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Your Hendrix Odyssey: Engaging in Active Learning

PROGRAM GUIDE

Preface

The academic program titled “Your Hendrix Odyssey: Engaging in Active Learning” is designed to encourage you to embark on educational adventures in experiential learning. This booklet provides the guidelines that you will need as you plan your own personal Odyssey. You are also invited to consult the Odyssey Web page (www.hendrix.edu/odyssey) or visit the Odyssey Office in Buhler Hall for the most up-to-date information about the program. In addition, all members of the Odyssey staff are available to talk with you about your ideas. Please feel free to visit with them at any stage in your planning.

*Bon voyage!* Have a great journey!

Introduction

As expressed in the Statement of Purpose, Hendrix College is dedicated to the cultivation of attributes that shape the whole person. Accordingly, in the context of a liberal arts education of the highest quality, the College intends to cultivate among students a sense of beauty, a capacity for creative self-expression, a spirit of intellectual curiosity, empathy for others, and respect for differences. Hendrix thereby encourages students to employ their education in careful discernment of the social, spiritual, and environmental needs of the world and thus to prepare themselves for lives of responsible leadership and service. In short, Hendrix encourages reverence for the community of life, combined with capacities for creative, joyful, critically astute, and intellectually engaged living.

Toward these ends, the College has long recognized the educational value of experiential learning, that is, the enhanced learning that results when theory meets practice, and when experience itself, as reflected upon, becomes a source of inspiration and learning. This recognition of the value of learning through doing is manifested in numerous ways, both within the campus community and beyond its borders. Many benefits accrue to students who undertake these endeavors. These include 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.

(From the 2005-2006 Hendrix College Catalog)
Policies

A. THE BASIC REQUIREMENT.

Beginning with the class that enters in the fall of 2005, all students are required to complete three Odyssey experiences selected from the six categories listed below. Each of these three required experiences must come from a different category.

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, 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.

Undergraduate research (UR). Experiences in which students undertake significant research projects using the methods of their chosen discipline.

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 YOU MUST COMPLETE THREE EXPERIENCES, YOU ARE ENCOURAGED TO DO AS MANY AS YOU WOULD LIKE. A brief description of each of your projects (including any that you complete above and beyond the required three) will be recorded on an official Odyssey transcript that is appended to your academic transcript. (See Appendix C for a sample transcript.) Therefore, 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.

Transfer students. If you are a transfer student entering as a first-year student or a sophomore in 2005, you are expected to satisfy all Odyssey requirements for graduation. If you are a transfer entering as a junior in 2005, the requirement is optional, although you may have your Odyssey experiences recorded on an experiential transcript regardless of whether you decide to fulfill the requirement.

Subject to Odyssey Office approval, you may receive Odyssey credit for work done elsewhere, provided that the experience occurred after you began full-time college-level studies. At least one Odyssey credit must be started and completed while you are enrolled at Hendrix.

B. TYPES OF ODYSSEY PROJECTS.

1. Pre-Approved Courses. Because they require a substantial amount of hands-on learning, certain regularly taught classroom courses have been approved by the faculty for Odyssey credit. These courses are indicated in the college catalog and the online version of the class schedule by the two-letter codes which appear above in the descriptions of the Odyssey categories. Courses that have been approved by the Committee on
Experiential Learning to be taught only once for Odyssey credit are not coded in the catalog. Please note that the codes do NOT appear in the 2005-2006 paper schedule.

To receive Odyssey credit for one of these classes you must simply enroll, register your intent to use the course for Odyssey credit (see form in Appendix B-1), and earn a grade of C or better. (Please note that in the case of approved Music Activity courses, you must enroll for 2 semesters of the same activity.) A list of these courses, as of the date of publication of this Guide, is included in Appendix A-1. For the most current information, please consult the Odyssey Web site (www.hendrix.edu/odyssey) or visit the Odyssey Office.

Some of the courses on the list may qualify for Odyssey credit in more than one category, and many of them also fulfill learning domains. You may double count such courses for Odyssey credit in ONE category and as a learning domain. However, you may NOT count the same course for Odyssey credit in two different categories.

