

# Odyssey Program Guide

2016-2017 information for students, faculty and staff



# HENDRIX

## 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 PAPERWORK NECESSARY TO EARN CREDIT IN EACH OF THESE THREE WAYS.

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# 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. 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 graduates have earned credit in all six Odyssey categories.

There are three 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 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 and paperwork 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.

## 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 so as 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. Final products might include any of the following: a public performance or gallery showing, a portfolio of work, or a large-scale work in manuscript such as a novel or symphony.

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 proposal 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 provided by the Odyssey Office and signed by a person on-site or the Hendrix supervisor. At the completion of the 30 hours, all log sheets must be turned in to the Odyssey Office with a Project Completion and Transcript Notation Form in order to receive Odyssey credit. 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.

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 Director of Civic Engagement Projects, Dr. Jay Barth (SLTC 245 or barth@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.

Because dissemination is a crucial part of the research experience, all Odyssey research must be presented to the public in an appropriate manner through, for example, presentation at professional meetings, publications, or by means of on-campus venues. Individual departments will determine the way by which student research projects in that discipline achieve public presentation.

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 research proposal 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. Please note that all necessary forms are available in hard copy from the Odyssey Office or online ([www.hendrix.edu/odyssey](http://www.hendrix.edu/odyssey)). You may submit your paperwork in hard copy or by e-mail ([odyssey@hendrix.edu](mailto:odyssey@hendrix.edu)). If you choose to submit via e-mail, your supervisor must also send a message indicating his or her approval.

#### 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.

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 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.

d. Work with your supervisor to write a coherent 2-4 page description of what you propose to do and what you hope to learn from the project. 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 Paperwork for Odyssey” section of this Guide for additional advice on crafting a strong proposal.

e. Once your project description is complete and approved by your supervisor, fill out and submit a Proposal Form with the description attached. Please note that the form must be signed by both you and your supervisor. 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.**

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

g. Once you have completed your project and met all the requirements of the category you have selected, submit a Project Completion Form to the Odyssey Office. The form must be signed by both you and your supervisor, and you must attach 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, attach it to your completion form. Your credit will not be registered as complete until you have turned in this paperwork.

**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** and have it signed by the supervisor of the activity.

c. Submit the Statement of Intent 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 to the Odyssey Office. The form must be signed by both you and your supervisor, and you must attach 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, attach it to your completion form. Your credit will not be registered as complete until you have turned in this paperwork.

## 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** and have it signed by the course instructor.

d. The instructor may submit the Statement of Intent on your behalf or ask you to do so.

e. Once you have completed the requirements for earning Odyssey credit in the module, submit a Project Completion Form to the Odyssey Office. The form must be signed by both you and the course instructor, and you must attach 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.

## 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 Paperwork 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 are available from the Odyssey Office or can be downloaded from the Odyssey web site. Your hours log must be shared with your Hendrix supervisor, who will ultimately approve your project, and must be submitted to the Odyssey Office along with your Project Completion Form.

### **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 with your completion form.

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 provide 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.)

## **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 a statement of intent form. For more information about each program, please consult the person whose name is in parentheses.

- Career Services Internships (Leigh Lassiter-Counts, Internship Coordinator)
- Hendrix Experience Ambassador Team (HEAT) Internships (Jennifer McKenzie, Associate Director of Admissions)
- Hendrix-in-Brussels Internships (Dr. Peter Gess, Director of International Programs)
- Miller Center Internships (Dr. Bobby Williamson, Director of the Miller Center)
- Shepherd Higher Education Consortium Internships (Dr. Jay Barth, M. E. and Ima Graves Peace Professor of Politics and International Relations)
- Washington Semester Internships (Dr. Peter Gess, Director of International Programs)

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 including a project description 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 submit a written petition 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. Before departure, all students traveling to participate in an internship, perform service, undertake research, study abroad, complete an Odyssey project, or participate in a recognized student organization or athletic trip abroad, as individuals or in groups, must complete three forms—Release of Liability, Waiver of Rights, Assumption of Risks and Indemnity Agreement; Emergency Medical Form; and Repatriation of Remains Form—through the Hendrix online travel management system. Through this system students acknowledge their understanding of the risks of such travel, affirm that they have reviewed and understand the relevant safety-related materials, and state that they are assuming the risks related to their travel. College staff will also be better equipped to serve students in case of emergency. The office directly responsible for a student’s travel (e.g., Odyssey, International Programs, Miller, Murphy, or Athletics) will coordinate student access to the travel management system.

