

## SECTION I: GENERAL EDUCATION GOALS, DISTRIBUTION REQUIREMENTS AND INTERDISCIPLINARY STUDY

Beginning on page 51 of the current catalogue, the sections on writing, basic humanities requirements, and distribution requirements should be removed. They should be replaced by Section I of this report beginning with What is a liberal education?.

### What is a liberal education?

Education in the liberal arts and sciences is 'liberal' because its purpose is to free us from acquired prejudices with the aim of fostering truly free persons. Therefore, liberal education subjects all serious issues to questioning, and those questions are to be examined with a mind open to the challenges of unfamiliar experiences, evidence, and arguments. Liberal education is an education for the examined life, an education in what it means to be human.

Liberal education at Rhodes has a specific moral foundation. The roots and the mission of Rhodes are to be found in the Judeo-Christian tradition, and a critical understanding of that tradition is an important element of the college's curriculum.

### How is this liberal education provided?

#### I. Foundation:

Rhodes affirms that education must be structured so that students may lead lives that are genuine and that are committed to the achievement of excellence. This means that students must be educated so there is the potential for the most meaningful and fulfilling lives of which they are capable, lives shaped by a love of learning, by an appreciation of the needs of the world, by a concern for justice and freedom, and peace and security, and by a commitment to effective action in the world through their professions and careers.

Such an education of necessity is approached with discrete requirements involving course work in the traditional disciplines of the academic world. These requirements in the Arts and Sciences are designated below. However, a collection of courses, by itself, fails to meet a curricular essential -- that a student begin to develop a sense of unity of experience, or integrity of self, that is born out of an argument about and a resulting appreciation of what is of ultimate value. This experience should shape the beginnings of all serious academic work, and it should from time to time be brought to points of self-conscious summaries and appraisals. This is what is involved in *developing a comprehensive personal philosophy*.

Because Rhodes is an institution identified in part by an on-going dialogue within the Judeo-Christian tradition, students at Rhodes are challenged by the task to formulate a personal philosophy in the context of this dialogue. In the first year students are introduced to critical study of the formative texts and ideas that give shape to this

tradition (two courses). This introduction may involve either an interdisciplinary study of biblical texts in the social and historical contexts in which they come to expression (The Search for Values program), or a discipline-based study of these texts using the methodologies appropriate to the academic study of religion (the Life, Then and Now program). In the senior year, now with the understandings and academic competencies resulting from their course work for a degree, students continue this task in specially designed courses that enrich this dialogue by focussing attention on special areas of human concern and by proposing agenda for effective action in the world (two courses). Courses that fulfill this senior year requirement represent a continuum of academic experiences, from social and historical studies, such as western history and religion, to topic-specific investigations, such as world poverty and hunger. Students bring to this senior year experience established competencies in reading, in writing, and in the use of academic search strategies in support of research and study, and an appreciation of reasoned principles or positions based in the discipline of their academic majors.

**1., 2. The Search for Values or Life, Then and Now (two designated courses in the first year)**

**3., 4. The Search for Values or Life, Then and Now (two designated courses in the senior year)<sup>1</sup>**

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<sup>1</sup> Since the recommendation to divide the SEARCH/LIFE requirement between the first year and the senior year of a student's residency at Rhodes is clearly the most dramatic of those contained in this document, the following notes are included to address some of the issues that may be occasion for future deliberation by the Faculty.

*General rationale:* The College's mission and its curriculum emphasize the importance of the questions and texts studied in the Search and Life programs to a liberal education of mind and character. Yet the curriculum relegates those courses to the first two years, inadvertently suggesting that they are not ultimately as important as the major. While these programs are parts of the foundation of a Rhodes education, this foundation need not be laid entirely at the beginning. Seniors, students with more intellectually mature minds, refined knowledge and eyes turned to the rest of their lives, ought to be brought back to these general human questions and concerns.

*Academic structure:* (1) The recommendation is consistent with having sequential courses over the two semesters of the senior year or with having two disparate courses one in each of the two semesters of the senior year. Even the existing "track" designations in SEARCH could be retained, though the importance of "tracking" may be lessened because the courses will be in the senior year. (2) The courses that qualify as senior year SEARCH/LIFE would have to be reckoned as "bible-related" as are existing SEARCH and LIFE courses, and hence be reckoned as complying with the conditions of the College's benefaction from the Bellingrath-Morse Foundation. (3) Bible-relatedness has been interpreted in such a fashion that the Bible itself need not be

a text for such courses, but issues, values, perspectives, orientations, challenges arising out of the Bible, or the use of the Bible, would be the focus of senior year SEARCH/LIFE courses. It is clear that this matter will have to be investigated thoroughly by those knowledgeable about compliance issues. (4) Though not necessarily required, it is likely that the senior year SEARCH/LIFE courses will be conducted as seminars, limited to seventeen to twenty students. Each course will be three credit hours.

*Student experience:* (1) This recommendation opens up the sophomore year course scheduling for a more intensive exploration of possible majors. This is exactly the right time for this greater “freedom” to explore the College’s curriculum. (2) It means that a more mature and more skilled student will be enrolled in the second half of SEARCH/LIFE. This should result in a higher quality of academic experience. In addition, because of the diverse majors of the students, the courses and the learning experiences in the courses would be truly interdisciplinary. (3) The juxtaposition of a senior SEARCH/LIFE course with the senior seminar in a major brings closure not only to the liberal arts and science study of a student but also to the depth component of that study at the same time. There might even be a very helpful interchange between the two experiences for a potential graduate. (4) It does clearly say that the foundation of a Rhodes College academic experience is something that is not simply fulfilled in the first two years (“getting the degree requirements out of the way”) but is something that shapes the overall academic experience during a student’s residency.

*Faculty experience:* (1) Present faculty who find that their teaching assignments are predominantly SEARCH/LIFE courses and as a result are essentially teaching only first-year and sophomore students could have senior students, and their expectations for academic abilities and skills could be higher. (2,3) Though the current SEARCH curriculum and the current listing of LIFE courses may very well be a part of the senior year curriculum it is not limited to what has in fact been the second year curriculum of SEARCH and LIFE. It is desired that a more extensive cohort of faculty will find teaching in this component of the degree requirements attractive, and it is desired that a broadened concept of the curriculum can guide course design in this component. So, for example, it would be possible for a course in “Economics and Stewardship” or in “Creationism and Evolution” or in “Religious Convictions and Public Choice” to be listed as satisfying this degree requirement. (4) The senior year SEARCH/LIFE courses would be an excellent way to re-establish a number of interdisciplinary teaching ventures. Some of the existing topics courses might be suitably revised as senior-level courses and be used to meet this curriculum requirement.