Pre-approved modules attached to courses. Another category of pre-approved classes are those that include an optional Odyssey module. Only those students who successfully complete the extra work of the module will receive Odyssey credit. In order to receive Odyssey credit for one of these modules, you must register your intent (see form in Appendix B-1) at the beginning of the semester. The course instructor will assign Odyssey credit to those students who signed up for and successfully completed the module. A list of the courses with Odyssey modules that have been approved for 2005-2006 is included in Appendix A-2.

2. Pre-Approved Co-Curricular Activities. As with the pre-approved courses, certain co-curricular activities have been coded for Odyssey credit by the faculty. In order to receive Odyssey credit for one of these activities, you must register your intent (see form in Appendix B-1) and arrange with a faculty or staff member to mentor you through the experience. In many cases you must do extra work in the form of a reflection paper or journal. (See Appendix D for advice about keeping a journal.) For activities coded PL, SW, and SP you will also have to log a certain number of hours of participation in order to receive credit. A list of the pre-approved activities, as of the publication of this Guide, is included in Appendix A-3. For the most up-to-date information, please consult the Odyssey Web site (www.hendrix.edu/odyssey) or visit the Odyssey Office.

3. Individually Designed Projects. If you prefer, you may design and propose your own Odyssey project in any category. Guidelines for designing projects in each of the six categories can be found in the section beginning on page 5. Once you have designed your project, you must submit a proposal to the Odyssey Office. You must allow a minimum of two weeks for the proposal to be considered for approval and a decision sent to you by the Odyssey Director.

A proposal form, which you may photocopy, is included in Appendix B-2. You may also pick up a form from the Odyssey Office or download one off the Web site. Proposals are accepted at any time during the academic year. However, if you wish to apply for funding for your project, please consult the schedule of deadlines in Section G below.

C. REGISTERING OR APPLYING FOR AN ODYSSEY CREDIT.

Regardless of which type of project you undertake – pre-approved course, pre-approved co-curricular activity, or individually designed project (see section B above) – you must register with the Odyssey Office. Forms are available for registering your intent to complete a pre-approved course, module, or co-curricular activity, as well as for proposing an individually designed project. (See forms in Appendix B-1 and B-2.) Proposals for individually designed projects must be approved by the Odyssey Director. Please allow a minimum of two weeks for this process.
In order to receive credit for a pre-approved course or module, you must earn a grade of C or better. To receive credit for a pre-approved activity or an individually designed project, you must submit an application for credit once you have completed your activity. This application must include a brief summary of your project, a log of your hours if required, and your supervisor’s signature. (See forms in Appendix B-4 and B-5.)

The Odyssey Office will keep track of your projects and supply the information for your transcript to the Registrar.

D. SELECTING A SUPERVISOR OR MENTOR.

For each Odyssey project that you undertake, you must have a faculty supervisor. (Please note that for SP experiences, this person may be a faculty or staff member.) In the case of pre-approved courses and activities, this person will often be obvious. If you design a project of your own, look for a supervisor who has expertise in the area you are interested in and who will share your enthusiasm for the project. You may wish to discuss your ideas with more than one person before you decide which one will make the most appropriate and congenial sponsor. Please feel free to consult the staff of the Odyssey Office for suggestions and advice concerning your choice of a supervisor.

E. KEEPING TRACK OF YOUR HOURS.

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 and share this log with your supervisor, who will ultimately approve your project. Log forms are available from the Odyssey Office or can be downloaded from the Odyssey Web site. (See form in Appendix B-5.)

F. REFLECTION COMPONENT.

For Professional and Leadership Development, Service to the World, Special Projects, and some Global Awareness experiences, a reflection component is required. 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. Please see Appendix D for some advice about keeping an appropriate journal for an Odyssey experience.

G. FUNDING.

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 15 for spring semester projects;
- February 15 for summer projects;
- April 15 for fall semester projects.
However, 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.

To apply for funding, use the application form which can be found in Appendix B-3, downloaded from the Odyssey Web site (www.hendrix.edu/odyssey), or obtained from the Odyssey Office.

The Six Odyssey Categories:
Descriptions, requirements, and guidelines for proposing individually designed projects

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 which 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 which lie outside the classroom, or they may be conceived as independent activities which 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.

