

The Academic Program

The academic program of Hendrix College comprises diverse elements in a coherent whole, combining design with flexibility. The general education requirements at the College consist of three components – The Collegiate Center, Learning Domains, and Capacities. The Collegiate Center assures students the opportunity to engage in thought about cultures and contemporary issues. The Learning Domains afford multiple options for acquiring a basic understanding of the content, disciplinary styles, and modes of inquiries of the humanities, the natural sciences, and the social sciences in ways that may cross traditional disciplinary boundaries. The Capacities requirement recognizes that all students must exhibit basic proficiencies in fundamental skills used across multiple disciplines. Majors are offered in more than two dozen disciplinary fields and include opportunities for interdisciplinary studies. Minors in almost thirty areas complement the majors and allow students opportunities to pursue additional academic interests. The College's curricular structures are intended to guide students in a coherent process of learning while encouraging all students to exercise responsibility in constructing individual programs of study.

The provisions on the following pages apply to all candidates for the baccalaureate degree at Hendrix. Specific course descriptions are listed under the appropriate department and program headings in a later section of the *Catalog*.

The requirements for the baccalaureate degree are stated below. These requirements include the general education program (I, II, III, and IV below); collegiate requirements regarding the number, selection, and level of performance in courses counted toward the degree (V and VI); the requirements regarding majors, double majors, and minors (VII); and the senior capstone experience (VIII).

Hendrix also offers a program leading to a Master of Arts in

Accounting as described both below and in the departmental entry for Economics and Business.

Most graduate and professional schools discourage heavy undergraduate specialization and emphasize the values of a broadly based liberal education as a preparation for advanced study. Graduate study can lead to careers in scholarship, research, or the professions. In planning undergraduate preparation for graduate study students should confer with the members of the department in their fields. The *Guide to Academic Planning* contains information about pre-professional programs at Hendrix.

The College introduced the curriculum described above in the 2002-2003 academic year. The implementation of this new curriculum occurred at the same time that the College completed its move from a term calendar to a semester calendar under which the normal student load is four courses per semester. The *Guide to Academic Planning* supplements the academic planning information in the *Catalog* and includes detailed information concerning provisions for "bridge" students who attend Hendrix under both calendar systems. The planning for bridge students has been built around the desire that no student will be disadvantaged in progress toward a degree because of the calendar and curricular changes.

Starting with the 2005-2006 academic year, new students will participate in a distinctive program entitled "Your Hendrix Odyssey: Engaging in Active Learning." This program expands and formalizes currently available options for undergraduate research, study abroad, internships, and service experiences. Through the Hendrix Odyssey every Hendrix student will develop a personalized program of at least three active learning experiences from the following categories:

- Artistic Creativity
- Global Awareness
- Professional and Leadership Development
- Service to the World
- Undergraduate Research
- Special Projects

The Program for the Bachelor of Arts Degree

I. The Collegiate Center

In its Statement of Purpose, the College pledges to offer curricular programs “to investigate and appreciate the richly diverse cultural, intellectual, and linguistic traditions shaping the contemporary world” and “to examine critically and understand the intellectual traditions woven into the history of Western thought.” The College also commits its intention to the cultivation of “discernment of social, spiritual, and ecological needs of our time” and “a sense of responsibility for leadership and service in response to those needs.”

The Collegiate Center addresses these commitments through a two-component general education requirement:

Journeys—one-course common sequence.

Journeys is a one-semester, common course required of all first-year students entering Hendrix College. It is grounded in the College’s motto, which (from Ephesians 4:13) may be translated as “toward a fulfilled person.” The motto thus implies trajectory, a sense of movement or development, from one state of being or one way of living to another. It implies, in short, the notion of journey. This course takes the concept of journey as its touchstone and explores how different cultures and different peoples have made sense of their own life journeys.

