to home rather than while abroad.

## **8. Projects Involving the Use of Campus Facilities**

If you are proposing a project that will involve the use of campus facilities, you must receive written permission from Facilities (501-450-1348), before your project can be approved. Housing of animals, other than those used in the laboratories, must be approved by both Facilities and the Vice President for Student Affairs, Jim Wiltgen (wiltgen@hendrix.edu; 501-450-1222).

## **9. Statement on Service Projects Involving Cooperation with Faith-Based Organizations**

A number of Service to the World projects (and projects in other Odyssey categories that involve service elements) include activities in which there is cooperation with faith-based organizations. Such service work can be an incredibly positive way in which students investigate their own faiths as well as providing important services that “meet the needs of our time.”

In this work, however, students should be conscious of activities in which proselytizing is interwoven with the providing of such important services. Students should be reminded about warnings regarding proselytizing presented in the “Hendrix College Religious Life Ethical Framework”:

Proselytizing by undermining another religious community is considered a violation of good practice, and even sincere conversation should not be sought through deprecating other groups. Religious group directors, advisors, and their students should share their faith with others in a manner that avoids harassing, demeaning, or disregarding the integrity and freedom of other persons in making their own decisions in matters of religious faith and identity.

In short, if an Odyssey proposal has proselytizing as a component, the service project cannot intrude on the clients’ religious freedom. As defined in the “Hendrix College Religious Life Ethical Framework,” “religious freedom” recognizes that individuals “must be able freely to participate in or to leave a religious group without being subject to harassment or procedures that compromise...autonomy.” In addition, making vital services contingent upon religious activities is also problematic. Finally, in all engaged learning work at Hendrix College, religious diversity should be respected as referenced in the College’s “Statement on Diversity.”

Therefore, as students or supervisors propose Odyssey projects that involve cooperation with any faith-based organization, they should speak to the way in which this service lives up to these principles.

## **E. Other Policies**

### **1. Changes to Proposals After They Have Been Approved**

Once a proposal has been approved for Odyssey credit, changes must be submitted in writing to and approved by both the faculty supervisor and the Odyssey director. If significant changes are made without prior approval, credit and/or funding may be withdrawn.

### **2. Record Keeping**

The Odyssey Office will keep track of your projects and supply the information for your transcript to the registrar. However, IT IS STRONGLY RECOMMENDED THAT YOU KEEP COPIES OF ALL MATERIALS ASSOCIATED WITH EACH OF YOUR ODYSSEY PROJECTS. You may wish to create a special “Odyssey Folder” on your computer to store all these documents.

You can view your progress towards completion of the Odyssey requirement at any time in your campus web account at the bottom of the “Course History” page. Official transcripts can be ordered from the Registrar’s Office.

### **3. Plagiarism and Accuracy of Submissions**

Plagiarism, which involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another’s idea without acknowledging the source, the submission of a paper or project (or any portion of such) prepared by another person is a violation of the standards of academic integrity.

Students are expected to follow all standards of academic integrity when submitting Odyssey proposals and other paperwork, and throughout all stages of Odyssey projects and activities. Instances of academic dishonesty will be handled according to the policies set forth by the Hendrix Committee on Academic Integrity (for more information, see the Hendrix Catalog).

Please also note that by submitting a proposal, funding request or application to participate in an Odyssey-funded experience, you will acknowledge that all information provided is accurate.

### **4. Odyssey Deadlines for Project Completion Forms**

All Odyssey projects and activities will have a specified end date when they are entered on a student’s record. The Project Completion form is due THREE MONTHS from the end date. Experiences that are not complete at this time will be considered INACTIVE.

Each Odyssey record will list ACTIVE experiences that are still in progress, COMPLETED experiences for which a Project Completion Form has been submitted, and the INACTIVE experiences that missed the completion deadline. If you wish to reactivate an experience, you must contact the Odyssey Office.

## **F. Graduation with Distinction in Odyssey**

Completing experiences in all six Odyssey categories is a remarkable achievement. Hendrix honors graduates who have accomplished this feat by considering them for Graduating with Distinction in Odyssey.

On March 18, the Odyssey Office will determine which students meet the requirements for consideration. These seniors must already have completed all six categories at that time, or they may have five of the six categories completed. **One experience**-a course, project or activity-may be underway with an expected completion at the end of the semester.

**NOTE: Only students with 5 or more completed Odyssey credits on March 18 will be invited to apply for Graduation with Distinction in Odyssey.**

Qualifying seniors will be sent a link to an online application form for Graduation with Distinction in Odyssey. These applications are due by 5 p.m. on Tuesday, March 30. The Odyssey Director will review all applications and determine which applicants will receive the distinction designation.

As part of the application process, the Odyssey Office will review students' Project Completion Forms and other written materials related to completed projects. The Odyssey Office will determine the degree to which the candidates for Graduation with Distinction in Odyssey have fulfilled the learning goals of the Odyssey program. Once the decisions have been made, the names of the students will be sent to the Provost's Office by its annual deadline for inclusion in Honors Day materials.

## Part III: The Funding Process

If you will incur expenses for your project, you may wish to apply for Odyssey funding. Under ordinary circumstances the schedule of deadlines for funding applications is the following:

October 1 for spring semester and winter break projects;  
February 1 for summer projects (see below for more information on summer proposals);  
April 1 for summer, fall semester and winter projects (see below for more information on summer proposals).

If the funding deadline falls on a weekend, submissions will be due by 5 p.m. on the following Monday. Applicants who must have assurance of funding further in advance than these deadlines allow are encouraged to consult with the Odyssey Office. In cases where there are extenuating circumstances (such as timetables imposed by external constituencies), you may be given permission to apply during an earlier cycle than usual.

Funding proposals for summer experiences can be submitted either in February or April. If your plans are finalized before February 1 (e.g., you have been offered a summer internship placement or undergraduate research opportunity), we suggest you apply for funding during the February round. Please keep in mind that funding decisions on April proposals are not announced until early May.

A summer experience proposal that has been rejected for funding in February can only be resubmitted in April after substantial changes to the plans or quality of the proposal.

To apply for funding, use the on-line Proposal Form, which will ask if you need funding.

### A. Steps in the Funding Process

1. You are strongly encouraged to come by the Odyssey Office early in the process for advice and suggestions as you prepare your proposal. Allow plenty of time to make revisions and to consult with your supervisor. It is recommended that you meet with your supervisor at least two weeks before the funding deadline. Note that resubmissions are not permitted if your proposal does not satisfy the requirements for Odyssey credit. The deadline is strict because many offices are involved in the process, and there is a timeline in place for the consideration of proposals by the CEL that cannot be delayed.



2. The online Odyssey Proposal Form has sections to fill out if you require funding. You will also need to complete a Budget Request Form for your experience. All of these forms are available online.

3. Submit your Proposal Form for funding online and upload your budget form. Your supervisor must approve your proposal before it can be processed. Be aware that your project must be approved for credit BEFORE it can be forwarded to the Committee on Engaged Learning (CEL) for funding consideration. Only the proposals that satisfy this first step will be considered. You will receive an e-mail message from the Odyssey Office notifying you whether or not your proposal has been approved for credit.

4. After the funding deadline, the CEL will consider and evaluate all funding requests forwarded by the Odyssey Office. The committee will determine which requests are to be funded and the dollar amount of each grant.