GUIDELINES FOR PROPOSING NEW EXPERIENCES FOR AC CREDIT

Students are invited to propose new experiences to meet the Artistic Creativity requirement. Students should submit the proposal form to the Odyssey Office after it has been endorsed by the faculty sponsor. New proposals are reviewed throughout the academic year. Proposals requesting funding are considered April 15 for fall projects, October 15 for spring projects, and February 15 for summer projects.

Your proposal should explain how the experience meets the following criteria.

___ Is your project primarily experiential? That is, will you be developing your practical artistic skills (e.g., dancing, singing, playing an instrument, composing, acting, directing, writing, or speaking)?

___ Will there be an identifiable product - a performance, a document, an artwork - at the end of this project?

___ Is the project designed in such a way that you anticipate experiencing artistic growth as a result?
The following checklist should help you write your proposal.

___ Do you have a faculty sponsor for your project? Have you discussed your project with that person and taken any suggestions into account?

___ Do you state whether your project will be undertaken as part of an independent study, an internship, or as a co-curricular project?

___ Does your application contain a paragraph clearly describing the aim and process of your project? Do you speak to the criterion that artistic growth is a desired outcome?

___ Have you considered who your audience will be and gauged the appropriateness of your project for that group of people (e.g., students, faculty, children, townspeople)?

___ If you will need time and space for rehearsals and/or a performance, showing, or presentation, have you consulted the Master Calendar and reserved the date(s) and venue(s) by submitting the required calendar request form, which can be found on the Hendrix Web page(http://calendar.hendrix.edu/astraweb/index.jsp?start_page=home.htm)?

___ If you will need help from fellow students or from faculty or staff (e.g., accompanist, performers) in order to make your presentation, have you solicited their help?

___ If your final product will involve a public presentation, have you made plans for publicizing the event? You may also wish to think about preparing a printed program and or/planning for a reception following the event.

___ 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/title37/.
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, which may include such things as guided small- and large-group discussions, papers, journals, and oral presentations, will generally increase in importance as the length of immersion decreases. For example, a full academic semester abroad would not generally require any supplemental work to qualify for GA credit, whereas a student spending only a single week in a foreign culture or environment would be expected to prepare substantial supplementary work in order for that activity to be recognized as satisfying the GA Odyssey requirement.

GUIDELINES FOR PROPOSING NEW EXPERIENCES FOR GA CREDIT

Students are invited to propose new experiences to meet the Global Awareness requirement. Students should submit the proposal form to the Odyssey Office after it has been endorsed by the faculty sponsor. New proposals are reviewed throughout the academic year. Proposals requesting funding are considered April 15 for fall projects, October 15 for spring projects, and February 15 for summer projects.

Your proposal should explain how the experience meets the following criteria.

___ Does the experience you propose involve at least one-to-two weeks of physical immersion in a culture or environment other than your own? (For example, are you traveling to a different country? Are you exploring an environment that is substantially different from your own?)

___ Does the experience you propose promote growth in your understanding of the target culture or environment by incorporating a substantial reflective element? (Examples and suggestions of how to fulfill the reflective component of this requirement can be found by visiting the Odyssey Office. Also, see Appendix D for suggestions about keeping a journal.)
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.

• **Professional Development** experiences focus on the development or refinement of the student’s skills related to a professional field as well as an evaluation of the student’s values, interests, strengths, and abilities as they relate to that field. To achieve an Odyssey credit for one of these experiences, a minimum of 100 hours of engagement or a contractual commitment over a two-year period to a Professional Development endeavor must occur.

• **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, the gaining of 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 member advising the student during his or her Odyssey experience.

**GUIDELINES FOR PROPOSING NEW EXPERIENCES FOR PL CREDIT**

Students are invited to propose new experiences to meet the Professional and Leadership Development requirement. Students should submit the proposal form to the Odyssey Office after it has been endorsed by the faculty sponsor. New proposals are reviewed throughout the academic year. Proposals requesting funding are considered April 15 for fall projects, October 15 for spring projects, and February 15 for summer projects.