The Journeys course is global in its perspective and interdisciplinary in its approach. For example, through an exploration of Homer’s *Odyssey* and some of the dialogues of Plato we probe how the ancient Greeks conceived of human journeys, both physical and metaphorical. We turn then to China, examining “the ways” for human flourishing pioneered by Confucius and the Buddha. In both Islam and Christianity, we can trace adherents’ spiritual journeys toward a relationship with the divine. We explore journeys of a more contemporary nature by looking at Charles Darwin’s *Origin of Species* and by reading texts pivotal to the rise of modern

democracy, including selections from John Locke's *Second Treatise of Government*. We also probe journeys of self-discovery, such as the one revealed in W.E.B. DuBois' *Souls of Black Folk*. We will look, too, at the journeys toward independence made by nations and individuals as they have thrown off the yoke of imperialism—we look especially at the role of Gandhi in the move for Indian independence in the 20th century. The exact works and kinds of journeys we examine will no doubt evolve as the course changes over the coming years. But our goal will remain constant. We aim to challenge our students to examine a variety of human journeys, with the hope that they will come to understand different conceptions of human fulfillment and that they will reflect deliberately on the paths their own lives might take.

New students entering Hendrix with seven or more accepted transfer credits are required to take a second Challenges of the Contemporary World (CW) course instead of Journeys. Students who do not pass Journeys are required to take a second Challenges of the Contemporary World course to meet their Journeys requirement. The grade earned in this course will not replace the Journeys grade. Journeys may not be repeated.

Explorations: Liberal Arts for Life—one course.

Explorations: Liberal Arts for Life is a one-semester common course required of all entering students in their first semester at the College. Explorations is designed to foster an ongoing engagement with the liberal arts experience, to facilitate the transition of new students to the Hendrix community, and to enhance students' potential for success in their collegiate studies. The course meets once a week and carries one-quarter (.25) course credit.

Areas of study in Explorations include higher education and the liberal arts, the aims and expectations of the College, academic and career explorations, and self-inquiry and personal development. Additionally, the seminar focuses on refining student knowledge, perspectives and skills

requisite to successful academic work and integration into the Hendrix community.

Each new student will be enrolled in both a Journeys and an Explorations section. Academic components of Explorations may be linked to Journeys content, adding immediate relevance to these areas of study. In each Explorations section, a second-year peer assistant will be available to provide student perspective and assistance.

Challenges of the Contemporary World (CW)—one course.

This component complements the Journeys component by exploring challenges of the contemporary era. Such challenges include environmental concerns, racial and ethnic differences, social inequities regarding gender and sexuality, and other issues of world citizenship. By confronting contemporary social issues, students prepare themselves to join a responsible world community striving toward a just, sustainable, and spiritually satisfying future. This component of the curriculum is a flexible one-course requirement to be fulfilled after the first year.

Courses meeting the Challenges of the Contemporary World requirement are listed below. Courses from this list offered in 2004-2005 are noted with a "CW" in the Schedule of Classes, 2004-2005.

ANTH 220 *Cultures of India*
ANTH 250 *Visual Anthropology*
ANTH 280 *Anthropology of Gender*
ANTH 320 *Gender and Environment*
ANTH 360 *Global Studies: Selected Topics*
ANTH 370 *Psychological Anthropology*
BIOL 104 *Environmental Biology*
BUSI 100 *Contemporary Issues in Business and Entrepreneurship*
ECON 100 *Survey of Economic Issues*
ECON 340 *Environmental Economics*
ECON 360 *International Economics*
EDUC 390 *Cultural Geography*
ENGL 250 *Women and African Literature*
ENGL 257 *Literature and the Working-Class*