*Administrative structure:* (1) It will be necessary to have in place an administrative structure to develop and to oversee the implementation of courses for the senior year SEARCH/LIFE--that the courses meet the conditions for the senior year SEARCH/LIFE curriculum, that there is a sufficient number of such courses, that the

## II. Fundamentals:

Certain skills--critical, creative, evaluative, communicative, mathematical, etc.--are essential to the formation, mastery, sharing and learning of ideas. The academic fundamentals requirement includes coursework that contributes to the student's informed understanding of the world in both direct and indirect ways. These language and mathematics courses not only help students develop the skills necessary to further

their college education and function effectively in the modern world, they also introduce students to areas of study that are inherently valuable by virtue of their direct contribution to *an informed understanding of the world and the development of an appropriate set of dispositions and sensibilities.*

The basic writing requirement both furthers students' skills in the development of a well-crafted argument and helps students appreciate the aesthetic value of such an argument. Similarly, the mathematical reasoning requirement provides students with a foundational component of the physical and life sciences, an essential tool for achieving progress in many disciplines, and an appreciation of the aesthetic value of mathematics. The foreign language requirement simultaneously helps students develop their communication skills in a language other than English and contributes to a better understanding of another culture and society.

### 5. Basic Writing for College-level Studies (one course)

--may be met with acceptable AP scores

### 6. Mathematical Reasoning (one course)

--may be met with acceptable AP score

### 7. Foreign Language Competency (one course at the 201 level)<sup>2</sup>

--may be met with acceptable AP or competency test score

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scheduling of these courses reasonably meets the potential need of senior students, and that the program is consistently evaluated. This structure can be viewed as analogous to the current administrative structure that guides the second year SEARCH program. (2) A faculty development initiative will be needed to support teacher development and course development in support of the SEARCH/LIFE curriculum. This initiative can be viewed as analogous to the current Douglass Workshop program that supports the SEARCH program.

<sup>2</sup> The foreign language competency, as currently in existence, is retained; however, the present recommendation reinforces the importance of continued foreign language study by prominently positioning study at the 202-level and above in what is termed the "International Perspectives" degree requirement (see below). Thus, there will an incentive to go beyond the simple meeting of the competency requirement with a 201-level course.

### III. Arts and sciences:<sup>3</sup>

College faculty and curricula are divided into different disciplinary areas, and repeated experience with each of these areas is essential to *an informed understanding of the world and a thorough understanding of what it means to be human.*

#### Humanities

Study of the **humanities**, as the name suggests, is uniquely grounded in our being human. It may begin with the specific “Who am I?”, but it almost inevitably becomes the more comprehensive question “What does it mean to be human?” Intent on questioning the nature of our humanity, the discipline of the humanities is self-reflective, whether through literature or history, religious studies or philosophy.

The humanities investigate the products of human activity, our literature and thought, in which our humanity seems most clearly expressed. In search of clarity about our nature and purpose, we tell stories about ourselves and those apparently different from us. We also use stories to document the nature and course of things in moving from what we have been to what we are. In seeking the place of humanity amid all things, we may stand in reverence towards divinity, towards powers that seem to be stronger, more knowledgeable, more fierce or more benevolent, than we are. And in wondering how human beings ought to live, we seek to reason about, to articulate, and to explain the principles and rules and virtues that set before us the highest standards for our

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<sup>3</sup> The following descriptions of disciplinary areas are meant to provide both rationales for the requirements and standards by which to judge whether any particular course should be allowed to satisfy a particular distribution requirement. They are not meant to establish hard and formal divisional boundaries. In other words, some courses in a department may not fulfill its disciplinary area’s requirement and some courses from disciplines outside a disciplinary area may qualify.

The Curriculum Committee (or some other oversight committee) should direct departments to submit specific courses for approval as fulfilling an Arts and Sciences degree requirement. They must explain how and to what degree each submitted course fulfills the specific standards established for the relevant disciplinary area. In assessing these submissions, the departments and the Curriculum Committee should keep in mind that two of the proposed courses may comprise a student's only experience in a disciplinary area, and the committee should ask whether any course up for approval would, together with any other approved course, adequately expose a student to that disciplinary area's defining concerns, particular knowledge, and methods of study. In other words, although an otherwise worthy course may address some elements of, for example, the social sciences criteria, it may not do so with sufficient rigor, concentration, and depth (or breadth) to fulfill a general degree requirement.

actions. As we reflect on these activities we are in fact communicating with other human beings. The study of the humanities is therefore inherently a dialogue with another being who is human or who bears the imprint of humanity.

A requirement in the humanities affirms that engaging in this self-reflective dialogue is essential to our being human. The alternative is to allow others to raise the questions, choose the answers, and, thereby, deny to us our humanity.

The requirement in the humanities is:

**8., 9. Humanities (two courses)<sup>4</sup>**

--two designated courses in Literature, History, Philosophy, Religious Studies, with at least one from Literature or History

--may be met with a major in the department of English, Foreign Languages and Literatures, History, Philosophy, Religious Studies

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<sup>4</sup> The Humanities, Social Sciences, and Physical and Life Sciences requirements have been cut from three to two courses. Moreover, a major within a disciplinary area will satisfy that area's requirement. Both changes, made to free some schedule space for electives, may have the unintended and undesirable effect of reducing the diversity of courses required. Therefore, all departments are urged to reconsider their major requirements and to consider specifically whether they have a breadth of engagement that is deemed appropriate.

## Fine Arts

Study of the **fine arts** provides the intellectual framework for appreciating and participating in the uniquely human activity of artistic creation, and understanding this uniquely human activity is essential to understanding humanity and the nature of things. Obviously, not all communication is analytical and verbal; some elements of human nature and understanding--beauty, passions, and insights-- may be best expressed in narrative, emotive, and nonverbal forms. Moreover, those creative expressions often make claims about humanity and the world, claims that could not be expressed well in other ways. To have what we need to understand ourselves and the world, and for the sake of an enriched experience of human creativity, our senses and sensibilities must be trained to receive and appreciate different ways of using written and spoken words as well as the altogether different languages for the eye and ear.

The requirement in the fine arts is:

**10., 11. Fine Arts (two courses)**

--two designated courses

--may be met with a major in the department of Art, Music or Theatre

## **Social Sciences**

In the **social sciences** students undertake systematic studies of human associations-- governments and factions, markets and corporations, cultures and families--knowledge of which is essential to an informed understanding of the world. The variety, complexity, and mutability of these associations invite analysis of their different forms, purposes, and effects. These more or less descriptive tasks lead naturally to the study of human motives and behavior in an effort to explain the characteristics of these associations. Seeking the proper measure and explanation of human affairs involves the social sciences in serious disputes; for example, do social, or political, or economic factors best explain the essential characteristics of human social relations? Disputes about answers to such questions involve not only principles of sound explanation but also questions of morality and justice. In other words, the study of how humans associate leads to the question of how they ought to associate and, ultimately, to whether one way of life is better than others. Because these questions shape both our political and social world, a sound understanding of them is essential in forming a personal philosophy and exercising good political judgment. Moreover, and particularly because social science studies are often used to influence our judgments, each citizen ought to understand the strengths and shortcomings of social science methods, e.g., statistical analysis of aggregate data, abstract modeling, philosophical analysis, historical analysis, controlled experimentation.