*Your proposal should explain how the experience meets the following criteria.*

___ Are at least 100 hours of engagement involved?

*For Leadership Development, these hours may be spread over four different commitments while at Hendrix*

*For Professional Development, the project may take as long as two years.*

___ Is a reflective, analytical writing component involved?

___ Do you have a faculty member who is willing to work with you on the project?
The following checklist should help you write your proposal.

_______ Do you state whether your project will be undertaken as part of an independent study for academic credit or as an individually designed project that is independent of a course framework?

_______ Does your proposal contain a paragraph clearly describing the aim and process of your experience?

_______ Does your application explain how your project meets the criteria for Professional and Leadership Development experiences?

_______ If your project is being undertaken with other students, does your application make clear how many other people will be involved?

_______ Does your application outline the time-frame for completing your project?

_______ Does your application describe what form the reflective component of the project will take?

_______ Does your application include any funding requests?

If you are proposing a Professional Development experience:

_______ Does it connect to the development or refinement of your skills related to a professional field?

_______ Does it incorporate an evaluation of your values, interests, strengths, and abilities as they relate to that field?

If you are proposing a Leadership Development experience:

_______ Does the experience promise to promote the development of your unique leadership style?

_______ Does it also promise to enhance your awareness of group dynamics and the fulfillment of goals through engaging with a group?
SERVICE TO THE WORLD

To meet this requirement, students must arrange to do service projects for social agencies, service organizations, or faith communities directly involved in providing resources, goods, political access, or other services in response to serious human and environmental problems. 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 Explorations course. The student’s hours of service must be verified on a log sheet provided by the Odyssey Office and signed by the on-site supervisor or Hendrix sponsor. At the completion of the 30 hours, all log sheets must be turned in to the Odyssey office 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, as well as by volunteering with various organizations and agencies listed in the Odyssey Office. Students may also initiate service projects through other agencies and faith communities. Students who initiate service projects themselves must seek prior approval from the Odyssey Office in order to assure that the project is appropriate for Odyssey credit.

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.

GUIDELINES FOR PROPOSING NEW EXPERIENCES FOR SW CREDIT

Students are invited to propose particular experiences to meet the Service to the World requirement. Students should submit the proposal form to the Odyssey Office after it has been endorsed by a faculty sponsor. New proposals are reviewed throughout the academic year. Proposals requesting funding are considered April 15 for fall projects, October 15 for spring projects, and February 15 for summer projects.

Your proposal should explain how the experience meets the following criteria.

_______Will your project involve a provision of resources, goods, political access, or other services in response to serious human or environmental problems?

_______Is there a supervisor on site, or a Hendrix sponsor, who will help log and verify your hours?

_______Have you discussed with a relevant person in the Odyssey Office, or with a Hendrix sponsor, the particular form you want your reflection to take?
The following checklist should help you write your proposal.

______ Do you state the number of hours (toward the total of 30) that this project will help complete?

______ Do you explain how the hours will be monitored and recorded?

______ Do you explain how your project will involve a provision of resources, goods, political access, or other services that are responsive to serious human and environmental problems?

______ Does your application describe what form the reflection component of the project will take?

______ Do you state whether your project will be undertaken as part of a course or as independent from a course?

______ Does your application outline the time-frame for completing your project? For example, will it take place during one semester, two semesters, a summer, or some other time period?

______ Does your application include any funding requests?
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. 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 the 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. 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.

GUIDELINES FOR PROPOSING NEW EXPERIENCES FOR UR CREDIT

Students are invited to propose particular experiences to meet the Undergraduate Research requirement. Students should submit the proposal form to the Odyssey Office after it has been endorsed by a faculty sponsor. New proposals will be reviewed throughout the academic year. Proposals requesting funding are considered April 15 for fall projects, October 15 for spring projects, and February 15 for summer projects. Your proposal should explain how the experience meets the following criteria.

_____ Is there a Hendrix faculty member in the discipline of the research who will direct your work?

_____ Will your project involve laboratory facilities, equipment, or supplies? What are the budgetary requirements?

_____ Are there safety considerations that must be approved prior to beginning the research (chemical safety, human or other animal subjects, radiation safety, etc.)?