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.

### **International Travel to Countries on the U.S. State Department Travel Warning List**

Countries or areas within countries placed on the **U.S. State Department Travel Warning List** fall into one of two levels of severity. Hendrix will not grant or award credit, funding, support or otherwise sponsor any international academic or co-curricular project in any country, or area within a country, for which the U. S. State Department has issued the more severe warning.

These include locations for which the U.S. State Department has:

- issued a travel warning that orders departure of U.S. dependents and non-emergency personnel;
- recommended that U.S. citizens depart the country;
- advised U.S. citizens against all travel to the country; or
- recommended that U.S. citizens defer non-essential travel to the country.

The U.S. State Department also issues lesser warning levels or alerts for countries and areas within countries. This occurs when the U.S. State Department has:

- warned U.S. citizens of the risks or danger (or potential risks or danger) of travel to the country;
- urged U.S. citizens to evaluate carefully their security and safety before traveling to the country;
- warned or cautioned U.S. citizens to consider the risks of travel to the country;
- cautioned U.S. citizens to take prudent security measures;
- urged or warned U.S. citizens to weigh the necessity of travel to the country; or
- urged U.S. citizens to exercise extreme caution.

In order to travel to a “less severe” travel-warning country, a student must first follow normal program application procedures defined by the Office of International Programs; the Odyssey Office; the Hendrix-Murphy Foundation; the Miller Center for Vocation, Calling & Ethics or other recognized College organization. Second, the student must complete the “Release of Liability, Waiver of Rights, Assumption of Risks and Indemnity Agreement: Supplement for Travel to a Country on the US Department of State Travel Warning List” provided by the Office of International Programs. Because travel to such countries may require time for approval, students must submit this form and supporting documentation to the Office of International Programs no later than **15 business days** before any program deadlines, and at least 30 business days prior to departure.

The Travel Advisory Committee will review the student liability supplement and the travel warning, and approve or deny the request for travel. For more information about this process, please see [www.hendrix.edu/internationalprograms](http://www.hendrix.edu/internationalprograms) or contact Dr. Peter Gess, Director of International Programs ([gess@hendrix.edu](mailto:gess@hendrix.edu); 501-505-2953).

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

Under normal circumstances, all research (regardless of Odyssey category) involving human subjects must be approved 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. On the HSRB website, there is a handout to help you determine if your project involves minimal risk or more than minimal risk. In the case of minimal risk research, the faculty advisor for the project is required to ensure that the research meets ethical standards.

If the student researcher wants to publish his or her research in an academic journal or present it off-campus, the research requires the approval of the HSRB. Because undergraduate-only research conventions and conferences are primarily an educational experience for students, approval is not needed for research presented at such meetings (for example, NCUR).

Any student conducting research with human subjects that expects to go through the HSRB approval process should clearly indicate this in their Odyssey proposal and should indicate a proposed timeline for submitting their HSRB proposal. In addition, students will be asked by the Odyssey Office to complete a series of HSRB Screening Questions (see Appendix E) and to have a brief consultation with a member of the HSRB to officially clarify whether the project needs HSRB approval.

**If the Odyssey Office or the HSRB indicates that research needs a review by the HSRB, approval for Odyssey credit and/or funding may be withheld by Odyssey if these procedures are not followed.**

In addition, any student conducting research with Human Subjects is expected to complete two modules in the Collaborative Institutional Training Initiative (CITI) online training course before submitting an HSRB proposal, which is described more fully on the HSRB website. These two training modules are:

- 1) Basic Course in Human Subjects Research (Social-Behavioral-Educational Research Module) and
- 2) Responsible Conduct of Research Course.