5. The CEL will then submit its recommendations to the Committee on Faculty (CoF) for review. Once the CoF approves the recommendations of the CEL, the Odyssey Office will notify you via campus mail of the outcome. Note that your award may be less than your request. Therefore, it is important to have a back-up plan to cover some of your expenses.

6. If you receive funding, you will be asked to sign an acceptance form by the deadline specified in your letter. You must then work with Janina Cambiano, Manager of the Odyssey Office, to arrange the disbursement of your funds. If you do not receive funding, you will be given a deadline to alert the Odyssey Office that you still intend to pursue the project so it can be included in your record. Otherwise, you will have to submit a new proposal for credit.

Please note the following policies:

- The Odyssey Office will prepay as many items on your budget as possible.
- For most items that cannot be prepaid you must bring receipts for reimbursement. Mileage is an exception to this policy; no receipts are required. Instead you must submit the total number of miles driven.
- Cash advances will be issued only for per diems for meals, currently \$35 per day for either domestic or international projects. No receipts are required for per diem expenditures.
- Stipends are paid through the Hendrix College payroll office. The required paperwork must be completed before stipends can be issued. Taxes will be withheld from your paycheck. Because the College begins a new fiscal year on June 1, the earliest stipends can be paid to summer recipients is usually in the third week of that month. Please plan accordingly. Also, be aware that the Business Office ceases operations in the last weeks of May, and no payments will be processed until that office reopens in June.
- If you are awarded funding for campus housing, those fees will be paid on your behalf to the Business Office. Please note that Odyssey does not pay for associated utilities.

7. All funds must be used and all documentation submitted by May 1 of the fiscal year in which your project takes place. Any unexpended funds from your grant will be retained by the Odyssey Office.

## **B. General Funding Policies**

The Committee on Engaged Learning has issued some general working guidelines for those interested in obtaining funding for their Odyssey proposals. Each request received by the funding deadline is considered on its own merits in a competitive process. There are no category quotas, and there are currently no limits on the number of times you may submit funding requests.

1. Odyssey proposals with funding requests must be submitted online.

2. While excessively lengthy Odyssey proposals are not encouraged or required, successful proposals provide sufficient detail to allow a thorough understanding and review of the proposal, without being so long as to be cumbersome or tedious. The online form is divided into focused sections with word limits.

3. Budgets that include student or faculty remuneration must also include the Hendrix share of FICA expenses (7.65% of gross salary). The recipient's FICA expenses will be deducted from the gross salary.

4. Ordinarily, Odyssey funding will be available only for study abroad experiences that include a specific, well-defined, distinctive, appropriate, and worthwhile Odyssey-worthy project. Simply enrolling in a foreign study program, while eligible for Odyssey credit, will not merit funding.

5. Shared housing on campus for students engaged in summer research at Hendrix or qualifying with a PL experience in the local area is eligible for funding. For any student who lives off-campus at the time that funding is requested and has a continuing and unbreakable lease already in place, Odyssey will reimburse an amount equivalent to the cost of shared on-campus summer housing. Evidence of the lease must be provided. Students who do not have existing housing commitments will be expected to live in the Hendrix apartments. Please include housing in the budget submitted with your funding request. Attach a copy of your lease if appropriate.

6. Normally, Odyssey funding will not be awarded for:

- tuition at other colleges or universities;
- paid internships or professional field experiences;
- equipment or hardware;
- projects by seniors that take place predominantly or exclusively after their graduation;
- faculty stipends for projects that are carried out during the academic year while classes are in session; or
- ordinary expenses to travel abroad (items such as passports, visas, immunizations, etc.).

7. Students who are on disciplinary probation or who are in financial arrears to the College (without a payment plan in place) **are ineligible to receive Odyssey funding**. At the time of a student's applying for funding either individually with a group, the Odyssey Office will check on these issues with the Office of Student Affairs and the Business Office. The Odyssey Office will not forward funding applications to the Committee on Engaged Learning (CEL) unless the situation is remedied by the time the CEL begins consideration of proposals for that funding cycle.

Therefore, all students applying for Odyssey funding will be asked to sign the following statement:

"By signing below, I/we request that the Office of Student Affairs and the Business Office provide to the Odyssey Office access to relevant information in student personal files and student financial accounts (i.e. whether a student is on disciplinary probation or is financially in arrears to the College). This permission is given with the understanding that all such information will not be shared outside the Odyssey Office and will only be used to determine eligibility for funding."

Additionally, all students who will participate in a funded project are subject to the same review and must be in good standing regarding discipline and financial status to participate in the experience. Please note that this may impact group projects if one or more proposers become ineligible.

PLEASE NOTE THAT THE CEL DOES NOT EXPECT A SPECIFIC PERSONAL CONTRIBUTION AS PART OF STUDENT-INITIATED FUNDING REQUESTS. HOWEVER, IT IS IN YOUR BEST INTEREST TO KEEP YOUR EXPENSES REASONABLE, AND IT IS HELPFUL TO THE COMMITTEE TO KNOW WHICH ONES YOU CAN COVER YOURSELF. IT IS ALSO APPROPRIATE AND ADVISABLE FOR FACULTY AND STAFF TO REQUIRE PERSONAL

## CONTRIBUTIONS FROM STUDENTS PARTICIPATING IN GROUP PROJECTS THAT THEY DESIGN.

### **C. Funding for First-Time Travel to Present AC and UR Projects**

Odyssey will fund student travel (transportation costs, lodging expenses, registration costs, and a per diem for food) up to \$1,000 per person who has been accepted for individual or small group presentation of undergraduate research or artistic creations at any state, regional, national, or international meeting organized for such presentations. The request must be the first one to come from a student during his or her Hendrix career, and the project must be approved for AC or UR credit by the Odyssey Office. Requests to use this travel money must be submitted online with a First-Time AC/UR Travel Grant Request Form and will be accepted by the Odyssey Office on a rolling basis as long as funds are available in a given fiscal year.

Students may apply for additional funding for:

- any costs that exceed \$1,000 for the first trip;
- presentations at professional meetings after the first one.

However, these additional requests will not be automatically funded and, instead, will be considered in the pool of funding requests from students and faculty for the appropriate cycle.

A presentation is considered the required CULMINATION of a UR project, and it could be the culmination of an AC project. The project must be completed by May 1 of the fiscal year in which the travel grant is requested. It is therefore in your best interest to postpone applying for the travel grant until you are ready to complete your project.

Travel supported by a First-Time AC/UR Travel Grant should be completed before graduation from Hendrix. However, in rare circumstances, an appropriate professional conference or performance may occur after the student has been graduated. In such cases, travel will be supported if:

- the above policies are followed;
- the majority of the research or preparation occurs while the student is still enrolled;
- the student applies for First-Time AC/UR Travel during her or his senior year (while still enrolled);
- the student has not presented the research or performed the material before;
- the conference or presentation occurs within three months of the student's official graduation date; and
- the Odyssey supervisor for the AC or UR credit submits a statement of support providing compelling reasons for a post-graduation presentation or performance.

### **D. Requirements for Odyssey Grant Recipients**

All recipients of Odyssey funding who accept their grants must sign a form agreeing to the following before any funding will be released:

\_\_\_\_\_ By accepting this Odyssey grant, I hereby acknowledge my obligation to complete the project for which this funding is awarded within ONE YEAR of the time of this acceptance or by the time of my GRADUATION from Hendrix College, whichever comes first. If I fail to participate in the project or am unable to complete the project prior to the deadline established in the preceding sentence, I shall refund to Hendrix College the full amount of the grant set forth above.