The requirement in the social sciences is:

### **12., 13. Social Sciences (two courses)**

--two designated courses

--may be met with a major in the department of Anthropology/ Sociology, Economics/Business Administration, International Studies, Political Science or Psychology

### Physical and Life Sciences

Study of the **physical and life sciences** promotes an informed understanding of the physical world around us and the nature of human beings. But it is equally important to our development as citizens and as lifelong learners in providing an understanding of what kinds of questions can be answered through scientific inquiry and what kinds of questions lie outside this realm and mode of inquiry. We accomplish this goal by allowing the student to investigate individual fields of study within the sciences in sufficient depth that the student will be able to gain a solid understanding of that particular field as well as an understanding of how scientists approach its study. The scientific method is the standard mode of inquiry within the scientific community. This method involves hypothesis development, appropriate testing, and rigorous analysis of the accumulated data to draw conclusions about the world around us. The best way to learn the methodology of science is in the laboratory, and courses that satisfy the requirement in this area teach students to apply the method and follow a line of scientific reasoning to its logical conclusion.

#### **14., 15. Physical and Life Sciences (two courses)**

- one designated physical science course with a laboratory component and one designated life science course with a laboratory component
- may be met with a major in the department of Biology, Chemistry or Physics

#### IV. International Perspectives:

Obviously our lives are influenced daily by actions that are global in scope. Our technology, travel, clothing, foods, entertainment, and economic health, indeed our physical health when one considers world epidemics, are what they are in part because of the interactions of two or more nations, societies, or cultures. A set of assumptions, sensitivities, and dispositions arising exclusively from a particular regional or national tradition will enable us neither to understand fully the world in which we live nor to enrich the values that we affirm. Put simply, an informed understanding of the world cannot be achieved without an exposure to and an engagement with the diverse peoples of the world and their multi-faceted cultures. Because we must live in the larger world, we ought to learn to express our views with that context in mind and consider with respect the views of others who bring to our attention quite different perspectives.

An educational experience in the liberal arts and sciences inevitably will present to students beliefs and positions that are different from their own. The focus in this component of the College's degree program is more specific -- it will engage students in course work that includes the systematic study of the contemporary cultures, politics, economies, societies of other nations and peoples. Course work, that satisfies this component in the College's degree program, is primarily a substantial investigation of the arts and literatures, philosophies, religions, local and international policies from the perspectives of the peoples whose cultural expressions these are.

##### **16. International perspectives (one course)<sup>5</sup>**

--one designated (IP) course<sup>6</sup>

--upper-level ["202"-level or above] foreign language studies

--met by international students seeking degrees from Rhodes and by students whose native and dominant languages are other than English.

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<sup>5</sup> No one course can be used by a student to satisfy both the IP requirement and another general degree requirement.

<sup>6</sup> Courses of the same character taken abroad may qualify, as may international programs requiring immersion in some aspect of another nation and people.

## SECTION II: MAJORS, MINORS, SENIOR SEMINARS AND ELECTIVE HOURS

### The Major

It is important that all students understand the significance of selecting and completing an academic major. Although advisors and departments individually stress this importance to students, it is possible that institutionally the importance of the academic major has been underemphasized. In order to give the major its deserved importance, a number of recommendations are presented.

The purpose of the major should be presented in the College Catalogue beginning on page 52 under THE MAJOR. Catalogue copy would read as follows.

#### **THE MAJOR**

*A student must complete...any later catalogue.*

**Purpose of a Major.** *An academic major provides students with an opportunity to concentrate their study in a particular academic discipline where the major's curriculum is designed to reflect both the depth and breadth of the discipline. An academic major provides students adequate preparation for appropriate careers and/or post graduate study in a particular discipline. Moreover, by requiring students to study one subject in a progressively more rigorous manner and by exposing students to increasingly more sophisticated methods of academic inquiry, academic majors help students recognize that true knowledge and genuine understanding of the human and physical worlds require scholarly discipline and mastery of refined skills or scientific methodologies. Finally, an academic major provides students with an opportunity to explore the relationship between in-depth study of a discipline and the liberal arts in general.*

**Senior Seminar.** *(See proposed copy below.)*

**Declaration of a Major.** *Students must declare...*

Given the purposes of an academic major, it is important that all departments or programs offering majors have a clearly defined course of studies that involves progressively more rigorous and profound courses culminating in an appropriate senior experience. Normally, this will entail general adherence to the following guidelines:

- a. Introductory courses: all courses so labeled should be appropriate for all Rhodes students (i. e., majors/minors and non-majors), should be directed at students who are in their first or second year of college and should be numbered at the 100 level.
- b. Intermediate courses: all courses so labeled should be more advanced than introductory ones (i.e. require more reading and writing assignments, have more advanced concepts or require more sophisticated analytical or methodological abilities), should be geared towards students in their second or third year of college studies and should be numbered at the 200-level; these courses should be

oriented towards majors/minors, as well as non-majors who might be thinking of a minor in the field.

c. Advanced courses: these courses should be significantly more advanced than intermediate courses (i.e., requiring substantial amounts of reading and significant written work, or employ considerably more advanced concepts and/or analytical/methodological tools); in most cases, this will involve prerequisites and will entail orienting the course towards students majoring or minoring in the discipline; these should be numbered at the 300-400 level.

Given the progressive and integrative nature of a major, it is critical that a student master satisfactorily the material of each of the courses in the major. Therefore, only courses in which a student earns a C (2.000) or higher should be counted toward the major.

The following grade point requirement for a major should be inserted on page 53 of the Catalogue, replacing the current wording ~~A 2.000 (C) grade point average in the major field is required for graduation.~~

*A 2.000 (C) grade point or higher in each course in the major field and a 2.000 (C) grade point average in the major field is required for graduation.*

In order to establish a clearly defined course of study, each department or program offering a major should undertake a thorough study of its present major making sure it conforms to the purposes and guidelines outlined above. All departments/programs offering majors should take appropriate steps to ensure adequate preparation of students for postgraduate studies and careers, and to evaluate this preparation. Departments and programs should work together with the Career Services Office, the Alumni Office and the Office of Institutional Research to gather data of rates of successful admission to, and completion of, graduate and professional programs and to track the careers of alumni. Departments and programs should also work with graduate and professional schools to ensure that our major and minor programs adequately prepare students for these schools.

### **The Minor**

The purpose of a minor, just as the purpose of a major, should be clear to the student. The purpose of a minor should be presented in the College Catalogue on page 55 at the end of the current copy under ACADEMIC MINORS.

***Purpose of a Minor.** The academic minor is a carefully selected group of courses designed to achieve the same purposes outlined on page 53 for an academic major. However, in the case of a minor, the breadth and depth of study will be somewhat less.*

All departments/programs offering minors should reexamine them in light of the goals and recommendations outlined above regarding majors.

### **The Senior Seminar**

The senior seminar or other senior experience in the academic major is essential to the curriculum of the College. This capstone experience in the major should be maintained and strengthened. The senior seminar should be designed to help fulfill the goals of the

major by incorporating material from a progressively more rigorous series of courses within the major. It also should help prepare the student for the future demands of graduate school or professional life.

The purposes of the Senior Seminar are to

- a. To assist the student in integrating knowledge within the major as well as examining its relationship to other disciplines
- b. To give the student experience in oral and written presentations in preparation for future scholarly and professional work.

The Catalogue statement about the goals of senior seminar should be amended as follows.

Current copy about senior seminars, page 53

All majors include a required senior seminar which both reviews and integrates important areas within the discipline. The senior seminar also further develops skills of analysis and of clear expression in both written work and oral presentations. These seminars carry two to six hours of credit and may extend over the whole year or be offered only in the spring semester.