When submitting HSRB proposals, you are required to print out the certificate of completion for both courses before your project will be reviewed. **It is also strongly encouraged that students complete this online CITI training in advance of applying for Odyssey funding, in which case you would also want to print and attach the certificates of completion for both courses to your Odyssey Proposal.**

If you have any questions about the HSRB process, please contact the HSRB co-chairs, Dr. Lindsay Kennedy and Dr. Kiril Kolev, 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.

#### 5. 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 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.

## **6. 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 the Director of Facilities, Skip Hartsell (hartsell@hendrix.edu; 501-450-1348), before your project can be approved. Housing of animals, other than those used in the laboratories, must be approved by both the Director of Facilities and the Vice President for Student Affairs, Jim Wiltgen (wiltgen@hendrix.edu; 501-450-1222).

## 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 PAPERWORK 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.

## 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;
- April 1 for fall semester and winter break projects, along with some summer PL experiences (see below).

If the funding deadline falls on a weekend, paperwork 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.

**SPECIAL NOTE FOR INTERNSHIPS OR PROFESSIONAL FIELD EXPERIENCES:** If you plan to do a summer internship or professional field experience, but have not received acceptance into the position by February 1, you may submit your funding application in the April 1 cycle. However, requests for internship/professional field experience funding that are turned down in the February cycle will NOT be reconsidered in April.

To apply for funding, use the funding packet of forms that can be downloaded from the Odyssey web site ([www.hendrix.edu/odyssey](http://www.hendrix.edu/odyssey)) or obtained from the Odyssey Office.

## 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**.
2. Complete an Odyssey Proposal Form and a Funding Request Form along with a Budget Request and submit them to the Odyssey Office (SLTC 246). All of these forms are included in the Funding Request Packet available in the Odyssey Office or on the web site. **USE THE CHECKLIST IN THE PACKET TO ASCERTAIN THAT YOU HAVE CORRECTLY COMPLETED ALL OF THE PAPERWORK!**
3. Submit your Proposal Form and Funding Request Form together in one packet. However, 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. 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. You must then work with Janina Cambiano, Manager of the Odyssey Office, to arrange the disbursement of your funds.

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.

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 and funding requests are expected to be neatly typed (word processed).

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. In most cases, two to four pages is a recommended length.

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, 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."

**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 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 on 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 Paperwork for Odyssey

### The Proposal

Every Odyssey proposal for a project requires a narrative. This document is used to evaluate your experience for Odyssey credit and its worthiness for funding if you choose to apply for a grant. The Odyssey Office does not have an interview process, so the narrative is your opportunity to fully explain what you intend to accomplish. These tips may help you organize your narrative.

**First paragraph**-describe your project and identify the Odyssey category for which you are proposing credit. This first paragraph should give your reader the big picture regarding what you will do. For example, if you will be helping to feed homeless individuals in your hometown over winter break, and you intend your project to fulfill the requirements of the SW category, then make sure all of those components appear in your first paragraph.

**Next pages/paragraphs**-detail the learning goals and objectives for the project and how you will achieve them, along with your activities and timeframes. Describe any steps you have taken or will take in response to potential hardships or dangers that might concern your readers. If you are requesting funding, use this section of the narrative to briefly explain your expenses. Feel free to use bulleted lists and subheads to help organize your document.

**Concluding paragraphs**-make the case for Odyssey credit. Explain how the category you have chosen is appropriate, including how you will meet the category requirements. You must address these items to be approved for Odyssey credit.

Hours Log-make sure that you will meet the minimum for PL, SW, and SP.

Reflection Component-specify the method of reflection (journal, paper, or another appropriate method).

Presentation/Final Product-give the location and date of a presentation (if possible) and describe what the ultimate outcome of the project will be.