\_\_\_\_\_ I acknowledge that the project is not considered complete until a “Project Completion Form” is submitted to and approved by the Hendrix College Odyssey Office.

\_\_\_\_\_ If asked by the Hendrix Office of Development, I agree to write a thank you note to the donor who made my Odyssey project possible.

\_\_\_\_\_ I will consult with the Odyssey Office for details about processing this grant funding.

IF THIS AGREEMENT IS NOT MET, A HOLD WILL BE PLACED ON YOUR ACCOUNT IN THE BUSINESS OFFICE UNTIL THE PROJECT IS COMPLETE OR THE MONEY RETURNED TO ODYSSEY. Under extenuating circumstances, you may request an extension of this deadline. Submit your request in writing to the director of the Odyssey Program.

Please note that while the project itself may not be complete, all funds must be expended and accounted for by May 1 of the fiscal year in which the project takes place.

## **Part IV: Improving your Writing and Odyssey Submission Materials**

Proposing your own Odyssey project allows you to customize your experience and explore your own interests. Maybe you learned something in class that made you want to explore further, you read an article that intrigued you, or you had a conversation with a professor that inspired you. By proposing and undertaking a project, you determine what you learn.

How does a project go from concept to completion?

1. Start with collecting some background information. You can begin on the internet to find activities, organizations, businesses, museums or research centers that will be pertinent to your project. Make some initial contacts to find out details.

2. Develop your own idea and plan for its execution. Select a faculty or staff sponsor as early as possible in the process. Look for someone who has expertise in the area you are interested in or who at least will share your enthusiasm for the project. You may wish to speak to several people before selecting the one with whom you wish to collaborate. Please note that for projects in the AC and UR categories your sponsor must be a member of the Hendrix faculty. For all other categories your sponsor may be a member either of the faculty or of the administrative staff.

3. Consider the categories carefully and select the one that matches your project the best. In your written proposal you must speak to the criteria of the category you have selected. If the match is not good, your proposal may be sent back to you for revision.

4. Give your project a concise but descriptive title.

### **The Proposal**

Work with your sponsor to write a narrative. The on-line Proposal Form is divided into several sections, and each has a 500-word limit. For credit only, you should only be concerned with the first four sections. For a funding request, you may need to write additional information for the final section. Write your narrative in Word so you can keep track of the count for each component. Show your draft to your supervisor for suggestions. You are also encouraged to bring a draft of the proposal to the Odyssey Office for advice.

*Section One:*

**Project Abstract:** Provide a brief overview of the project and its category and what you plan to do. Include the timeframe and location. Use your background research to set the scene, introduce the organizations or locations involved, and describe your reason for doing this Odyssey.

*Section Two:*

**Project Plans:** Give details on how you will see this project through. Use your background research to set the scene, introduce the organizations or locations involved, and describe your reason for doing this Odyssey. How will you get there? Where will you stay? What steps will you take to explore your topic?

*Section Three:*

**-Learning Goals:** Provide 3-4 learning goals and explain why they are relevant for the project and important to you.

*Section Four:*

**-Odyssey Category:** Include any details about category specific criteria (such as hours, reflection piece, or public presentation) and how you plan to meet them. Consult the Odyssey Categories menu at [www.hendrix.edu/odyssey](http://www.hendrix.edu/odyssey) for more information, if necessary.

*Section Five (optional):*

**-Additional Information:** Include additional information or elaborate on anything that you need to here. This might include project-specific requirements that are requested by your project supervisor. If you are seeking funding, you can use this space to provide further details about the financial support you need to complete the project.

Avoid overly technical language. Be clear and write for a general audience. Active voice and first person are encouraged. Choose words that are strong and confident over those that make you sound unsure, such as “I will investigate...” instead of “I hope to study...” Stay on point, and don’t add unnecessary information that detracts from narrative. For example, if you plan to participate in a mission experience in South Africa, you don’t need to mention that you first heard of the country in elementary school or explain its geographic location in detail. Proofread the document carefully.

Use the available resources:

- the sample proposal handout in the Odyssey Office
- the checklist on the back cover of this Odyssey Program Guide of questions to ask yourself while writing your proposal
- a review of your draft by the Odyssey Office

## The Budget

Many excellent Odyssey projects have been completed without funding, but some projects cannot happen without funding. Thinking through the financial aspects of a project often requires you to think more deeply about the project, what you want to do, and what you can do.

Think through all the steps of your project. What expenses will you incur by doing what you intend for your Odyssey project? Make a list of every possible expense and try to determine how much each expense will cost. Research on the internet so that you make realistic estimates of the project’s expenses. If you will be traveling at a future date, anticipate that slight increases in costs will occur before you purchase the tickets, so select the price range that is most common instead of the cheapest right now.

Decide which expenses are eligible for Odyssey funding and which will be covered by other funds such as personal funds or other grants. See the General Funding Policies section of this guide for expenses not typically eligible for Odyssey funding. If you are uncertain whether Odyssey funds can be used to cover particular expenses, contact the Odyssey Office.

Check your math!! Mistakes in addition can cost you money and cause a negative impression when your request is evaluated.

Fill out the Budget Form. If you need guidance on the form or how to complete it, contact the Odyssey Office.

## The Reflection

The reflection is an introspective analysis of the experience that is only seen by your project supervisor. You do not submit your reflection to the Odyssey Office. See Appendix D for details on writing journals and reflective papers.

### Project Completion and Transcript Notation Form

The transcript notation offers you an opportunity to reflect one more time on the value of the experience you have had. What have you learned? How have you grown or changed personally as a result of the project? This process of reflection is an integral part of the learning goals of the Odyssey Program. The following are some more specific suggestions:

Write a single paragraph of approximately 150-200 words. Multiple paragraphs will be combined into one for the transcript.

Write in complete sentences.

First person is preferable to third person, which, while it may seem more formal, is much less natural.

Check grammar and spelling carefully for errors.

Briefly describe the basic details of your project: who, what, when, where.

Do not include specialized characters that will not be supported in plain text on a transcript.

Avoid using abbreviations that outsiders might not recognize. Remember that people beyond the Hendrix community will not know what is meant by APM, EPA, RA, or OR. The first time you name a company, an organization, a position, or a program, use the full title with the acronym in parentheses. After that you can refer to it by the acronym.

Include a few sentences about the value of the experience. Try to pinpoint some specific learning outcomes or benefits to your personal growth (e.g. “My communication skills improved.” “I gained insight into the many facets of running a small business.”). Avoid grand generalizations or hyperbolic statements (e.g. “I just loved this country!” “This experience was awesome!”).

If your project is in the Undergraduate Research category, include the details about when and where the results were publicly presented.

Be sure to work closely with your faculty or staff supervisor as you craft the language that will appear on your transcript. You should also feel free to consult any of us in the Odyssey Office if you have questions about the content or style of your description.

Finally, double check your title to make sure that it is concise and adequately describes your project.

Here are some sample completion paragraphs:

ODYSSEY CATEGORY: AC ODYSSEY PROJECT TITLE: 48 Hours of Filmmaking

PROJECT DESCRIPTION: In July 2019, I participated in the 48 Hour Film Project for Little Rock. In this international contest, teams of filmmakers are given only 48 hours to write, cast, film and score a movie of no more than seven minutes in length. The film must incorporate a character, prop, and line of dialogue that are provided when the competition begins. On my team, I co-wrote the script and also played a minor speaking role in the movie. Our film “Stairwell” was shown to a sold-out crowd at the Riverdale Theatre in Little Rock on Aug. 12. As a part of this team, I learned more about the filmmaking process, the craft of writing a compelling screenplay and the collaborative effort involved in producing a movie.