_____ Have you determined what form of reporting is appropriate for your research results and what are the budgetary requirements for it (travel, publication fees, etc.)?
The following checklist should help you write your proposal.

_____ Do you state a descriptive title for the project?

_____ Have you discussed the project with a faculty mentor who has agreed to direct your research?

_____ Do you describe your project sufficiently to provide information about purpose, scope of work, and expected value of the results?

_____ Do you describe the manner in which the research results will be reported?

_____ If appropriate, have you contacted the proper safety officials, discussed the proposal with them, and obtained clearance to proceed?

_____ Does your application outline the time-frame for completing your project?

_____ Does your application include any funding requests?
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 which 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 which will allow students to reflect on their experience in writing and conversation. Proposals must indicate what form this reflective component will take. The faculty/staff sponsor will notify the Odyssey Office when a student has completed the proposed project.

GUIDELINES FOR PROPOSING NEW EXPERIENCES FOR SP CREDIT

Students are invited to propose new experiences to meet the Special Projects requirement. Students should submit the SP proposal form to the Odyssey Office after it has been endorsed by a faculty or staff sponsor. New proposals are reviewed throughout the year. Proposals requesting funding are considered April 15 for fall projects, October 15 for spring Projects and February 15 for summer projects.

Your proposal should explain how the experience meets the following criteria.

_____ Does the content of the project fit one of the following descriptions?

- 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?

_____ Will you devote at least 30 hours to your project?

_____ Is there a reflective component which will allow you to review and analyze the process of your project with your sponsor and any fellow-participants?
The following checklist should help you write your proposal.

______ Do you have a faculty or staff sponsor for your project? Have you discussed your project with that person and taken any suggestions into account?

______ Do you state whether your project will be undertaken as part of an independent study or as a project independent of a course framework?

______ Does your application contain a paragraph clearly describing the aim and process of your project?

______ Does your application explain how your project meets one of the criteria for Special Projects?
  - 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?

______ If your project is being undertaken with other students, does your application make clear how many other people will be involved?

______ Does your application explain what will count as a completed and successful project? Will there be a tangible final product? Will there be a public presentation to the campus community or other relevant audiences?

______ Does your application outline the time-frame for completing your project?

______ Does your application make clear that at least 30 hours will be spent on the project? How will time spent on the project be monitored and recorded?

______ Does your application describe what form the reflective component of the project will take?

______ Does your application include any funding requests?
The Odyssey Office

The Odyssey Office is located on the ground floor of Buhler Hall, just to the left behind the receptionist’s desk as you enter the building. It is conveniently situated across the hall from Career Services, Student Affairs, Academic Advising, and Academic Support Services.

Currently the Office is staffed by the following people:

- Dr. Mark Schantz, Associate Professor of History and Director of the Odyssey Program;
- Dr. Nancy Fleming, Professor of Music and Associate Director of the Odyssey Program;
- Janina Eggensperger, Odyssey Office Manager.

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.

The Committee on Experiential 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 2005-2006 are listed below.

- Dr. Lilian Contreras-Silva (Foreign Languages)
- Dr. Nancy Fleming (Music), Associate Director of the Odyssey Program, ex officio (non-voting)
- Dr. Tom Goodwin (Chemistry), Chair of the Committee
- Dr. Jay McDaniel (Religion)
- Dr. Ralph McKenna (Psychology)
- Dr. Mark Schantz (History), Director of the Odyssey Program, ex officio
- Dr. David Sutherland (Mathematics), Associate Provost, ex officio
- Dr. Ann Wright (Physics)
- Two students, who will be appointed by the Student Senate in the fall of 2005

You can contact the entire committee by e-mailing them at cel@hendrix.edu.
Appendices

Appendix A-1. Courses Currently Approved for Odyssey Credit.

Humanities

**ARTS**
- 200, Beginning Painting  AC
- 210, Beginning Sculpture  AC
- 220, Printmaking: Woodcut  AC
- 250, Beginning Photography  AC
- 280, Ceramics: Handbuilding  AC
- 360, Intermediate Drawing  AC

**CLAS**
- 499, Independent Study:  SP
  Classical Allusions in the Novels of Anthony Trollope
  (Please note that this course will be offered in 2005-2006 only.)