The Special Projects Category-you must make a specific case for how your project constitutes an engaged learning experience even though it does not fit any of the other categories. Refer to the language about Special Projects in this guide to justify your decision to pursue this Odyssey coding for the experience.

A request for credit can be one to two pages. With the additional detail required, a proposal for funding should be two to four pages in length. This excludes attachments, such as documentation showing that an off-campus organization is prepared to work with you or other additional information relevant to your project. Also, print your paperwork one-sided and do not use a font under 10 point. If you handwrite information on the form itself, use black or blue ink.

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 Turkey, 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 Abstract**

The abstract is a brief summary paragraph of about 150 words that is attached to the funding request form. It gives the reader a concise overview of the experience, including the category, timeframe and location. Many writers find that the opening paragraph of the narrative can be used for this purpose with slight revisions if needed.

### **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.

Type your description.

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.

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 2013, 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 2014, I traveled to France where I examined the Bayeaux 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 Bayeaux, 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 2014, 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 December, 2014.

## 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 found here: <https://www.hendrix.edu/odyssey/odyssey.aspx?id=14110>

For reference, the form used for requesting module or course coding appears in Appendix F.

#### **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—signed 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 sign the Project Completion Form. Either the instructor or student may turn in 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 Projects 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 to the Odyssey Office on the forms that can be obtained from the Office or downloaded from the Odyssey web page ([www.hendrix.edu/odyssey](http://www.hendrix.edu/odyssey)).

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 submit the requests as a group and rank the proposals for the CEL. You are the one best qualified to judge the quality and feasibility of individual projects 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 Statements of Intent signed by the supervisor and are usually responsible for submitting their own Statement of Intent Forms. However, leaders of large group activities may choose to submit a group form with an attached sign-up sheet. The activity will not be considered complete and will not appear on a student's Odyssey transcript until the supervisor has signed the 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 signing 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 prepare Odyssey Funding 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 a 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 signed by that supervisor and the student is required to sign up for the credit and should be turned in as early as possible in the experience. Also, a Project Completion and Transcript Notation Form must be submitted at the conclusion of the activity.

### **Artistic Creativity (AC)**

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  
Miller Center Service Fellowships carried out abroad  
Miller Center Undergraduate Research Scholarships carried out abroad  
Steel Center/Center for Entrepreneurial Studies China Odyssey

### **Professional and Leadership Development (PL)**

AGS Store Manager  
Campus Kitty Chair  
Career Services Internships  
Chaplain's Office Student Ministerial Appointments  
Hendrix Experience Ambassador Team (HEAT) Internships  
Hendrix-in-Brussels 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 Tutoring  
Profile Editor  
Resident Assistant Position  
Shepherd Higher Education Consortium Internships  
Student Outreach Alternative Resources (SOAR)  
Social Committee Executive Committee  
Student Senate Executive Committee  
Technical Services Advanced Assistants  
UMYF Scholarship Program (completed program)  
Washington Semester Internships  
Workshop Physics Student Worker

## **Service to the World (SW)**

College Connection Program  
Court Appointed Advocates (CASA) with 20<sup>th</sup> Judicial District  
Hendrix College Pre-Law Society-Arkansas Access to Justice Partnership  
Miller Center Internships  
Miller Center Service Learning Trips  
Miller Center Service Fellowships  
Miller Center Service Scholarship Program (completed program)  
Peer Note Taking: Service and Research in the Field of Disabilities  
Senior Service to the World Project  
Summer Semester in Costa Rica (attached module)

## **Undergraduate Research (UR)**

Baker Prize Competition Winner  
Miller Center Undergraduate Research Scholarships

## **Special Projects (SP)**

Bonhoeffer House  
Center for Entrepreneurial Studies Business Plan Competition  
EcoHouse Resident  
Environmental Concerns Committee Position of Responsibility  
Explorations Peer Assistants  
Hendrix Immersion Project  
Hendrix Mock Trial Association  
Hendrix Student Congress Delegation  
International Ambassador Program  
Mathematical Problem Solving  
Peace Corps Prep Program  
Roosevelt Policy Development Seminar