ENGL 363 *English as a Global Language*
 FREN 220 *Aspects of French Culture*
 GEND 267 *Topics: Introduction to Gender Studies*
 HIST 170 *Contemporary Europe*
 HIST 280 *Contemporary Africa*
 HIST 330 *Culture and Colonialism*
 HIST 333 *Russia since 1917*
 HIST 350 *Environmental History*
 HIST 360 *Vietnam and the 60's*
 IRGS 400 *Senior Seminar*
 LBST 200 *Vocation and Integrity*
 MATH 115 *Mathematics in Contemporary Issues*
 MUSI 270 *Survey of Global Musics*
 PHIL 215 *Ethics and Society*
 PHIL 225 *Ethics and Medicine*
 PHIL 267 *Topics: Introduction to Gender Studies*
 PHIL 270 *Environmental Philosophy*
 PHIL 310 *Feminist Thought*
 PHIL 315 *Ethics and Relations to Friend, Kin, and Community*
 POLI 230 *Public Administration*
 POLI 235 *Public Policy*
 POLI 250 *Global Politics I*
 POLI 251 *Global Politics II*
 POLI 260 *Political Economy*
 POLI 300 *Feminist Political Thought*
 POLI 305 *Arkansas Politics: Seminar*
 POLI 322 *American Constitutional Law: Individual Rights*
 POLI 372 *China and East Asia*
 POLI 373 *Palestine, Israel, & Middle East*
 POLI 380 *Gender, Sexuality, and American Politics*
 POLI 390 *Race and American Politics*
 POLI 430 *Topics in Comparative Politics*
 POLI 440 *Topics in Global Politics*
 PSYC 400 *Psychology of Gender*
 RELI 200 *State of the World*
 RELI 330 *Women and Religion*
 RELI 360 *African American Religion*
 SOCI 250 *Gender and Family*
 SOCI 270 *Racial and Ethnic Minorities*
 SOCI 300 *The Urban Community*
 SOCI 310 *Gender and Sexuality*
 SOCI 360 *Social Change/Social Movements*

SOCI 375 *Environmental Sociology*
SOCI 380 *Medical Sociology*
SOCI 390 *Social Inequality*
TART 330 *Theatre and the Challenges of the Contemporary World*

II. Learning Domains

Learning Domains represent an organization of courses around content and teaching methods that may transcend departmental boundaries. Students should be exposed to courses in each of the Learning Domains to insure that they receive an adequate breadth of educational experiences while at the College. The Learning Domains form the foundations of a liberal arts education, much as reading, writing, and arithmetic form the foundation of secondary education.

A student must take seven courses across six Learning Domains as defined below. These seven courses must be from seven different disciplines as distinguished by the first three letters of the course identifier.

Courses that may be used to satisfy each of these Learning Domain requirements are designated by the two-letter code that appears by each Domain title below. These codes also appear in the Schedule of Classes, 2003-2004 and with course descriptions in the Catalog.

A. Expressive Arts (EA)—one course.

Throughout history, humans have used the arts to explore and express ideas and feelings in a uniquely symbolic and expressive way, endowing the arts with qualities that are significantly different from those embodied in other ways of knowing. To understand any culture, a person must be able to grasp, interpret, and respond to its artistic creations and symbols. Given the broad spectrum of cultural production, a study of the expressive arts introduces students to ways of interpreting and understanding art content, as well as understanding the forms through which this content is produced and communicated. Courses in this domain emphasize either the creative process through the making and performing of works of art

or the place of such works of art within a particular historical, cultural, or aesthetic context.

B. Historical Perspectives (HP)—one course.

History is that branch of knowledge that seeks to account for the diverse ways in which human beings in different cultures and societies have all responded to temporal change. Through the examination of contemporary issues from a historical perspective, we gain insight into the richness of human experience and gain insight into our own convictions and actions. Courses in this domain study the development of societies and cultures over time.

C. Literary Studies (LS)—one course.

Literature has been a central form of expression for many societies. Literature provides a medium through which students gain insight into the minds and lives of other human beings and the process whereby human experience is imaginatively transformed into art. Critical reading/interpretation of a literary text provides understanding into what meanings that text holds, how those meanings are produced, what purposes they serve, and what effects they have. Literary studies also facilitate a student's ability to articulate responses both orally and in writing.

D. Natural Science Inquiry (NS, NS-L)—two courses, each from a different department; one course must be a laboratory course.

Science and technology are playing an ever-increasing role in our society. In order to navigate this information students must know and understand how science does and does not work, the application of scientific and mathematical principles, and the distinction between science and dogma. This requires the coupling of basic scientific principles with systematic, critical analysis. Emphasis is on the methods used to model, gather, interpret, and evaluate data critically and the placement of this information into a larger context. In the

face of our rapidly evolving understanding of the natural world, application of the scientific method is an enduring skill for assessing the validity of observations related to the natural world. This mode of inquiry inextricably links course content and the analysis process.