Proposed new copy to be inserted following the section on Purpose of a Major.

*Senior Seminar. All majors include a required senior seminar which acts as a "capstone experience" in the major. It should review and integrate important areas within the discipline, and should place the discipline of the major in the context of other areas of the liberal arts. The senior seminar should also further develop skills of analysis and of clear expression in both written work and oral presentations. These seminars carry two to six hours of credit and may extend over the whole year or may be offered in either the fall or the spring semester.*

### **Elective Hours**

Electives present important opportunities for students to pursue subjects in which they have inherent interests and simultaneously to broaden and deepen their knowledge of

the liberal arts and sciences. The value of the major, minor, distribution and academic fundamentals requirements must not be allowed to eliminate a student's opportunity to explore courses from other areas of interest to her or him. This exploration is an important aspect of education in the liberal arts and sciences.

The following information should be inserted on page 53 of the College Catalogue, replacing ~~No major may require more than 56 credit hours.~~

*No major shall include less than 25% of the credits required for graduation or more than 50% of these credits. Departments and programs may be permitted to deviate from the stated limits on majors only when compelling arguments are presented to the faculty and an exception is granted.*

### **SECTION III: INTERNSHIPS, SERVICE LEARNING, PRACTICA, DISTANCE LEARNING AND AN HONORS PROGRAM**

#### **Curricular Values in the Rhodes Experience**

Central to Rhodes' identity and mission is its residential experience. Rhodes embodies the ideals of liberal learning and takes a holistic approach to helping students develop valuable lifetime attributes. Rhodes is committed to maintaining a strong connection between academic learning and residential life, thus fostering a nurturing atmosphere of intellectual energy and social growth with students living together and interacting "in-person" in one community. During four years of living in close quarters with other cohort learners, students educate one another: competing, encouraging, and generally fostering an environment where serious and sustained attention can be focused on acquiring and managing knowledge, practicing intellectual and physical skills, and engendering reflection on spiritual matters. These in-person experiences with peers and teachers help students develop an understanding of others' opinions, a respect for the intellectual authority of faculty, and an engagement with the disciplines to which faculty are witnesses. At the introductory level, especially for the general degree requirements, it is important that students congregate and experience this real-time discourse. Finally, there is no equivalent to being physically sequestered away from many concerns of life in order to concentrate on important matters. An attractive campus, where basic living quarters are provided, is close to ideal for this purpose.

While knowledge of the theories and methods of a discipline is a necessary condition for membership in that community, it is by no means a sufficient condition. The classroom provides an opportunity for students to gain equally important attitudes and skills that are necessary for discourse within that community. The social environment of the classroom forces each student to acknowledge that opposing ideas represent the opinions of people who are as sincere and committed to understanding as themselves, and that to know one's ideas and to engage in civil discourse one must step back and examine an issue from another's point of view.

An educational process that balances in-person interaction among students and faculty in the classroom with the solitary endeavors of reading, reflection, and writing is one of the best preparations for students to become citizens of the world. Normally, every course (as opposed to individualized directed inquiry) taught at Rhodes should strive toward this balance through incorporating the following elements:

- A faculty member with knowledge or expertise in a well-defined and substantial body of knowledge and skills, and a group of students who seek to develop an understanding of the subject.
- A substantial concrete--written, verbal, pictorial, graphical, formulaic--representation of the subject

- A plan or scheme for student activities throughout the time period for the course offering (simultaneous congregating around the subject for lecture or discussion, reading assignments, homework, laboratory exercises, schedule of evaluation)
- A set of exercises, devised by the faculty member, by which a grade is assigned to each student
- A significant amount of time spent in real-time interaction with a faculty member and other students in the course (either in the classroom or through other methods of consistent real-time discourse)

Curricular innovation and development should naturally be informed by and generally reinforce these ideals. In many cases, such curricular enhancements will take the form of a component of a course; in other cases, an entire course or series of courses might enhance the offerings of a specific program of study or the curriculum overall. In either event, enhanced course components or enhancements to the curriculum strengthen the academic mission of Rhodes, either through intensifying the learning environment in the classroom or extending the learning environment into localities beyond the campus.

### **Internships**

To develop a set of guidelines for internships at Rhodes, one must acknowledge the diversity of internship programs offered at the College and the commitment of each department to its unique use of this curriculum option.

In the Rhodes Catalogue, internships appear in the course listings for 13 departments (Appendix 1). During the 1997-98 academic year, 187 students (in 12 departments) received academic credit for participating in internships (Appendix 2). Approximately two thirds of these internships were coordinated by Career Services which arranged most or all of the internships in six of the twelve departments (Appendix 3).

Coordination by Career Services involves the following: The Director of Career Services sends a set of guidelines for internships to a variety of potential internship sponsor firms and solicits their participation in Rhodes' internship program. If a firm submits a proposal for an internship, the Director of Career Services then approaches members of the faculty to see if they would be willing to give credit for such an internship. If so, then the internship is added to a list of approved internships which is provided to students who are interested in participating in the program.

In these cases as well as in the internships coordinated exclusively by the department, it is the responsibility of the sponsoring faculty member to ensure that the off-campus work is brought into the context of the theoretical and methodological concerns of his or her department. There is a wide variety of approaches to achieving this goal. Some internships are highly structured courses in which all of a department's interns participate in a class which meets regularly on campus. Others essentially have the form of Directed Inquiries in which the student keeps a journal of off-campus activities

and submits that journal along with a paper at the end of the term to his or her faculty supervisor.

There is some concurrence among faculty, staff and students that internship experience increases the attractiveness of Rhodes' students to a variety of graduate programs and potential employers. Moreover, internships help prepare students for entry into the career marketplace by fostering more accurate expectations concerning their potential

role in the work environment, refining job seeking and interview skills, and establishing valuable contacts. While these are unquestionably important and valuable functions, concerns have been raised about whether there is always adequate follow through on the part of the faculty in regard to the integration of off-campus activities and the student's academic studies. This is reflected in the fact that there are only three departments in which internship credit can be used to satisfy major requirements: internships are required in two specific programs (Architecture Studies and the Urban Studies) and are an option in Psychology. At the other extreme, there are departments which explicitly exclude using internship credit for the major. A casual attitude about the academic supervision of internships is further indicated by the fact that few departments offer internships as regular classroom based courses.

This pattern of internships at Rhodes seems to be typical of the internship programs at the set of peer institutions examined for this curriculum review. Internships at these institutions are generally offered to meet the unique needs of specific departmental programs (and are well documented in the college catalogues in these cases) or are offered to provide what is often a rather vaguely defined opportunity to gain experience by melding academic studies with real world experience. At some of these schools, internships are not counted toward the hours required for graduation. However, at two schools, Grinnell and MacAlester, internships have a more clearly defined role in satisfying broader requirements for "Independent Study" or "Individualized Learning" in the general curriculum.