ODYSSEY CATEGORY: UR ODYSSEY PROJECT TITLE: Beyond the Tapestry

PROJECT DESCRIPTION: In January 2019, I traveled to France where I examined the Bayeux Tapestry, a 230-foot long piece of cloth that dates from the early medieval period. Embroidered images and Latin inscriptions on the tapestry depict the Norman conquest of England and surrounding events. Conventional scholarly research has concentrated solely on the images themselves. However, my interest focused on the construction of the tapestry and whether the embroidery itself could indicate that it was created by one hand or several. By examining the seams between panels, I hoped to determine if they

were sewn together at the same time or over a period of several years. I also had unprecedented access to the archival materials housed in the museum at Bayeux, and I interviewed the curator for my research project. I presented the results of my research at the National Conferences on Undergraduate Research and published an article in “Sew Write,” a journal devoted to needlepoint. I learned how to conduct self-designed research using my own skills, and I gained valuable experience while interacting with professionals in the field.

ODYSSEY CATEGORY: SW ODYSSEY PROJECT TITLE: Thanksgiving: More than a Meal

PROJECT DESCRIPTION: In November 2019, I volunteered at “Saying Grace,” an organization that feeds the homeless in Johnston, Va. Over the four-day Thanksgiving holiday, I helped cook and serve more than 650 meals, which introduced me to the fast pace of large-scale meal preparation. One of the regular visitors ate his food wordlessly, sitting by himself. At the second meal, I sat next to him. I learned that his name was Tom, and he was deaf. I know sign language, and we struck up a “conversation.” He told me that he had lost his hearing when a shell exploded near him in Vietnam, but he was thankful to be alive. I also met a family that had been evicted from their home with the few possessions they could carry, one being a well-worn Bible. Each person I talked to taught me about compassion, perseverance and dignity. I also learned the true meaning of Thanksgiving from my time at “Saying Grace.” I also decided to make volunteerism a higher priority in my life. I shared my experience with the Hendrix community in an Odyssey Exemplars presentation in April 2019.

## Part V: Policies for Faculty and Staff Supervisors

The Odyssey Program is designed to encourage close collaboration between students and mentors. Therefore, faculty and administrative staff are invited to propose courses, modules attached to courses, co-curricular activities and individual projects for Odyssey credit. This section of the Guide is designed to help faculty and administrative staff in this process. You are strongly encouraged to consult with the Odyssey Office as you prepare your proposal.

### A. Faculty Guide for Course and Module Coding

When making a request, please use the fillable form in the Faculty and Staff section of the Odyssey Start Here menu at [www.hendrix.edu](http://www.hendrix.edu).

#### **Do you want coding for the COURSE or for a MODULE as part of a course?**

##### **Coding for a Course:**

All students are required to do the engaged learning component that meets the requirements of the Odyssey credit.

Any student receiving a C or better or a CR in the course automatically receives Odyssey credit.

The faculty member must arrange for the submission of a transcript notation following the choices outlined in the Odyssey Guide.

##### **Coding for a Module within a course:**

Students may opt to complete an elective engaged learning module that meets the criteria for Odyssey credit.

Odyssey credit is not automatic with a C or better, or CR, in the course.

Any student electing to pursue a module associated with a course must submit a Statement of Intent Form—approved by the course instructor—to the Odyssey Office (instructor may opt to submit one Statement of Intent listing all participating students).

When a student successfully completes the requirements of the module, the course instructor must request and review the transcript notation and approve the Project Completion Form. Either the instructor or student may submit the Form to the Odyssey Office.

#### Outline of Criteria for Odyssey Course or Module Coding Requests

##### **Artistic Creativity Criteria**

Students' activities are creative "both conceptually and expressively" or in interpretation of another's original piece.

Students should develop artistically and demonstrate growth in the endeavor.

Students present a final product demonstrating "both understanding and skill in executing or expressing it to an audience."

Methods of critique and response encourage students to deliberate about their personal aesthetic choices and their role in the creative arts.

##### **Global Awareness Criteria**

The aim of the experience is "to help students understand and appreciate cultures or environments other than their own."

Students have a "direct and substantial" immersion in "the target culture or environment" (one to two weeks of continuous immersion at a minimum).

Activities are designed to provide students with new perspectives about their own culture or environment and to promote growth and self-reliance.

Students complete a reflection component designed to help them deliberate on their growth in cultural understanding and the effect of the experience on their self-understanding.

##### **Undergraduate Research Criteria**

Project is "substantial (in breadth, scope, scale, maturity, effort, and time involved)."

Research methods of the chosen discipline are "learned and demonstrated."

The research is conducted "under supervision of a Hendrix faculty member in the field of study related to the research in question."

The student presents the results of his or her research in a public venue acceptable to the academic department of the area of study.

The supervisor is responsive to appropriate opportunities for helping the student "use the experience to explore his or her potential as a researcher or other professional in the field of study."

##### **Professional and Leadership Development Criteria**

For Professional Development Focus:

Activities give the student the opportunity to develop or refine skills related to a specific professional field, AND/OR

Activities "immerse the student in a well-focused exploration of the student's choices of profession or vocation."

Project involves on-site engagement of a minimum of 100 hours or a contractual commitment over a two-year period (120 hours for official internships).

Students complete a reflective component, "including written analyses of their experience" through which they evaluate their "values, interests, strengths, and abilities as related to a professional field or vocational options."

For Leadership Development Focus:

Experience promotes the development of the student's unique leadership style.

Experience enhances the student's awareness of group dynamics and what it takes to fulfill goals through engaging with a group.



Experience requires a minimum of 100 hours of engagement, which may be distributed across four distinct leadership development commitments.

Students submit a reflective analytical component, including “written analyses of their experience.”

### **Service to the World Criteria**

Projects involve the student in assistance or support for the provision of resources, goods, political access, systemic change or other services in response to serious human and environmental problems.

Projects are in association with social agencies, service or civic organizations, public policy initiative, or faith communities on behalf of long-term social change or helping to solve immediate problems and alleviate present suffering.

Projects involve a minimum of 30 recorded on-site service hours.

Students complete a reflective component in which they “analyze the social, ethical, political, environmental, personal, or religious implications of what they have seen and undertaken” through the experience.

### **Special Project Criteria**

Students “extend, connect or deepen their liberal arts learning” through projects do at least one of the following:

- apply different ways of knowing;
  - bring together the methods, insights, concerns, or subject matters of different disciplines;
  - entail non-traditional ways of approaching a topic;
- are in the spirit of engaged learning without fitting in the other categories.

The project requires a minimum of 30 recorded hours of work by each student.

The project has an objective or “anticipated outcomes” distinct from just having the experience or merely doing the activity.

Students complete a component requiring them to reflect on their experience of doing the project and on the outcomes they achieved.

Importantly, please refer to the Odyssey Learning Goals found in Part I of this Guide when making your request for coding.

## **B. Approval Process for Co-Curricular Activities**

Proposals to code co-curricular activities for Odyssey credit must be submitted in writing to the CEL via the Odyssey Director (you may use [Odyssey@hendrix.edu](mailto:Odyssey@hendrix.edu)). Proposals must include a rationale for the coding request and an explanation of any additional work that will be required of students who wish to earn the credit. For example, in some categories, such as PL and SP, a reflection component is mandated. The committee will consider the proposal and make a decision. If the activity is approved, it will be added to the standing list of pre-approved co-curricular activities.