**ENGL**
- 203, Creative Writing: Poetry  AC
- 204, Creative Writing: Fiction  AC
- 304, Advanced Creative Writing: Fiction  AC
- 497, Senior Thesis Seminar  UR

**MUSA**
(Please note that you must be enrolled for two semesters in the same activity to receive Odyssey credit for MUSA courses.)
- 200, Chamber Orchestra  AC
- 200, Choir  AC
- 200, Wind Ensemble  AC
- 300, Applied Music (Lessons)  AC
- 400, Applied Music (Lessons, Intensive Study)  AC

**MUSI**
- 370, Composition I  AC

**PHIL**
- 497, Senior Thesis  UR

**RELI**
- 497, Senior Colloquium  UR

**TART**
- 120, Voice, Articulation, and Text Reading  AC
- 130, Shakespeare and Performance  AC
- 140, Beginning Acting  AC
- 150, Stage Movement and the Alexander Technique  AC
210, Script into Performance: Text Analysis       AC
220, Theatre Practicum                      AC/PL
240, Intermediate Acting: Modern Scene Study   AC
260, Theatre Production: Scenery and Lighting  AC
280, Theatre Production: Costume and Make-up   AC
295, Playwriting I                            AC
390, Playwriting II                           AC
340, Advanced Acting: Classical Styles         AC
430, Stage Directing                          AC
450, Production Design                        AC
497, Senior Seminar                           AC
A-30, Dance Ensemble                          AC

Natural Sciences

BIOL
480, Field Ecology                           GA
499, Independent Research                    UR

CHEM
450, Directed Research                        UR

CSCI
397, Cross-Disciplinary Project               SP
497, Senior Seminar                           UR

MATH
195, Mathematical Problem Solving             SP
497, Senior Seminar                           UR

Social Sciences

ANTH
300, Ethnographic Methods                     UR
360, Global Studies Seminar                   UR
497, Advanced Research/Practicum              UR/SW

ECON
490, Economic Research                        UR

EDUC
461, Student Teaching Secondary, 7-12          PL
471, Student Teaching, P-12                   PL
482, Student teaching, P-4                    PL

HIST
497, Advanced Research and Writing            UR
POLI
306, Arkansas Politics: Practicum  PL
420, Topics in American Politics:
    Non-Profit Organizations (temporary)  SW
497, Senior Research Seminar  UR

PSYC
400, Psychology of Gender  UR
420, Advanced Social Psychology  UR

SOCI
330, Sociological Research Methods  UR
410, Picturing Society:
    Readings in Social Thought  UR
497, Advanced Research/Practicum  UR/SW

APPENDIX A-2. COURSES WITH MODULES CURRENTLY APPROVED FOR ODYSSEY CREDIT.
(Please consult the listed professor for more information about the module.)

ECON
400, Econometrics and Forecasting (Stanley)  UR

PHIL
250, Philosophies of India (Schmidt)  GA
270, Environmental Philosophy (Schmidt)  SW

APPENDIX A-3. CO-CURRICULAR ACTIVITIES APPROVED FOR ODYSSEY CREDIT.

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)
• Hendrix-Lilly Mission Trips to other cultures
• Hendrix-Lilly Service Fellowships carried out abroad
• Hendrix-Lilly Undergraduate Research Scholarships carried out abroad
• Steel Center/Center for Entrepreneurial Studies China Odyssey

Professional and Leadership Development (PL)
• Academic Peer Mentoring
• Campus Kitty Chair
• CARE Internships
• Career Services Internships
• Chaplain’s Office Student Ministerial Appointments
• Explorations Peer Assistants
• Hendrix-Lilly Seminary Semester
• Hendrix-Lilly Service Scholars Program (completed program)
• Intercollegiate Athletics Leadership
• Leadership Scholars Program (completed program)
• Multicultural Diversity Committee Chair
• Orientation Coordinators
• Orientation Peer Leaders
• Peer Tutoring
• Profile Editor
• Resident Assistant Position
• Social Committee Executive Committee
• Student Senate Executive Committee
• UMYF Scholarship Program (completed program)
• Washington Semester Internships