## 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.

<b>Humanities</b>	ENGC
ARTS	301, Creative Writing: Non-Fiction AC
160, Beginning Drawing AC	303, Creative Writing: Poetry AC
180, Beginning Ceramics: Handbuilding AC	304, Creative Writing: Fiction AC
200, Beginning Painting AC	306, Exploring Nature Writing AC
201, Beginning Painting-Landscape AC	307, Writer as Witness AC
202, Beginning Painting-Materials and Techniques AC	
203, Beginning Painting-Color AC	390, Creative Writing: Special Topics AC
205, Fabulous It's Film AC	403, Advanced Creative Writing: Poetry AC
210, Beginning Sculpture AC	404, Advanced Creative Writing: Fiction AC
240, Beginning Printmaking: Woodcut AC	413, Literary Hybrids AC
250, Beginning Photography AC	490, Creative Writing: Special Topics AC
261, Intermediate Drawing-Space AC	497, Creative Writing Senior Thesis Seminar AC
262, Intermediate Drawing-Large Figure Composition AC	
270, Digital Art AC	ENGL
	497, Senior Thesis Seminar UR
ASIA	FREN
205, Food, Nutrition, and Health in Asia SP	480, French Capstone/Advanced Research UR
DANA	GREE
A30, Dance Ensemble AC	410, Advanced Readings & Research in Greek Literature UR
DANC	LATI
160, Reading and Writing Dance: An Introduction AC	395, The Vulgate SP
215, Modern Dance Technique AC	410, Advanced Readings/Research in Latin Literature UR
216 Ballet Dance Technique AC	
217, Jazz Dance Technique AC	

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

MUSI

370, Composition I AC

PHIL

201, Topics: Ethics in the Face of Poverty SW

497, Senior Thesis UR

TART

100, Intro to Theatre AC

140, Beginning Acting AC

150, Movement for Theatre AC

260, Theatre Production: Scenery and Lighting AC

275, The Art of Stage and Properties Management AC

280, Theatre Production: Costume and Make-up AC

290, Beginning Playwriting AC

295, CAD: Computer Aided Design AC

390, Advanced Playwriting AC

450, Production Design AC

497, Senior Seminar AC

Theatre Arts Practicum, AC/PL Students earn one Odyssey credit after completing the four courses in the practicum:

TARA P21 01 House and Publicity, Assistant Stage Manager or Properties

TARA P22 01 Acting, Stage-Manager, Dance Captain, Sound or Choreography

TARA P23 01 Scenery and Lighting

TARA P24 01 Costume and Makeup

## Natural Sciences

BCMB

498, Independent Research UR

399 or 499, Independent Research UR

BIOL

108, Tropical Field Botany GA

112 Natural History of the New World GA

465, Molecular Evolution and Bioinformatics UR

480, Field Ecology GA

399 or 499, Independent Research UR

CHEM

450, Directed Research UR

CSCI

235, Intelligent Robotics SP

397, Cross-Disciplinary Project SP

497, Senior Seminar UR

EVST

497, Senior Seminar UR

HESC

499, Independent Research UR

MATH

195, Mathematical Problem Solving SP (must enroll for four semesters)

497, Senior Seminar UR

PHYS

450, Directed Research UR

## Social Sciences

ANTH

205, Food, Nutrition and Health in Asia SP

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

#### EDUC

441, Student Teaching, 4-14 PL

461, Student Teaching Secondary, 7-12 PL

471, Student Teaching, P-12 PL

#### HIST

201, Doing History SP

345, Issues in Archives and Public History SP

353, American Civil War and Reconstruction UR

497, Advanced Research and Writing UR

#### POLI

2xx, Animals, People and Ecosystems SP

283, Model United Nations PL

306, Arkansas Politics: Practicum PL

### 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, 19<sup>th</sup> Century Art History UR (Miller)

#### HIST

291, Japan and World War II in Asia UR (Sprunger)