It is important to recognize that the majority of internships at Rhodes are arranged through the Career Services office and are an integral part of that office's overall program. Thus, any guidelines established for internships must acknowledge the important function served by that office. This is not a simple matter. For example, even those internships that are used primarily for career development must be given academic credit to remain viable. In the absence of course credit, for-profit organizations would be exposed to compensation liability, and under these circumstances many of the companies that now provide internship opportunities would no longer be willing to participate in Career Services' programs.

**Recommendations.** As with service and distance learning, internships are seen primarily as an enhancement to the academic program. Departments should move toward internships which supplement classes in a fashion similar to laboratory work. This structure will help ensure that there is a proper and consistent academic context for the perceptions, interpretations, and experiences that are a part of an internship. However, in some departments, this might not be practical due to a limited number of students seeking internships or because of constraints imposed by the nature of the internship itself. Thus, a two tier system is recommended in which the number of credit hours awarded depends on the level of integration with the student's academic work.

In all cases, however, during internship development, consultation should occur between the faculty supervisor, the on-site supervisor and the director of Career Services (when the internship is coordinated through that office). Throughout the course of the internship, consultation should continue between the faculty supervisor and the on-site supervisor to ensure that the agreed upon goals of the internship are being met.

Departmental Internships. To receive three hours of academic credit, an internship should reflect the characteristics of a Rhodes course as outlined in this report. Thus, the off-campus activities should serve to enhance a clearly defined course within the liberal arts curriculum. Connections between off-campus activities and the theoretical and methodological issues which occupy the attention of scholars in a given department should be clearly addressed in classroom sessions and in the assigned readings and written exercises of the internship course. Syllabi should indicate how students will be evaluated in this regard, and the relative contribution of each activity (on and off campus) to the final course grade should be made clear. Internships with these qualities would have departmental numbers and would appear in the catalogue in the listings of the sponsoring department.

In exceptional cases, advanced students in a department might pursue a more individualized internship which the faculty supervisor has judged to be of particular value to a student's course of study. Such an internship should follow the format and be subject to the same oversight as a Directed Inquiry.

Teaching credit should be given to faculty who supervise Departmental Internships with the possible exception of the situation in which the faculty member is supervising a single individualized Departmental Internship.

Career Services and Placement Internships. For those internships that are more narrowly focussed on practical aspects of career development and are not integral to the program of academic studies within a given department, a nondepartmental internship carrying one hour of academic credit should be established. The nondepartmental internship could be listed in the catalogue and in transcripts as a Career Counselling and Placement Internship. Typically students would be required to keep a journal of their activities and submit a paper to the faculty supervisor at the end of the term. The nondepartmental internship should be offered Pass/Fail only.

## Practica

Very few departments continue to offer practica as defined in the Catalogue, and given the recommendations for internships in this report, there seems to be no curricular reason for retaining a course labeled practicum. A true practicum, grounded in “actual experience and practical application of concepts learned in the classroom” seems closer to the Career Services and Placement Internships described above. For those practica not suited to this type of internship, a Departmental Internship or Directed Inquiry would probably be more appropriate.

**Recommendation.** Those departments offering practica should drop the term practica and bring their courses into conformity with Departmental Internships, Career Services and Placement Internships, or Directed Inquiries.

## Service Learning

**Service.** Service is responsible activity in the form of direct assistance or applied research that addresses a need identified as critical by those who receive assistance and/or by qualified organizations who deliver assistance. Service related to learning differs from field-based learning in that it requires the delivery of a beneficial product or activity to a specific person or population beyond the observation and the recording of data. It always is a negotiated agreement between those who are receive services and those who are to provide them. At Rhodes, service historically has been delivered through not-for-profit organizations addressing issues of poverty, personal crisis, the environment, public education, health care delivery, racial reconciliation, and youth guidance.

**Service Learning and Pedagogy.** As a component of a course, service learning is a pedagogical strategy that gives curricular expression to a commitment to learning that is experiential, transformational, and rooted in community. Such learning engages the student in active participation and reflection and extends the classroom beyond the campus to the wider community. Through integrated experiences of service, a learning environment is created, where long-held assumptions and personal philosophies are challenged by course-grounded analysis of community service. At its most successful, service learning brings a new depth to Rhodes’ educational ideals that students acquire an informed understanding of the world, cultivate an appropriate set of dispositions and sensibilities, and develop a comprehensive personal philosophy. Internships are distinct from service learning because they provide career-oriented work experience and an examination of that experience in the context of their academic work. (An overview of service learning at Rhodes and at a group of peer institutions is presented in Appendix 4.)

Service learning, as a pedagogical strategy is consistent with Rhodes’ identity as a church-related, mission driven liberal arts college and with its historical ideal of service. In the 1920’s Rhodes’ commitment to the ideal of service led the college prominently to

feature this ideal in the Rhodes seal. Service has been embodied in the co-curricular life of Rhodes' students through an extensive program of volunteerism, and volunteer activity has had an important influence on campus life. In this tradition, service learning arises organically from the college's mission as a church-related, residential community of the liberal arts, rooted in the urban setting of Memphis.

**Recommendations.** The following recommendations on service learning are proposed:

1. That a comprehensive pedagogical plan for implementation and assessment of service learning be developed. This plan should include a clear set of standards for service learning courses. It should include how courses are to juxtapose academic methodology with the service experience, what amount of a course should be devoted to service, and how the course will academically assess learning from the service experience.
2. That after confirmation from the Curriculum Committee, service learning courses should be so designated in the College Catalogue and in the Schedule of Classes.
3. That it be recommended to academic advisors that they advise students to take no more than one service learning course in a given semester.

### **Distance Learning and Information Technology**

Industry has developed electronic tools that make scholarly inquiry much more facile than when text and graphical information was exchanged in non-electronic forms: on-line library catalogs and specialized searchable databases are good examples. There is a host of World-Wide Web sites that can be found easily *via* search engines. Many of these sites merely duplicate textual material that has been available in other forms, but others extend the utility of books and periodicals. There is general agreement that these tools are becoming and will remain valuable for both disseminating and acquiring information. The College has noted the importance of these tools to faculty and students, and it has invested heavily--now and for the foreseeable future--in information technology.

These technologies make it possible to go beyond ancillary matter for traditional offerings, to provide entire courses electronically. A number of institutions--traditional colleges and universities, and other "virtual" entities without campuses--offer courses and entire degree programs through electronic means such as these. Students complete the requirements of the course or program without substantial in-person interaction either with faculty or other students and without being in one location. While these are means by which many people can learn and by which many subjects can be taught, such courses often lack the dimension of a community of learning that is intrinsic to Rhodes' mission. Some, however, include considerable real-time interaction through video conferences, telephone or internet links, and electronic mail; such courses might in fact approach the ideal of the classroom.

The term **distance learning** has been used to refer to many types of learning using electronic information transfer. To further Rhodes' mission as a residential liberal arts and sciences college, distance learning might be used in two meaningful ways:

- As an enhancing component of a traditional course
- As a distinct course that enhances the overall curriculum

As an enhancing component of a traditional course, distance-learning is highly appropriate. The instructor might provide information for a course through electronic syllabi, course handouts, and tutorials pertaining to specific course objectives. E-mail might serve to keep professor and students in touch on matters pertinent to the course. Also, information from diverse sources outside the college may be gathered, for instance, through web pages of links compiled by the instructor.