## **C. Odyssey Projects Proposed by Faculty or Staff**

In addition to offering courses and co-curricular activities that carry Odyssey coding, faculty and administrative staff are invited to submit proposals for individual and group experiences and apply for funding as appropriate. Such proposals and funding requests must be submitted online to the Odyssey Office.

Visiting faculty members are invited to propose projects and also to serve as supervisors of student projects. However, it is important that the completion date for any such project be during the period when the faculty member is expected to be at Hendrix. Also, it is important that the visiting faculty member

include on their proposals that involve use of departmental space, equipment, or materials a statement of endorsement from their departmental chair.

For group projects, please submit a single Proposal Form that includes the names and ID numbers of all the student participants. If these are not known at the time of the proposal, they may be submitted as a list after the project is approved.

If you are submitting funding requests for several students to work in your laboratory, please one proposal and rank the students for the CEL. You are the one best qualified to judge the quality and feasibility of individual students in your discipline.

In writing your proposals and funding requests, bear in mind that your audience may not share your disciplinary expertise. Please be complete, but target your language to lay readers.

Project proposals are accepted on a rolling basis, but funding requests must be submitted according to the following schedule of deadlines: February 1 (for summer projects and courses for the following academic year), April 1 (for fall projects), and October 1 (for spring projects).

## **D. Supervisor Responsibilities**

It is the responsibility of the supervisor of a course, module, activity or project to ensure that the experience fulfills the requirements of the specified Odyssey category. Category descriptions and requirements are included in this guide. In addition, it is expected that the supervisor will monitor each student's progress towards completion of the Odyssey experience.

### **Special considerations for pre-approved courses**

Simply by enrolling in a course with Odyssey coding, a student is automatically registered for Odyssey credit. In order to be awarded the credit, a student must earn a C or better or a CR.

It is the instructor's responsibility to provide the project description that will go on each student's transcript. There are three options for doing so:

**Option A:** Use the standard description developed when the course was approved for all students in the class.

**Option B:** Develop a faculty-written description tailored to the particular offering of the course being completed. This option allows the instructor to provide more detail about the experiences of the students in that given semester.

**Option C:** Include a short faculty-written description on the transcripts of all the students enrolled, but allow each student to add a few sentences describing his or her unique experience in the class. In this case, the student completes the Odyssey credit by earning a C or better in the class and has the option of altering the description at a later date.

Regardless of which option is selected, you are requested to submit the description electronically before final grades are posted. Please do not submit handwritten descriptions.

### **Special considerations for pre-approved activities**

Participants in pre-approved co-curricular activities must submit online Statements of Intent approved by the supervisor, and the students are usually responsible for submitting their own Statement of Intent Forms. However, leaders of large group activities or those where participants will be selected later may

choose to submit a sign-up sheet after the online proposal has been approved. The activity will not be considered complete and will not appear on a student's Odyssey transcript until the supervisor has approved the online Project Completion Form, and it has been accepted by the Odyssey Office. Students are expected to write their own descriptions of their experiences in pre-approved activities.

### **Special considerations for individual or group projects**

Agreeing to serve as supervisor for an Odyssey project (including planned presentations at NCUR and discipline-specific meetings) means that faculty and administrative staff will be substantially engaged with the student (or students) throughout the course of that project. The Odyssey Office and members of the CEL stand ready to assist faculty and administrative staff in guiding students at any point in their projects. In following the trajectory of an Odyssey project, here are some things that faculty or administrative staff supervisors should be prepared to do:

- Assist the student in developing the proposal with an eye toward the specific Odyssey category under which the student is applying. If you have reservations about the articulation of the project or whether it potentially qualifies for Odyssey credit, please contact the Odyssey Office. Do not feel compelled to approve a proposal simply because a student has asked for your help. Before approving any Proposal Form, please be sure you have read carefully what the student intends to do and that you understand what this project may require of you.

- Help students with requests should they require financial support for their projects. You might suggest that they attend one of the Funding Request Workshops sponsored by the Odyssey Office, or consult the advice available to students on our web site, [www.hendrix.edu/odyssey](http://www.hendrix.edu/odyssey). This information includes a PowerPoint presentation from the latest Funding Request Workshop sponsored by the Odyssey Office.

- Urge all students to bring drafts of Proposal and Funding Request Forms to the Odyssey Office for review and advice before they submit them for final consideration. Remember that the process of preparing proposals and funding requests is an integral part of what students gain from their participation in the Odyssey Program. Working on these documents helps the student to better define the shape, scope, and significance of the project. In the case of a funding request, prior consultation with the Odyssey Office can lessen the chance that it will be rejected due to an avoidable omission or a technicality.

- Guide students in the final stages of their work. This may involve helping them to bring together a reflective journal or it may mean reviewing the draft of a research presentation a student plans to deliver at a conference. (Please note that the reflective piece is read by the supervisor, and the Odyssey Office does not receive a copy of the reflection or other project results.) It may also mean contacting the Odyssey Office to help students find an appropriate venue in which to present their work. The Odyssey Exemplars series provides students with the flexibility to share their experiences with the campus community.

- Remind students to submit an online Project Completion Form. This form includes the language that will ultimately appear on the student's Odyssey transcript, so it is important that you review it carefully. Should you have any questions as to the appropriateness of the language on the Project Completion Form, please contact the Odyssey Office for assistance. You may also wish to consult the guidelines for writing a project description found in this guide. Because a student cannot receive Odyssey credit until the Project Completion Form is submitted and approved, this last step in the process is a critical one.

The arc of an Odyssey project may vary dramatically from student to student. Should you have any questions about your role as a supervisor at any point along the way, please feel free to consult with the Odyssey Office staff or the members of the Committee on Engaged Learning.

## **E. Guidelines for Faculty Traveling with Students to Present Research**

The Odyssey program expects that a faculty member receiving funding to travel with students to make presentations about their Odyssey projects will:

- Help the students register for the conference and apply to present the research.
- Organize and participate in several presentation practice sessions to ensure that the students are prepared for the conference.
- Make travel arrangements as a group.
- Guide and assist the students at the conference. This assistance may include
  - A. helping the student during the registration process;
  - B. identifying the time and place for the student presentations;
  - C. helping the student make professional and academic contacts in their field.

## **F. Faculty Liability Coverage**

Hendrix College provides the defense and liability coverage for faculty or staff personnel acting in the scope of their employment with students, whether on or off campus.

## **Appendix A. Co-Curricular Activities Approved for Odyssey Credit**

Students may earn Odyssey Credit through their participation in the following pre-approved activities. Each listed activity has a prescribed program that must be completed under a supervisor's direction. Check with the Odyssey Office for a current list of supervisors. A Statement of Intent approved by that supervisor and the student is required to sign up for the credit and should be submitted online as early as possible in the experience. Also, a Project Completion and Transcript Notation Form must be submitted online at the conclusion of the activity.

### Artistic Creativity (AC)

Narrative Medicine Reading/Writing Group

Students who are involved in major theatrical productions are encouraged to speak to the chair of the Department of Theatre and Dance about the possibility of earning Odyssey credit.