E. Social and Behavioral Analysis (SB)—one course.

Human experience always takes place in the context of larger social forces, organizations, and institutions: families, organizations, communities, governments, and economics. Courses in this domain study the myriad dimensions of human behavior and the human relationships from a variety of disciplinary and interdisciplinary perspectives. Through this study we begin to comprehend individual and social life and to develop policies and other means of intervention.

F. Values, Beliefs and Ethics (VA)—one course.

A perennial feature of humanity is the ability and need to raise fundamental questions about the ultimate meaning of our existence, our common origins and destiny, the nature of reason, and what constitutes a good life. Our efforts to deal with these questions reflect basic values and beliefs that shape our perception of the world, give order and purpose to our existence, and inform our moral judgment. Courses in this domain seek to explore critically and to understand different value and belief systems, to examine commonalities of these systems across historical, philosophical, religious, and/or cultural boundaries, and to introduce ways of making reasoned value judgments.

III. Capacities

A. Writing (bi-level program).

Clear and effective writing is inseparable from clear and coherent thinking. Each student must demonstrate the attainment of an acceptable

level of skill in written communication by fulfilling the requirements of a bi-level writing program.

Level I (W1). To meet the Level I writing requirement a student must

- receive a “C” or above in ENGL 110 *Introduction to Academic Writing*, or ENGL 210 *Advanced Academic Writing* at Hendrix; or
- receive a grade of “C” or above in a course at Hendrix from the category Introduction to Literary Studies (These courses are identified by the code “W1” in the Schedule of Classes, 2004-2005); or
- receive a grade of “C” or above on an examination in written English administered by the Writing Center at Hendrix and certified by the English Department.

Each student should aim to meet this requirement during his or her first or second year.

Level II (W2). To meet the Level II writing requirement, a student must receive writing proficiency certification (including making a grade of “C” or higher) in a writing intensive course offered by any department of the College. Writing intensive courses are identified by the code “W2” in the Schedule of Classes, 2004-2005.

The following guidelines apply to all Level II courses:

- Level II courses (writing intensive courses) will be sophomore-level and above;
- Level II courses may be used to meet other requirements, as appropriate; and
- Level II certification will **not** be given until a student has completed Level I, in particular, a student may not complete Level II and Level I in the same semester.

Students may not use credits received from the Advanced Placement exam (AP), International Baccalaureate exam (IB), or from transfer courses to satisfy either the Level I or Level II requirement. Moreover, successful completion of the Level I writing examination will **not** satisfy the Literary Studies (LS) Learning Domain.

B. Foreign Language (two-semester equivalent).

Students should achieve the degree of competence in a foreign language necessary to encounter another culture on its own terms. This level of ability requires being able to understand, analyze, and use a foreign language. Such a capacity increases subtlety of mind, sharpens sensitivity to the use of one's own language, and more fully opens another culture for exploration.

Students can fulfill the foreign language requirement by satisfying at least one of the following:

- Passing the second semester of any foreign language at the College;
- Passing an examination demonstrating proficiency at a level equivalent to the second semester of a foreign language taken at the College;
- Receiving transfer credit for the equivalent of two semesters of a foreign language from an accredited institution.
- In the case of international students whose native language is something other than English, by passing the TOEFL.

C. Quantitative Skills (QS) (one-semester equivalent).

As our society becomes more technologically and analytically based, it is important that students develop quantitative skills that are necessary in a large and growing number of careers. Mathematical models form the basis for many fundamental concepts and modes of analysis in a diverse number of disciplines. Students need to possess sufficient quantitative skills in order to understand, manipulate, and interpret these models. It is, therefore, important that students possess a base level of mathematical/computing skills necessary for the development of those quantitative skills they will need in their chosen disciplines and in their lives.

To complete the quantitative skills capacity requirement, students must successfully receive credit for a Quantitative Skills course by one of the methods listed below:

- Passing a Quantitative Skills course offered by the College;
- Earning an appropriate Advanced Placement (AP) or International Baccalaureate (IB) credit;
- Transferring from any accredited institution a course that is

comparable in academic quality and content to a Quantitative Skills course.