#### PSYC

150-A, Comparative Animal Behavior in the Tropics GA

2xx, Animals, People and Ecosystems SP

380-C, Psychology Practicum PL

400-C, Psychology of Gender UR

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

306 Exploring Nature Writing AC

335, Sociological Research Methods UR

365, Picturing Society: Readings in Social Thought UR

480, Advanced Research Practicum UR

497, Advanced Research and Writing UR

### Interdisciplinary Programs

#### AMST

386, A Capital Odyssey SP

401, Seminar in American Studies UR

#### MUSA

300, Applied Music AC (Krebs)

#### POLI

220, American Political Parties and Elections SW  
(Barth)

305, Arkansas Politics and Government Seminar SW

497, Senior Research Seminar UR (Whelan)

410 Topics: Yoga and Indian Traditions SP (Gorvine)

RELI

TART

280 Issues: Buddhist Contemplation SP (Gorvine)

120, 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

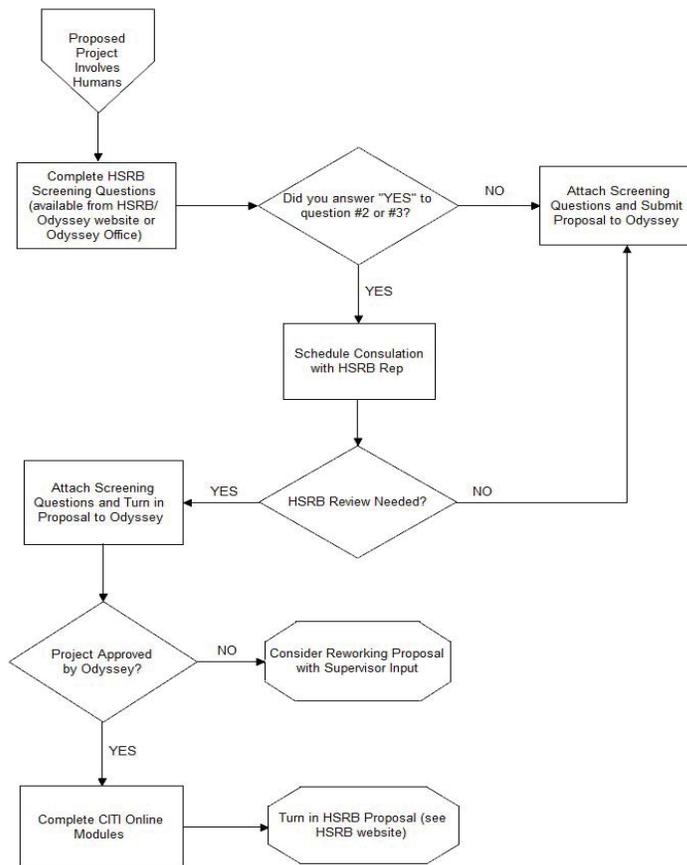
If your Odyssey project involves interacting with people, regardless of the Odyssey category, you must complete a Human Subjects Review Board (HSRB) Screening Questions sheet. This form is available in the Odyssey Office and on-line. The form will ask the following three questions about your project. 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?
3. Does your project pose more emotional, physical, legal, social, or financial risk to participants than everyday life?

If you answered "Yes" to #1 and either #2 or #3, you must consult with a HSRB representative. Please contact the HSRB co-chairs, Dr. Lindsay Kennedy and Dr. Kiril Kolev at [hsrb@hendrix.edu](mailto:hsrb@hendrix.edu) to schedule an appointment for a consultation. Please note that it may take 1-2 business days to schedule a consultation – so, do not assume that a representative will be available the day of the deadline.

The HSRB representative will sign the screening sheet and note any action to be taken. **YOU MUST INCLUDE THE SHEET WITH YOUR ODYSSEY PROPOSAL WHEN YOU SUBMIT IT TO THE ODYSSEY OFFICE.**

The HSRB process for Odyssey projects is outlined in this flowchart.