### Global Awareness (GA)

Any Hendrix-approved Study Abroad Program (i.e. any program for which Hendrix awards academic credit)

International students enrolled at Hendrix

Miller Center Service Learning Trips to other cultures

### Professional and Leadership Development (PL)

Campus Kitty Chair

Career Services Internships

Chaplain's Office Student Ministerial Appointments

Hendrix Experience Ambassador Team (HEAT) Internships

Hillel President

Marketing Communications Professional Field Experience

Miller Center Internships  
Miller Center Seminary Semester  
Miller Center Service Scholars Program (completed program)  
Intercollegiate Athletics Leadership Program  
Intercollegiate Spirit Squads Program  
Leadership Scholars Program (completed program)  
Multicultural Development Committee Chair  
Orientation Coordinators  
Orientation Peer Leaders  
Peer Learning Assistant  
Profile Editor  
Resident Assistant Position  
Student Outreach Alternative Resources (SOAR)  
Social Committee Chair  
Student Senate Executive Committee  
Technical Services Advanced Assistants  
UMYF Scholarship Program (completed program)  
Windgate Museum of Art Museum Associate and Gallery Educator  
Workshop Physics Student Worker

Service to the World (SW)  
Campus Kitty General Committee  
College Connection Program  
Hendrix College Pre-Law Society-Arkansas Access to Justice Partnership  
Miller Center Internships  
Miller Center Service Learning Trips  
Miller Center Service Scholarship Program (completed program)  
Peer Note Taking: Service and Research in the Field of Disabilities  
Senior Service to the World Project  
Volunteer Income Tax Assistance (VITA) participant through Arkansas Asset Builders

Undergraduate Research (UR)  
Baker Prize Competition Winner  
Windstream Case Study Competition

Special Projects (SP)  
Bonhoeffer House  
Center for Entrepreneurial Studies Business Plan Competition  
Explorations Peer Assistants  
Hendrix Immersion Project  
Hendrix Mock Trial Association  
Hendrix Student Congress Delegation  
International Ambassador Program  
Peace Corps Prep Program  
Sophomore Career Term  
Theatre Arts Practicum

## **Appendix B. Courses Currently Approved for Odyssey Credit**

Hendrix offers several course experiences for pre-approved Odyssey credit (assuming student completion of all requirements). These classes delve deeper into the Odyssey category, providing an

intense and rewarding experiential learning opportunity. Some courses are not approved for Odyssey credit simply as they stand, but such credit is available only if the student opts to do an extra module of work.

Students will automatically be entered in the Odyssey database when they enroll in a course that has been pre-approved for Odyssey credit. Credit is awarded upon the completion of the course with a grade of a “C” or better (or “CR” for courses taken for credit only). If you are requesting credit for a module, please discuss expectations and requirements with the course instructor and submit a Statement of Intent Form.

## **Humanities**

### **ARTS**

160, Beginning Drawing AC  
180, Beginning Ceramics: Handbuilding AC  
200, Beginning Painting AC  
201, Beginning Painting-Landscape AC  
202, Beginning Painting-Materials and Techniques AC  
203, Beginning Painting-Color AC  
210, Beginning Sculpture AC  
220, Beginning Printmaking  
250, Beginning Photography AC  
261, Intermediate Drawing-Creating Space AC  
262, Intermediate Drawing-Large Figure Composition AC

### **CLAS**

395, The Vulgate SP

### **DANA**

A30, Dance Ensemble AC

### **DANC**

215, Modern Dance Technique AC  
216 Ballet Dance Technique AC  
217, Jazz Dance Technique AC  
250, Reading and Writing Dance: An Introduction AC

### **ENGC**

301, Creative Writing: Non-Fiction AC  
303, Creative Writing: Poetry AC  
304, Creative Writing: Fiction AC  
307, Writer as Witness AC  
  
390, Creative Writing: Special Topics AC  
403, Advanced Creative Writing: Poetry AC  
404, Advanced Creative Writing: Fiction AC  
413, Literary Hybrids AC  
490, Creative Writing: Special Topics AC  
497, Creative Writing Senior Thesis Seminar AC

### **ENGL**

497, Senior Thesis Seminar UR

## GREE

410, Advanced Readings & Research in Greek Literature UR

## LATI

395, The Vulgate SP

410, Advanced Readings/Research in Latin Literature UR

MUSA (Please note that you must be enrolled for two semesters in the same activity to receive Odyssey credit for MUSA courses; please see below for MUSA 300-coded modules.)

200, Chamber Orchestra AC

200, Choir AC

200, Wind Ensemble AC

400, Applied Music (Lessons, Intensive Study) AC

## PHIL

497, Senior Thesis UR

## TARA

275, The Art of Stage and Properties Management AC

## TART

100, Intro to Theatre AC

140, Beginning Acting AC

260, Theatre Production: Scenery and Lighting AC

280, Theatre Production: Costume and Make-up AC

290, Beginning Playwriting AC

295, CAD: Computer Aided Drafting AC

390, Advanced Playwriting AC

450, Production Design AC

497, Senior Seminar AC

## Natural Sciences

### BCMB

X98, Independent Research UR

X99, Independent Research UR

### BIOL

108, Tropical Field Botany GA

112 Natural History of the New World GA

165, Comparative Animal Behavior in the Tropics GA

335, Marine Biology, GA

435, Cancer Biology UR

465, Molecular Evolution and Bioinformatics UR

480, Field Ecology GA

X99, Independent Research UR

### CHEM

450, Directed Research UR

### CSCI

235, Intelligent Robotics SP  
340, Databases and Web Systems SW  
397, Cross-Disciplinary Project SP

HESC  
X99, Independent Research UR

MATH  
497, Senior Seminar UR

PHYS  
450, Directed Research UR

### **Social Sciences**

ANTH  
300, Ethnographic Methods UR  
360, Globalization and Transnationalism UR  
480, Advanced Research Practicum UR  
497, Advanced Research and Writing UR

BUSI  
497, Corporate Strategy SP

ECON  
497, Economic Research UR

HIST  
201, Doing History SP  
345, Issues in Archives and Public History SP  
365, Designing History Games UR/SP

POLI  
283, Model United Nations SP  
290 E1: Topics in American Politics: Policy and Program Design GA (Spring of 2022)  
306, Arkansas Politics: Practicum PL  
386, A Capital Odyssey SP

PSYC  
165, Comparative Animal Behavior in the Tropics GA  
400-C, Psychology of Gender UR  
415, Psychology Practicum PL  
480-C, Advanced Research UR  
481-C, Advanced Research UR  
482-C, Advanced Research UR  
483-C, Advanced Research UR  
484-C Advanced Research UR

SOCI  
255, Gender in Film and Television UR  
335, Sociological Research Methods UR



365, Social Theory UR  
480, Advanced Research Practicum UR  
497, Advanced Research and Writing UR

### **Modules approved for Odyssey Credit**

(Modules require additional work beyond the normal class requirements. Please consult the listed professor for more information about the module.)