A curriculum-enhancing distance learning course could occur in one of two forms: resident students take a course offered from a remote site; Rhodes students at remote and disparate sites take a course offered from campus. These two types of distance learning could result in courses offered almost entirely by electronic means. To address the second type, two critical questions must be addressed:

- When is such a course an enhancement to a curriculum that is committed to fostering an atmosphere of dynamic discourse and in-person interaction?
- Courses are the building blocks of the degree. Can an entirely electronic course have the general attributes of a Rhodes course?

An electronic course is an enhancement if it provides opportunities of study to students that would not normally be available in the Rhodes curriculum. It seems that this type of enhancement is most appropriate for major and minor areas of study. At such a stage in a student's career, there is most likely self-motivation and some level of disciplinary maturity. "Electronically re-packaging" an existing course or offering an introductory-level course in this way (to satisfy a degree requirement) does not seem to be an enhancement to the curriculum.

**Distance Learning and Information Technology at Rhodes.** Rhodes' campus is literally one of the "most wired" in the country, and the college continually strives to provide faculty and students with up-to-date computers and software. The Computer Center offers workshops on various specialized software, there are courses in a number of departments in which students learn to use specific software as a tool, the Library has put in place a number of electronic sources, and many students are heavy users of

information technology. There are several examples of electronic components of courses at Rhodes.<sup>7</sup>

A survey of peer colleges reveals a pattern in the use of electronic resources similar to that at Rhodes. Essentially all courses appear to be centered around some sort of classroom activity with a faculty member playing a key role. There are many examples of posted syllabi and lists of links that are pertinent to specific courses. There are some electronic resources designed for specific courses: Davidson's Physics department has material pertaining to the lab for the introductory course; at Grinnell, introductory computer science assignments are issued on web pages; at Kenyon, student academic projects (from courses as well as from honors research) are posted in a central web site. During the 1998 - 99 academic year, faculty at Centenary College will be conducting a history course on the Vietnam Experience that will be offered by electronic means at other ACS campuses. The project, supported in part by the Consortium, involves faculty conveners and classroom activities at the remote sites. This seems to be one possible model of distance learning with which Rhodes might become involved.

**Recommendations.** The following recommendations on distance learning and technology are submitted.

(1) Courses conducted through electronic means should substantially meet all the standards for Rhodes courses enumerated in the introduction to this section and offer a subject or experiences that are not available at Rhodes through its regular classroom-conducted courses.

(2) Anticipating the increased incidence of Rhodes students requesting transfer credit for courses taken at other institutions through electronic means, it is recommended that departments assure themselves that any courses they approve for transfer credit

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<sup>7</sup> All of these electronic components provide activities that augment or are an extension of the classroom experience. In the sense that students can engage in these activities from locations all over the world, these are "distance learning." Greek and Roman Studies plans to offer a course that uses the internet to connect students at Rhodes with students and faculty of other ACS institutions to prepare them to participate in archaeological work in Turkey. Statistics for Economics and Business has been taught using a programmed electronic text. Computer Science I uses an interactive web-based C tutorial. Coral Reef Ecology has an electronic tutorial component. Carolyn Schriber's *On-line Reference Book for Medieval Studies* and pages on Medieval History provide resources for such courses as Western Civilization, Search 201, and Survey of Medieval History. A number of departments on campus have extensive web pages that include links to resources pertinent to the discipline. Many of the faculty post their syllabi and other course information on the web.

substantially meet the course criteria listed in the introduction. Electronic versions of correspondence courses should not be accepted.

### **Honors Program**

Currently, students at Rhodes receive recognition for their academic work in three ways: through prizes, awards, and election to honorary societies; by graduating with Latin honors, which are based on a student's cumulative grade point average (GPA); and by participating in the honors program, which provides students with the opportunity of conducting research or engaging in creative activities on an individualized basis in their senior and sometimes their junior year, which lead to the distinction of honors in a particular field of study. Each of these methods for achieving academic recognition arose to meet specific objectives and has been part of the College for most, if not all of its history.<sup>8</sup> The SACS Strategic Self Study Group and the Curricular Work Group discussed an honors program that would encompass aspects of all three methods of academic recognition and provide a means of encouraging and recognizing students who not only excel in a wide range of academic contexts and achieve distinction within their major field of study but who also demonstrate a commitment to co-curricular activities and to a community of highly-motivated student-scholars. To avoid confusion with existing programs and conventions, this document will refer to the proposed honors program as "College Honors".

This report provides some comparative information about programs at other colleges in the peer group of twelve leading colleges of the liberal arts. (See Appendix 5.) It also addresses the rationale for offering a College Honors program, and some ideas about the structure and requirements such a program might take at Rhodes. With the exception of Pomona and Reed, all of the colleges in the comparison group offer a means for students to received recognition for academic accomplishments in their major fields of study. All of the programs focus on allowing students to engage in

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<sup>8</sup> An unbroken series of bulletins and catalogues to document the evolution of the curriculum begins only with the bulletin for the 1920-1921 academic year. For the period before 1920, the archives only has bulletins for the following academic years: 1871-1872, 1872-1873, 1896-1897, 1916-1917, 1918-1919. The earliest reference to prizes appears in the catalogue for 1896-1897. In a section entitled, "Organization of the University," appears a series of paragraphs which describe the "essential features of the organization." The fifth paragraph notes, "A system of Honors, Medals, etc. to encourage, stimulate, and reward special proficiency in given lines of work. An unusual number of Medals is offered to those who distinguish themselves." With regard to distinctions based solely on grades, the catalogues for the 1871-1872 and 1872-1873 academic years of Stewart College mention that "Diplomas, Certificates of Proficiency, and Distinctions are given only to those who reach the required grade." At that time, the grade appears to have based on oral and written examinations given twice a year in each course.

independent research or creative work. None of the institutions has a program designed specifically for ambitious students in their first and second years of college. Of particular interest among the colleges of the selective peer group are the programs at Centre, Oberlin, and Swarthmore. Both Centre and Oberlin provide additional support for a limited number of students in their senior year who are pursuing honors in a field of study. At Centre, for example, this support takes the form of additional resources for research and money for travel. At Swarthmore, candidates for honors undergo both written and oral examinations by faculty members from other institutions, who are solely responsible for determining the level, if any, of honors.<sup>9</sup>

**Benefits of Honors.** While exploring the idea of a College Honors Program at Rhodes, six compelling reasons for further examination of the issue were identified.

- An honors program would enhance students' academic experiences in their first, second, and third years of college and help to create a sense of community among academically ambitious students early in their careers at Rhodes. It would provide a continuum of challenging experiences for top merit scholars so as to encourage them to maintain their superior academic records throughout their time at Rhodes.
- Creating opportunities for first-, second-, and third-year students to participate in more individualized, challenging coursework may help recruit and retain outstanding students. Further, it might help to establish an atmosphere of higher academic expectations for those of exceptional promise who come to Rhodes as recipients of the College's most prestigious scholarships.<sup>10</sup>
- Some students of great potential may not have sufficiently high test scores, class rankings, or the co-curricular accomplishments to qualify them for the most prestigious scholarships at Rhodes. By recruiting these students into a College Honors program, the College could both recognize their academic promise and motivate them to excel. Appealing to these students is particularly crucial, because they typically receive more attractive packages at colleges of lesser selectivity than Rhodes and often full scholarships at state institutions.
- The current program for obtaining honors neither encourages nor rewards academic success outside of a student's major. An expanded and redesigned College Honors

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<sup>9</sup> This program, which began at Swarthmore in 1922, closely resembles the program at Rhodes developed over a period of years beginning in 1928 under the guidance of Professor A. P. Kelso

<sup>10</sup> This type of program could positively influence the College's "inquiries-to-applications" conversion rate, because there is some evidence that high achieving, college-bound students are interested in honors programs.

program might motivate ambitious students to excel in more than one division, participate in co-curricular activities, and participate in academic events outside the classroom.