D. Physical Activity (PA) (two-semester equivalent).

Students are encouraged to develop and practice a lifestyle that promotes wellness, physical fitness and incorporates recreational activities on a regular basis. All students must meet the Physical Activity requirement unless exempted by the Physical Activity Coordinator.

Students can fulfill the physical activity requirement by receiving credit for two different physical activity classes offered at the College.

Successful completion in a varsity sport for one season qualifies as an activity class for this purpose. However, no more than one unit may be earned from participation in varsity sports.

IV. Double Counting of Courses

Many courses satisfy more than one general education requirement. That does not necessarily imply that a student may use a course to satisfy all of those requirements. The following guidelines apply:

- The Journeys course can not satisfy Learning Domain requirements, Capacities requirements, or major or minor requirements;
- A course used to satisfy a Capacities requirement may also be used to satisfy either a Challenges of the Contemporary World or Learning Domains requirement;
- A course with two or more Learning Domain codes may be used to satisfy only one Learning Domain requirement;
- A course with a Challenges of the Contemporary World code and a Learning Domain code may be used to satisfy either the Challenges requirement or the Learning Domain requirement, but not both;
- Courses taken to satisfy major or minor requirements may also be used to satisfy general education requirements, subject to the restrictions stated above;
- In the case of multiple-coded courses, a student may elect to change which code the student wants to apply for satisfaction of the General Education Requirements. This change can occur at any time before graduation;
- The Learning Domain requirements must be satisfied by seven

courses from seven different disciplines as distinguished by the first four letters of the course identifier;

- Course credits received by Advanced Placement (AP) exam, College Level Examination Program (CLEP), or International Baccalaureate (IB) exam do not satisfy Learning Domain or Collegiate Center requirements.

V. Number of Courses Required for Graduation

The 2002-2003 academic year was the first year for the semester calendar at Hendrix. For students graduating before the semester calendar was implemented, the number of courses credits required for graduation was 36. For students graduating with all course credits earned under the semester calendar, the number of whole course credits for graduation is 32. For students who earn credits under both calendars, the number of course credits required for graduation is depends on the length of time a student was academically enrolled under the term calendar. The number of courses required for graduation is depends on the number of term course credits a student had on June 15, 2002 as given by the following chart:

# of Term Credits	# of Credits Needed to Graduate
0-4	32
5-13	33
14-22	34
23-31	35
32-36	36

Courses with grades of incomplete on June 15, 2002 count in this total as long as the incomplete grades are removed within the time limits stated by the incomplete policy. An average of 2.00 or better must be maintained on all courses (exclusive of courses taken for credit only) counted towards the degree. Course credits earned through CLEP, AP, or IB exams may be counted toward graduation although they may not be used to satisfy specific requirements for graduation as described in other sections.

VI. Residency Requirements

A student must successfully complete a minimum of sixteen courses at Hendrix. Six of the final eight courses counted toward graduation must originate from Hendrix or institutions which are in direct, formal institutional exchange agreements with Hendrix. Additionally, at least 50% of all major and minor requirements must be fulfilled from course work taken in residence at the College.

VII. Majors and Minors

Students have three options for academic study:

- the pursuit of a single major
- the pursuit of two majors (double major)
- the pursuit of one major and one minor.

The pursuit of any other combination of multiple majors and/or minors is not permitted.

Student transcripts will list the name of the major, any double major or minor, and the grade on the Senior Capstone Experience.

Students should be aware that the pursuit of a double major or a major and a minor may require more than four years to complete.