ARTH  
332, 19th Century Art History UR (Miller)

BIOL  
335 Marine Biology GA (Dearolf)

CHEM  
460: Directed Research (no credit) UR (Hatch)

EVST  
497 Senior Seminar SP or UR (Hatch)

HIST  
291, Japan and World War II in Asia UR (Sprunger)  
323, Race, History, Hendrix UR (Hancock)  
450, Advanced Research and Writing UR (Sprunger)

MUSA  
300, Applied Music AC (Chair of Music Department)

PHIL  
201, Topics: Ethics in the Face of Poverty SW (Falls-Corbitt)

POLI  
220, American Political Parties and Elections SW (Maslin)  
497, Senior Research Seminar UR (Consult with your professor)

PSYCH  
366, Behavioral Endocrinology SP (Taylor)

RELI  
280 Issues: Buddhist Contemplation SP (Gorvine)  
410 Topics: Yoga and Indian Traditions SP (Gorvine)

TART  
135, Voice for the Theatre AC (Muse)

### **Appendix C. Odyssey Exemplars**

Each year, the Odyssey Office presents the Odyssey Exemplars Series to highlight student participation in each of the Odyssey categories. These presentations facilitate the process of students teaching students about their work—thus continuing campus education about the kinds of Odyssey

projects students are doing. The Odyssey Office encourages students to make their presentations at any time. Please contact Janina Cambiano in the Odyssey Office to schedule an Odyssey Exemplars presentation.

Listed below are some tips and guidelines for preparing an effective and interesting Odyssey Exemplar presentation:

1. Include a clear introduction, body and conclusion:
  - Introduction: gain the attention of the audience and clearly introduce the purpose and value of the project;
  - Body: communicate main points clearly and provide supporting evidence of project experience;
  - Conclusion: provide a logical summary of the presentation and clearly signal the end of the presentation.
2. Include the following content:
  - Brief description of project, including the Odyssey project category;
  - A personal reflective evaluation, including an analysis of your thinking, behavior, and how you view yourself and/or others based on what you learned;
  - A description of your reaction to the experience (i.e., how were your existing perceptions and expectations similar or different from your actual experience);
  - Acknowledgement of your faculty advisor and his or her role in the project, as well as any other people who helped you with the project;
  - Acknowledgement of Odyssey funds, if any, and what the Odyssey funding allowed you to accomplish.
3. Deliver your presentation in a professional manner:
  - Know your audience and hold their attention: maintain strong eye contact, avoid variability in speed of delivery and distracting mannerisms, articulate words clearly, use pauses effectively, use vocal variety to add impact, use physical action effectively, and dress appropriately.
  - PRACTICE, PRACTICE, PRACTICE before the presentation. This step is important for ALL presentations, but especially crucial if you are presenting with other students. Make sure that your individual contributions to the presentation mesh well together.

## **Appendix D. Engaged Learning and Reflective Thinking**

According to its perhaps best-known spokesperson, John Dewey, experiential learning involves the cyclical yet progressive movement from theory to practice back to theory and then again out to practice. Through a deliberately designed project, what one thinks—one's ideas, assumptions, beliefs and hypotheses—is put into practice and tested in experience; what is learned from experience produces a reconsideration and possible reformation of what one thinks, and future practices are envisioned in line with new understanding. Well-designed Odyssey projects, regardless of category, will have this movement from theory to practice and back to theory with implications for future practice. In well-executed Odyssey projects, the student will be reflective about the process: what ideas am I designing this activity to test or examine? What makes this activity appropriate for testing those ideas? How did the test go; in light of this experience, are my previous ideas or theories more likely to be true than not? What do I plan to do about that in the future?

In some Odyssey activities and categories, what is being tested most immediately are beliefs or theories about things external to the engaged learner, e.g. the various artifacts of the disciplines—chemicals, organisms, social organizations, mathematical objects, historical or literary documents and so on. But every Odyssey project also offers engaged learners the opportunity to put to the test what is internal to the learner: the ideas they have about themselves, the values they hold, the prejudices they keep, the talents they have, the challenges they are up to, and the things they want to accomplish. This

self-reflection, this examination of the fundamental question of the liberal arts “Who am I, what do I believe, and how shall I live?” is rightly a part of every well-executed Odyssey project.

In certain of the Odyssey categories this examination of self is so central that projects bearing credit in these categories must include a substantial, well-delineated, reflection component. These categories are: Global Awareness, Professional and Leadership Development, Service to the World, and Special Projects. Supervisors of projects in the Artistic Creativity and Undergraduate Research categories may also require specific reflection activities. The typical form of required reflection in these categories will be a writing assignment. For example, your reflections may be entered in a journal that you keep as you progress through the experience, or it may take the form of a paper submitted at the end of the project. Other forms of reflection, such as group discussions, photo journals and blogs must be approved by your supervisor and the director of the Odyssey Program.

## 1. The Journal

### What A Journal Is and Is Not

Keeping a journal may be different from what you might expect. First, a journal is NOT a daily log of things done. Second, it is NOT a private diary. A journal is not a daily log because in a journal, you should analyze, interpret, and explore the broader meaning of your experience, not simply record what has happened. A journal is not a private diary because the journal should be written to communicate to someone else what you have learned. Even so, in a journal you are encouraged to think in deeply personal ways about your experience.

Lastly, a journal is NOT a final reflection paper, although keeping one may be very helpful for preparing to write a reflection paper. Journal entries should be made throughout the relevant experience, not written retrospectively at the end of an experiential project. Thus, you must discipline yourself to a regular writing schedule. A journal entry for each day of involvement is a good aim, but you don't have to be rigid about it. Some days, too much has happened to think coherently on paper!

### Keeping a Journal

Research indicates that unstructured journal writing, in which you have no guidelines, typically stays at the level of a daily log and never leads to analysis and integration of the experiences with your intellectual, moral, social, political, or religious life. On the other hand, too much structure makes it hard to write personally. To strike a balance, try one of the following two approaches (based on information presented at a Service-Learning Workshop led by Joe Favazza and Michael McLain of Rhodes College), or a combination of them both:

(1) In your daily writing during the experience, think of yourself as writing a “What Journal.” Structure your entries to answer: What? So What? Now What?

- What? In this section, describe the things done, things observed, or other aspects of the day's experience that seem most important to remember or to tell about.
- So What? Examine these aspects of the day more fully, answering such questions as: Why are these the events that mattered most to me today? Why did I react the way I did in that situation? Did these things teach me something surprising about myself, my society, or the world? Did they confirm things I have always believed? Am I left puzzled by the things that happened today, and if so, why?
- Now What? Reflect on whether the events described and analyzed should make a difference in your future conduct or beliefs. Questions to reflect upon in this section include: Is this experience changing how I think about things? Is it confirming what I have always believed? Do I want it to change how I act in the future? Do the things I have liked or not liked during this experience tell me anything

about the sort of leader I want to grow into, the sort of life I want to lead, or the ways I want to be of service to others? Has this experience been a spiritual journey for me?

(2) Keep a Directed Journal. By yourself, or working with a faculty or administrative staff supervisor, identify key questions that you will answer over the course of your experience. These questions will generally have to do with applying your practical experience to key concepts, theories, or readings relevant to the purpose of your experience; or they may be more open-ended questions that require you to take stock of the broader issues raised by the experience.

#### Keeping the Journal Personal

It is certainly the aim of journal writing to invite deep personal exploration. Yet, for accountability purposes, a faculty or administrative staff supervisor will usually read your journal. Here are two approaches that can help you maintain your sense of privacy:

- you and your supervisor can agree that he or she will be the only person reading the journal and that personal details that you share will be kept confidential; or
- you and your mentor may agree that you will turn down any pages you do not want read, and he or she will not look at them.

With the spirit of trust that exists in a good student-mentor relationship, one of these approaches should provide you with the freedom you need to write your most intimate observations in your journal.