Service to the World (SW)
• CARE Internships
• Hendrix-Lilly Mission Trips
• Hendrix-Lilly Service Fellowships
• Hendrix-Lilly Service Scholarship Program (completed program)

Undergraduate Research (UR)
• Hendrix-Lilly Undergraduate Research Scholarships

Special Projects (SP)
• Center for Entrepreneurial Studies Business Plan Competition
• Hendrix Model UN Delegation Member
• Hendrix Rhetoric Society Student Congress
• Mathematical Problem Solving

Appendix B. Sample forms.
Please feel free to photocopy any of these forms. You may also pick up copies at the Odyssey Office or download them from the Web site (www.hendrix.edu/odyssey).
B-1. Registration of Intent Form for Pre-approved Courses and Co-curricular Activities

Statement of Intent
Pre-approved courses and activities

NOTE: Under most circumstances, this form should be completed as soon as possible after enrolling in a pre-approved class or engaging in a pre-approved activity for which Odyssey credit is available.

Student First Name: ____________________________ Last Name: ______________________________

ID Number: __________ E-mail address: ________________________________________________

Phone number: _______________

Pre-Approved Courses:
Certain courses are pre-approved for Odyssey credit in Artistic Creativity (AC), Global Awareness (GA), Professional & Leadership Development (PL), Service to the World (SW), Undergraduate Research (UR), or Special Projects (SP). In some cases, the student may choose the category for which credit will be earned.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Instructor of record</th>
<th>Semester</th>
<th>Odyssey Category</th>
</tr>
</thead>
</table>

Pre-Approved Activities:
Certain activities are pre-approved for Odyssey credit in Artistic Creativity (AC), Global Awareness (GA), Professional & Leadership Development (PL), Service to the World (SW), Undergraduate Research (UR), or Special Projects (SP). In some cases, the student must apply and be accepted for participation by the sponsoring organization, such as the Hendrix-Lilly Vocations Initiative.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Supervisor</th>
<th>Anticipated hours of work</th>
<th>Anticipated completion date</th>
<th>Odyssey Category</th>
</tr>
</thead>
</table>

Student Signature: ____________________________ Date: __________________

Instructor/Supervisor Signature: ____________________________

To see the full list of pre-approved courses and activities, visit www.hendrix.edu/odyssey.
NOTE: Specific guidelines for designing projects in each category are available in the *Odyssey Program Guide*, the Web page at [www.hendrix.edu/odyssey](http://www.hendrix.edu/odyssey), or the individual instruction sheet for the category. You are strongly encouraged to consult with the Odyssey Office before proposing a project.

- Faculty Project
- Student Project
- Student ID# ____________________

First Name: ________________________ Last Name: ________________________

E-mail address: _____________________ Phone number: _____________________

**Odyssey Category** (choose one)

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

Project Title: ____________________________________________________________

Project Supervisor *(for student proposals)*: ________________________________

Project Timeframe: ______________________________________________________

Project Description:

Proposer’s Signature: _____________________________ Date: ________________

For Student Proposals:
Supervisor: ___________________________ Signature: ______________________
B-3. Request for Funding Form

Funding Request

NOTE: You are encouraged to consult with the Odyssey Office before submitting your funding request.

☐ Faculty Proposal   ☐ Student Proposal   Student ID# ______________

Funding Cycle:  ☐ October 15 (for spring semester)   ☐ February 15 (for summer)   ☐ April 15 (for fall semester)

First Name: ___________________   Last Name: ___________________

E-mail address: ___________________   Phone number: _________________

Odyssey Category (choose one)
☐ Artistic Creativity   ☐ Service to the World
☐ Global Awareness   ☐ Undergraduate Research
☐ Professional & Leadership Development   ☐ Special Projects

Project Title: _______________________________________________________________________

___________________________________________________________________________________

Project Timeframe: ___________________________________________________________________

Project Description:

Funding Request: $_______________ Provide a brief budget outlining your funding needs, including items such as travel, lodging, supplies, and printing. Attach an additional sheet as needed.