## Appendix F. Proposal for Odyssey Course or Module Coding

### Proposal for Odyssey Course or Module Coding

Complete and return to the Odyssey Office, SLTC 246, or by email to Director Pete Gess ([gess@hendrix.edu](mailto:gess@hendrix.edu)). The route of review by Committee on Engaged Learning (CEL) and Curriculum Committee (CC) is indicated below. For Odyssey coding on new courses, submit this form to the Odyssey Office and a "Proposed Course Addition or Revision" to the Curriculum Committee.

An outline of category criteria and Odyssey learning goals, as well as an explanation of how "course" and "module" coding differ, may be found in the "Faculty Guide for Odyssey Course and Module Coding" in the Odyssey Guide or at <http://www.hendrix.edu/odyssey/odyssey.aspx?id=14110>.

Course Number and Title:

Proposer (Print)

Date

Proposed Category\*:  AC  GA  PL  SW  UR  SP

\*You may mark more than one category; however students must choose one, and faculty member will need to assure that the project description for each student coheres with the category chosen.

Odyssey Credit proposed is for:

- New Course (CEL reviews and forwards to CC for faculty approval)
  - Permanent Coding
  - One-time Coding for academic year
  
- Existing Course
  - Permanent Coding (CEL reviews and forward to CC for faculty approval)
  - One-time Coding for academic year (CEL's review is final)
  
- Module for a Course (CEL review is final)
  - Permanent Coding
  - One-time coding for academic year

Rationale:

Describe the engaged learning activity or activities that will be required for the course or course module.

How will the specific criteria of the requested category be fulfilled?

Please review the Odyssey Learning Goals (included below). To which, if any, of these goals do you think this course or module most directly speaks and why?

Approval Chain (type name and date of approval)

Department chair:

Area chair:

## Appendix G. 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. Jay Barth, Director of the Odyssey Program (SLTC 245).

Dr. Anne Goldberg, Associate Director of the Odyssey Program (SLTC 241).

Janina Cambiano, Manager of the Odyssey Office (SLTC 246).

All of us 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 faculty and staff members listed below have special expertise related to particular Odyssey categories and are also available to advise you about your projects and proposals.

**Artistic Creativity:** Dr. John Krebs, Professor of Music (Trieschmann Studio 4; 450-1245)

**Global Awareness:** Dr. Peter Gess, Director of International Programs (SLTC 244; 505-2953)

**Professional and Leadership Development:** Leigh Lassiter-Counts, Leigh Lassiter-Counts, Director of Career Counseling and Internships (SLTC 240; 450-1440)

**Service to the World:** Dr. Bobby Williamson, Director of the Miller Center (SLTC 132; 450-1522) and Dr. Jay Barth, Director of Civil Engagement Projects (SLTC 245; 450-1319)

**Undergraduate Research:** Dr. Anne Goldberg, Coordinator of Undergraduate Research (SLTC 241; 505-2952)

### 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 H. 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 2016-2017 are listed below:

Prof. Danny Grace (Theatre Arts and Dance), Chair of the Committee

Dr. Jay Barth (Politics), Director of the Odyssey Program, *ex officio*

Dr. Peter Gess (Politics & International Relations), Associate Provost for Engaged Learning *ex officio*

Dr. Mark Goadrich (Computer Science)

Dr. Anne Goldberg (Sociology/Anthropology), Associate Director of the Odyssey Program, *ex officio*

Dr. Maureen McClung (Biology)

Dr. Andrew Morgan (Music)

Matthew Perkins and Riley Wells, 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?
- \_\_\_ Is my proposal form neatly typed? Do I provide all requested information?
- \_\_\_ If other students are involved in the project, are their names and Hendrix ID numbers included on the form?
- \_\_\_ Is the description of my project clearly written and neatly typed? (Please note: A well-written proposal will usually be in the range of 1-2 pages for credit only or 2-4 pages 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?
- \_\_\_ Is my Proposal Form signed by me and by my sponsor?
- \_\_\_ 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 paperwork well in advance of those deadlines? (Please note proposals are due in the Odyssey Office BEFORE you begin your project.)