- A College Honors program could significantly enhance the intellectual and cultural atmosphere of the entire campus by sponsoring lectures, performances, exhibitions, and campus-wide fora.
- Participating in College Honors could help prepare Rhodes's most exceptional and talented students to compete for postgraduate fellowships and enhance their chances of gaining admission to the most selective graduate programs and professional schools.

Despite the reasons for a College Honors Program at Rhodes, clearly, challenges exist in designing such a program for a small, liberal arts and sciences college which is already deemed "highly competitive."<sup>11</sup> But there also exists a need for a recognized community of scholars who are members of the entering and sophomore classes. One of the obvious questions about the effects of such a program at a college like Rhodes is whether the high achieving students would somehow be pulled away from certain courses. Granted, there would be some type of segregating consequence, but there are ways to structure such a program so as to minimize this effect. Moreover, there would most likely be a significant percentage of high achieving students who, for whatever reason, choose not to participate in the program. There would also be a number of students who would take honors courses but would not be enrolled in "the program." There should be careful monitoring of any honors program for any segregating effect. Further, there are associations, such as the National Collegiate Honors Council (NCHC), and consultants from various institutions like ours who could provide us with assistance in designing a program to fit the unique qualities of Rhodes. The NCHC has a small college strand that is very active in consulting for beginning honors programs and could be a valuable resource to Rhodes in developing an honors program.

**Recommendation.** An *ad hoc* committee of the faculty, to be chaired by the Associate Dean of Academic Affairs, should be appointed. The committee will be charged with developing a plan for a College Honors Program and bringing that plan to the faculty for approval.

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<sup>11</sup> A framework for an Honors Program at Rhodes is presented for illustration only in Appendix 6. It is not meant to represent the final form such a proposal would take; however, by presenting this framework, it is hoped that some of the basic principles which might govern College Honors can be shown.

## APPENDIX 1 INFORMATION FROM THE RHODES CATALOGUE

### INTERNSHIPS AND PRACTICA

Rhodes recognizes the need and the value of integrating traditional academic work and practical application. Internships and practica are important ways in which students may have this experience.

Internship credit is given for involvement in programs in which off-campus work and significant academic work are combined. Internships are defined within the course structures of several academic departments. Requirements for acceptance as an intern are set by each department. At a minimum the student is expected to be able to integrate academic work with on-the-job activities. At present, internships are parts of the departmental programs for Anthropology/Sociology, Art, Biology, Economics and Business Administration, Education, Foreign Languages, History, International Studies, Political Science, Psychology, Religious Studies, Theatre, and through the Health Professions committee. Special internship opportunities can be proposed subject to approval by the department concerned and the Curriculum Committee. Interested students should contact the chairperson of the department and the Career Services Office.

Students pursuing an internship experience arranged through a department and/or the Career Services Office must register for the appropriate course in order to earn academic credit. This credit is considered part of the course load during a regular semester and during summer session. Students with summer internships must register for the credit and pay the summer session tuition in order to receive the credit.

A practicum involves actual experience and practical application of concepts learned in the classroom. The Departments of Education and Theatre offer a variety of these experiences for majors and non-majors.

No more than six (6) credit hours in internships may be earned in one department per semester. A student may apply toward a degree a maximum of six (6) credit hours in internships and a maximum of nine (9) credit hours in practica. Nine of the credit hours earned in any of the crosstown R.O.T.C. programs are counted as practica hours and three of the hours earned are counted as internship hours.

#### **Departmental Listings:**

##### **1) Anthropology and Sociology.**

###### **460. Internship in Anthropology or Sociology (Fa, Sp) [3-3]**

Supervised experience for Junior and Senior anthropology/sociology majors in applying anthropological and/or sociological knowledge and principles in a field or

real-world setting which might include non-profit community agencies, museums, and cultural resource management firms. A journal and/or final paper on the experience will be required. Prerequisites beyond Anthropology/Sociology 103 and 105 will depend on the individual project. Permission of instructor and department chair is required.

## 2) Art

**Opportunities for special study.** Through a consortium arrangement, full-time students may take studio courses at the Memphis College of Art for full credit without payment of additional tuition. Internships in museum methods are possible through an arrangement with the Memphis Brooks Museum of Art, the Dixon Gallery and Gardens, and other local institutions, where students earn credit in museum methods by working alongside professionals in the field. Students interested in pursuing architecture as a career are strongly encouraged to take Art 460: architectural internship. The Memphis College of Art and the Brooks Museum, both near the campus, along with other educational institutions, galleries, and theatres in the Memphis area, offer a rich variety of exhibitions and films to students throughout the year.

### **460. Architectural Internship (Fa, Sp) [3] F**

An introduction to architectural design with local and/or regional architectural firms. Prerequisites: art major with junior or senior standing; successful completion of all one-hundred level courses in the art department required for the architecture track; and approval of the art department.

## 3) Biology

### **460. Internship in Biology. (Fa, Sp) [1-3]**

The Internship Program is designed to introduce students to practical applications of their academic work. Students may work off campus under professional supervision in fields related to the biological sciences, such as Health Care, Laboratory Diagnosis, Forensics, Environmental Protection, Agriculture. Students will be required to integrate academic and work experiences in an oral and/or written report at the end of the internship. No more than 3 hours per semester for no more than two semesters.

Prerequisites: Permission of Departmental Program Director. (Pass/Fail credit only. Biology 460 does not satisfy an upper level Biology course requirement for the major.)

## 4) Business Administration

### **460. Internship (Fa, Sp) [4-6]**

The internship program provides an experiential approach to the learning process and affords economics and business administration students the opportunity to work in both business and nonprofit organizations for academic credit. Internship placements are designed to complement learning goals and career plans by allowing the student to

apply theoretical principles learned in the traditional classroom. Placements are arranged by the Director of Career Services and work schedules are arranged by the student and the on-site supervisor. Typically students work on specific projects related to their career interest and compatible with the goals and interests of the sponsoring organization. Other requirements of the internship include submission of a résumé and application, interview with the on-site supervisor, participation in classroom seminars which focus on long-term career planning and job search skills, completion of written self-assessment assignments made by the faculty director, and the writing of a comprehensive paper. Internships are available to second-semester junior and senior economics or business majors with possible availability to majors from other departments. Arrangements for internships are made the semester prior to the actual experience. Prerequisite courses appropriate to the specific internship experience are required. Under special circumstances, the number of credit hours may vary from 1 to 6, but under no circumstances will more than 6 hours of credit be allowed to count toward the 112 hours required for graduation.