Proposer’s Signature: ___________________________   Date: __________________

For Student Proposals:
Supervisor: _______________________   Signature: ________________________

For Odyssey Office Use:
Date Received: ___________________   Sent to CEL: _______________________

Amount Approved: $___________   Status Notification Sent: ___________________
B-4. Registration of Completion Form

Project Completion Form

Student First Name: ___________________________  Last Name: ___________________________

ID Number: ____________________  Project Supervisor: ___________________________

Odyssey Category (choose one)

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

Project Title: ______________________________________________________________________
__________________________________________________________________________________

Project Description: (This will appear on the Odyssey transcript. Please limit your description to 150 words. Be sure to include the relevant details that pertain to your project’s category, such as your final result, date and venue of public presentation, the total hours devoted to its completion, etc.)

(Supervisor: Initial to approve wording ______)

The project has been satisfactorily completed, and Odyssey credit has been earned.

Supervisor Signature: ___________________________________  Date: ________________

Student Signature: ___________________________________  Date: ________________
B-5. Hours Log Sheet

**YOUR HENDRIX ODYSSEY**

**Hours Log**

Note: Please attach this sheet to the Completion Form to receive credit.

Student First Name: ___________________  Last Name: ___________________

ID #:__________  E-Mail Address:________________________________________

**Odyssey Category** (choose one)

- Professional & Leadership Development (100 hours minimum)
- Service to the World (30 hours minimum)
- Special Projects (30 hours minimum)

**Hours Log:** (Continued on reverse)

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<th>Date</th>
<th>Activities</th>
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<th>On-Site Supervisor Signature</th>
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Total Hours

Student Signature: ____________________________ Date: ________________
APPENDIX C. SAMPLE TRANSCRIPT

ODYSSEY PROGRAM TRANSCRIPT

NAME: Burrow, Isham
STUDENT ID: 999999

DATE: 02/17/2009

ODYSSEY CATEGORY: Artistic Creativity
ODYSSEY PROJECT DESCRIPTION: MUSA200 - Choir - Fall 2005, Spring 2006 - Grades: B, A
Open to all students by audition, the Choir performs standard choral repertoire from all stylistic periods. The ensemble performs both on campus and on tours within Arkansas and to neighboring states. The Choir rehearses 80 minutes three times weekly. Students must participate for two semesters to receive Odyssey credit. Supervisor: Dr. Nancy Fleming.

ODYSSEY CATEGORY: Global Awareness
ODYSSEY PROJECT DESCRIPTION: Hendrix-in-London
Students and a faculty director live and study in London for a full semester, taking courses designed especially for them and taught by Hendrix and British faculty. Supervisor: Dr. Ralph McKenna.

ODYSSEY CATEGORY: Professional and Leadership Development
ODYSSEY PROJECT DESCRIPTION: Internship with historian Dave Ware at Arkansas State Capitol
Put together a display on the history of the Arkansas State Police that is on exhibit at the Capitol. The display houses equipment such as uniforms and Tommy guns, as well as evidence from a few of the more famous accomplishments of the State Police. For example, the exhibit includes a blackjack table collected in the historic Hot Springs gambling raids. Also helped organize a book that encompasses all the Arkansas state government accomplished during the previous ten years. Supervisor: Dr. Garrett McAlinsh.

The academic program titled “Your Hendrix Odyssey: Engaging in Active Learning” is designed to encourage all Hendrix students to embark on educational adventures in experiential learning. Students are given recognition on their transcripts for completion of Odyssey projects. Beginning with the entering class of 2005, graduation requirements include the completion of an approved activity 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.
Appendix D. Keeping a Journal.

For projects in several Odyssey categories you will be required to reflect in writing on your experience. Your reflections may take the form of a paper submitted at the end of the project, or they may be recorded in a journal that you keep as you progress through it. In either case, journaling is a valuable way to track insights that you glean from your project and responses that you experience along the way. The technique of keeping a journal is described below. Even if you are already familiar with the process, it may be helpful for you to read these instructions before you begin your 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 staff sponsor, 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 staff sponsor will usually read your journal. Here are two approaches that can help you maintain your sense of privacy:

• you and your sponsor 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.