Requirements for a major are as follows:

- declaring a major and notifying the Office of the Registrar no later than the first semester of the junior year;
- fulfilling the requirements as designated by the student's major department;
- maintaining a minimum grade point average of 2.00 in departmental requirements;
- passing a Senior Capstone Experience in the major. (See Senior Capstone Experience)

The College offers the degree of Bachelor of Arts with these majors:

Accounting	Biology
American Studies	Chemistry
Art	Computer Science
Biochemistry/Molecular Biology	Economics

Economics & Business	Mathematics
Elementary Education	Music
English	Philosophy
Environmental Studies	Philosophy & Religion
French	Physics
German	Politics
History	Psychology
Interdisciplinary Studies	Religion
International Relations and Global Studies	Sociology/Anthropology
Kinesiology	Spanish
	Theatre Arts

Policy for double majors

A student may complete a second major at Hendrix by fulfilling the following criteria:

- completing and filing a letter of intent with the Office of the Registrar to pursue two majors at Hendrix College. This letter of intent must be filed no later than the first semester of the student's senior year;
- completing the Hendrix requirements for both majors;
- maintaining a minimum grade point average of 2.00 in the courses that comprise each major;
- passing the Senior Capstone Experience for both majors;
- completing both majors prior to the awarding of the undergraduate degree.

Policy for minors

A student may complete a minor by fulfilling the following requirements:

- formally declaring intent with the Office of the Registrar. This letter of intent must be filed no later than the first semester of the student's senior year;
- completing the course requirements for the minor as specified in the departmental entry in the Catalog;
- successfully completing at Hendrix at least three of the courses that constitute the minor;
- maintaining a minimum grade point average of 2.00 in the courses that comprise the minor;
- completing both a major and the minor prior to the awarding of the undergraduate degree.

The College offers the following academic minors:

Accounting	French
Africana Studies	Gender Studies
American Studies	German
Anthropology	History
Art-Studio Emphasis	International Relations
Art-Art History	and Global Studies
Emphasis	Kinesiology
Biology	Mathematics
Chemistry	Music
Classics	Philosophy
Computer Science	Physics
Economics	Politics
Education-Early	Psychology
Childhood & Middle	Religion
School Emphasis	Sociology
Education-Secondary	Spanish
Emphasis	Theatre Arts
English	

The college offers one graduate degree, the Master of Arts in Accounting (see page 29).

VIII. Senior Capstone Experience

The senior capstone experience is an opportunity for the student to integrate and synthesize the various aspects of the subject matter studied within the major. Each department or program has designed the capstone experience for its majors to help them develop a broader understanding of the significance of the major within the framework of their overall liberal arts experience. This experience may take the form of a comprehensive examination, a senior seminar, an undergraduate research project, or a senior exhibition, recital, or performance. Using one or more of these components also allows departments to assess the effectiveness of their major programs and evaluate the learning of each student. A grade is assigned for the Senior Capstone Experience after its completion. The grade is entered on the student's transcript but is not calculated in the GPA.

The Program for the Master of Arts in Accounting

The purpose of this program is to provide outstanding, liberally educated students with the technical, theoretical, and interpersonal skills required for successful careers in industry, public accounting, not-for-profit organizations, financial institutions, governmental organizations, education, and consulting. Successful completion of this program qualifies students to sit for the CPA examination in Arkansas and may enable them to waive certain courses in MBA and other graduate programs. This program has a broad perspective beyond traditional accounting and includes topics in economics, statistics, finance, and law. These requirements develop and enhance quantitative problem-solving and decision-making skills. Extensive use of modern techniques using computer applications and real-world data enables students to be prepared for the rigorous requirements of the business world. Small class sizes and a low student-to-faculty ratio make possible individualized and specialized instruction. Students are able to complete this degree in one year (two semesters) of coursework.

Prerequisites for admittance into the program include majoring in Accounting, Economics, or Economics and Business and consent of the faculty. Interested students should contact the department chair for details and admission information.

Students must complete eight courses distributed as follows:

- ECON 530 Management Science
- ECON 550 Managerial Economics
- And six (6) courses from the following list including at least four (4) business courses:
 - BUSI 500 Taxation for Business Entities
 - BUSI 510 Accounting for Management Planning and Control
 - BUSI 520 Seminar in Accounting
 - BUSI 530 Topics in Professional Accounting
 - BUSI 540 Contemporary Issues in Auditing
 - BUSI 550 Business Law

- BUSI 598/599 Independent Study or Internship in Accounting
- ECON 500 Econometrics and Forecasting
- ECON 570 Industrial Organization
- ECON 590 Economic Research
- ECON 599 Independent Study in Economics