Prepared by:

Dr. Peg Falls-Corbitt, Professor of Philosophy

## 2. A Reflection Paper

If you decide to write a final reflection paper for an activity or project in one of the categories that require a reflective component, you may still wish to keep a personal journal (see above), or at least daily notes, while your Odyssey experience is in progress. Doing so will prepare you well to write the final document.

A reflection paper is very similar to a journal in many ways. It is NOT a simple enumeration of what you did for your project. Instead it must go beyond a straightforward description of the activity itself to delve into your personal reactions and the growth that you experience as a result of the project. Also, like a journal, the reflection paper must be written with the intent of communicating your insights to someone else.

Both of the approaches to journal writing suggested in the previous section also work well as means of structuring a reflection paper. Similar to a “What Journal,” a successful reflection paper could address the three questions: What? So What? and Now What? (See fuller explanations of these questions in the previous section.) The paper will differ from a journal in that you will be answering these questions at the end of a project rather than while it is in progress. This perspective will allow you the opportunity to ponder and synthesize your responses and reactions to the overall experience.

Alternatively, you might choose to write a Directed Reflection Paper. In this case, you and your supervisor must develop in advance specific questions that you will consider as you progress through your Odyssey experience. As in the case of a Directed Journal, these questions will generally have to do with applying the practical experience gained during your project to key concepts, theories, or readings relevant to the purpose of your experience. They may also be more open-ended questions that require you to take stock of the broader issues raised by the experience.

Whichever approach you take, journal or reflection paper, the purpose of writing about your Odyssey project is to help you reflect on your reactions and responses to it. The exercise should help you better understand yourself and how you have grown or changed during this Odyssey experience.

## Appendix E. Human Subjects Review Board (HSRB) Screening Questions

If your Odyssey project involves interacting with people, regardless of the Odyssey category, you must complete a Human Subjects Review Board (HSRB) Screening Questions sheet. This form is available in the Odyssey Office and on-line. The form will ask the following questions about your project. If you say yes to any of these, you should look at the handouts available on the HSRB website: <http://www.hendrix.edu/hsrb>

1. For your proposed Odyssey Experience, are you conducting research on human subjects?
  - a. Will you be systematic in your approach and ask similar things of the people you interact with?
  - b. Will you attempt to generalize your results to a broad group and speak broadly about people's experience when you present your work?
2. Do you intend to either present your project off-campus (in a setting other than an undergraduate conference) or publish your project?

If you answered "No" to at least one of the above questions, your project does not need HSRB review. If you answered "Yes" to all of the above, then answer #3.

3. Does your project pose more emotional, physical, legal, social, or financial risk to participants than everyday life?

If you answered "Yes" to #3, you must submit an HSRB proposal for full board review.

If you answered "No" to #3, you must answer #4.

4. Does your project qualify for exempt review status? (Definitions for exempt review status are on the HSRB website.)

If you answer "Yes" to #4, you must submit a Self-Determination form to the Human Subjects Review Board. This form is available on the HSRB website.

Submit the Screening Questions Sheet and the Self-Determination form (if applicable) and to the Odyssey Office with your Proposal Form. If it is determined that your project does need HSRB review, then you must wait for approval before you can begin the project. You can turn in your Odyssey proposal and be considered for funding prior to approval.

## **Appendix F. The Odyssey Office**

The Odyssey Office is located on the second floor of the Student Life and Technology Center. It is conveniently situated near Career Services, Student Affairs, Academic Advising, and Academic Support Services. Office numbers for members of the Odyssey staff are listed by their names below.

Currently the Office is staffed by:

Dr. Kiril Kolev, Director of the Odyssey Program (SLTC 241).

We are available to help you as you chart the course of your Hendrix Odyssey. Please feel free to drop by or to make an appointment to see one of us. The Odyssey Office phone number is 505-2950. Our collective e-mail address is [odyssey@hendrix.edu](mailto:odyssey@hendrix.edu).

### **The Associate Provost for Engaged Learning**

The Associate Provost for Engaged Learning (APEL) oversees engaged learning activities and opportunities across the Hendrix campus. The APEL is responsible for the coordination of various campus offices, the development of engaged learning policy, assessment of engaged learning, and faculty development in the experiential and hands-on arena. The current APEL:

Dr. Peter Gess, Associate Provost for Engaged Learning and Associate Professor of Politics and Environmental Studies, SLTC 244, [gess@hendrix.edu](mailto:gess@hendrix.edu), 505-2953

## **Appendix G. The Committee on Engaged Learning**

This standing committee advises the Odyssey director on policies and procedures for the operation of the Odyssey Program, including establishment of criteria for Odyssey credit not connected to regularly taught courses. It reviews and recommends to the Committee on Faculty requests from students and faculty for the funding of proposed Odyssey projects. It assists faculty members in the development of new Odyssey experiences, including new courses for proposal to the Curriculum Committee for Odyssey credit. It assists the director in coordinating policies and the program's interactions with related offices. It hears student appeals on Odyssey credit decisions.

The members of the Committee for 2021-22 are:

- Dr. Andrew Schurko (Biology/Health Sciences), Chair of the Committee
- Dr. Peter Gess (Politics & International Relations), Associate Provost for Engaged Learning ex officio
- Dr. Kiril Kolev (Politics & International Relations), Director of the Odyssey Program, ex officio
- Dr. William Gunderson (Chemistry)
- Dr. Wenjia Liu (Languages)
- Dr. Deb Skok (History)
- Greer Ayers and Charlie Stewart, student representatives appointed by the Student Senate

You can contact the entire committee by e-mailing them at [cel@hendrix.edu](mailto:cel@hendrix.edu).

## CHECKLIST FOR WRITING AN ODYSSEY PROPOSAL

- Have I read the descriptions of the categories carefully and chosen the one that BEST suits my project?
- Have I selected an appropriate person to be my Hendrix sponsor? (For AC and UR this person must be a faculty member; for all other categories the sponsor may be a member either of the faculty or of the administrative staff.)
- Have I met with my sponsor at least two weeks before any deadline to discuss the project and thoughtfully considered his or her suggestions?
- Have I carefully researched my project and made any appropriate advance contacts and arrangements? If I need an on-site supervisor to verify my hours, have I identified and contacted that person?
- Have I taken a draft of my proposal to the Odyssey Office for advice?
- Do I provide all requested information in my narrative?
- If other students are involved in the project, are their names and Hendrix ID numbers included on the submission?
- Is the description of my project clearly written? (Please note: A well-written proposal will usually be in the range of 1-2 pages or 250-500 words for credit only or 2-4 pages or 500-1,000 words for funding requests.)
- Have I included contact information and copies of any communication with off-campus agencies or supervisors with whom I will be working?
- For projects in the UR category in particular, have I written the description in language that someone outside my discipline can understand?
- Do I address all of the criteria of my chosen category in the proposal? (For example, number of hours or length of immersion, reflection component, learning goals, outcomes, presentations or final products.)
- Do I consider the learning outcomes of my project? Have I thought about what I hope to learn from the experience?
- Have I submitted my online Proposal Form by the deadline?
- If I need funding, have I read the pertinent section in this Guide and prepared a separate Funding Request Form along with an attached itemized Budget Form?
- Is my funding request reasonable and are the costs verifiable? Have I indicated which expenses I can comfortably cover myself?
- Have I paid careful attention to any applicable deadlines either in the Odyssey Office or with external constituencies and prepared my materials well in advance of those deadlines? (Please note proposals are due in the Odyssey Office BEFORE you begin your project.)