## 5) English

### **460. Internship (Fa, Sp) [3]**

A directed internship in which students will apply analytical and writing skills learned in the classroom to situations in business, journalism, not for profit organizations, and the professions. Graded Pass/Fail only.

## 6) Foreign Languages

### **460. Internship (Fa, Sp) [1-3]**

Internships in foreign languages, which are normally arranged by the Director of Career Services, are occasionally available and permit a qualified student to receive academic credit for an off-campus experience by working with either a business or non-profit organization. The internship, which requires of the student an advanced competence in a foreign language, must entail a significant encounter with a foreign language, written and/or spoken, and maintenance of an appropriate journal as well as a final written evaluation of the internship. Placements must be approved by a faculty member who teaches the language in question and the chair of the department.

## 7) Geology

### **460. Internship in Geology. (Fa, Sp) [1-3]**

A program designed to introduce students to the practical applications of their academic studies. Students may work with professionals in such agencies as the U. S. Geological Survey, USGS Water Survey, the Center for Earthquake Research and Information (CERI), and U.S. Corp of Engineers. A written and oral presentation is required at the end of the internship integrating the student's academic work and the internship project.

[Note: this can be used for a minor in Earth Sciences]

## 8) History

### **460. Internship. (Fa, Sp) [3]**

A directed internship in which students will apply analytical and writing skills in a variety of off-campus workplaces. Possibilities include historical archives and museums as well as opportunities in business, journalism, non-profit organizations, and the professions. To enroll, students must be approved in advance by the instructor and the Office of Career Services. Does not count toward the major. Taken pass-fail only.

## 9) International Studies

### **460. Internship in International Studies. (Fa,Sp) [1-6]**

Arranged on an individual basis, students receive credit for work in a variety of organizations. Internships have been arranged in the past with the State Department, the Defense Department, Central Intelligence Agency, the National Security Agency, offices of Senators, members of the House of Representatives or Committee Staffs on Capitol Hill, or other federal government organizations involved in the making of foreign policy and national security policy. Other internships have been arranged with international banks and businesses, the United Nations, and private voluntary organizations involved in a variety of projects throughout the world.

### **470. Summer Internship Abroad (Mertie W. Buckman Student Fellowship Program). [1-6]**

The program provides an opportunity for outstanding IS majors to spend two months abroad in an international business setting while working on an internship project approved by the International Studies faculty. It seeks to expose the student to international politics and economics. It can be used to satisfy requirements in either Area A "Functional Specializations" or Area B "Area Specializations," of the International Studies curriculum. The Mertie W. Buckman Student Fellowships, which fund the internship, are awarded on a competitive basis and cover all direct expenses associated with the internship, including travel and accommodations abroad.

## 10) Political Science

**Special Opportunities.** The department offers a unique internship program which allows students to obtain credit by working with legal, political, and governmental organizations. Students may also earn credit for participation in the Washington Semester program and the highly successful Mock Trial program.

### **460, 461. Public Affairs Internship. (Fa,Sp) [3, 3]**

A directed internship with a selected legal, governmental or community agency. The course integrates traditional academic work in Political Science with practical internship experiences. All internships are assigned through the Department of Political Science Internship Director. Prerequisite: two courses beyond Political Science 151 or consent of the instructor.

**450. Washington Semester. (Fa,Sp) [16]**

A sixteen-week study of national government in Washington, D.C.; consists of seminars, internship and research projects. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University. Prerequisite: Consent of Director and special financial arrangements with the College.

**11) Psychology**

**Special Opportunities** for internships can be arranged with the University of Tennessee Center for the Health Sciences, numerous psychologists working in clinical and business settings in the city, and various human services agencies. Majors in the department often take advantage of internships, which are offered for academic credit, to gain practical experience in their particular area of interest.

**460. Internship in Psychology. (Fa, Sp) [3-6]**

Supervised experience in applying psychological knowledge and principles in a field or real-world setting. Students prepare a research paper or a literature review on a topic related to the internship, work on a project with the off-campus supervisor, and keep a daily journal. Prerequisites: 211-212 plus specific courses relevant to the internship project. Permission of the instructor and an off-campus supervisor is required.

[ Note: Can be used for major requirements ]

**12) Religious Studies**

**460. Internship. (Fa, Sp) [1-3]**

Supervised learning experience in the community outside the college, e.g., correctional institutions, churches, hospitals, social agencies. The program of field work will be devised by the student and faculty advisor and approved by the chairperson of the department.

[Note: Cannot be used to fulfill major requirements ]

**13) Urban Studies**

**460-461: Internship in Urban Studies. (Fa-Sp)[3-3]**

A directed internship with an urban, social, governmental, or nonprofit agency. The courses integrate traditional academic work in urban Studies with practical internship experience. Prerequisite: Two courses in Urban Studies or Urban Studies electives.

[ Note: This is required for a major in Urban Studies; Ed450 is Student Teaching ]

**462: Practicum in Urban Studies. (Fa,Sp)[3]**

Direct application of class work to an urban problem or issue through field work in an urban institution; development of a research or policy design before field activity; involvement of student, faculty sponsor and community agency sponsor. Prerequisite: three courses in Urban Studies or Urban Studies electives.

**APPENDIX 2**  
**INTERNSHIP ENROLLMENTS DURING ACADEMIC YEAR 1997-98**  
(information from Registrar's office)

TERM	DEPT	NUM	TITLE	PROF	ENROLL
Fall	Anthro/Soc	460	Internship	EKS P	1
Fall	Art	460	Architectural Internship	MCCAR	1
Fall	Art	460	Internship	STWRT	1
Fall	Biology	460	Internship in Biology	LIN G	20
Fall	Business Admin.	460	Business Field Experience	BIRNB	14
Fall	English	460	Internship	ENTZM	15
Fall	History	460	Internship	DROMP	1
Fall	Int Studies	460	Internship in International Stud.	COP J	3
Fall	Political Science	460	Public Affairs Internship	KIRBY	8
Fall	Psychology	460	Internship in Psychology	ACKER	5
Fall	Religious Studies	460	Religion Internship	MCL M	5
Fall	Theatre	460	Internship	STAFF	0
Fall	Urban Studies	460	Urban Studies Internship	KIRBY	2
TERM	DEPT	NUM	TITLE	PROF	ENROLL
Spring	Anthro/Soc	460	Internship	EKS P	2
Spring	Art	460	Internship	CONIN	1
Spring	Biology	460	Internship in Biology	LIN G	13
Spring	Business Admin.	460	Business Field Experience	BIRNB	18
Spring	English	460	Internship	ENTZM	21
Spring	History	460	Internship	DROMP	3
Spring	Int Studies	460	Internship in International Stud.	COP J	14
Spring	Political Science	460	Public Affairs Internship	KIRBY	15
Spring	Psychology	460	Internship in Psychology	ACKER	9
Spring	Religious Stud	460	Religion Internship	MCL M	3
Spring	Religious Stud	460	Hospital Internship	JORDAN	6
Spring	Theatre	460	Internship	EWING	1
Spring	Urban Studies	460	Urban Studies Internship	KIRBY	5

Thus, last year 187 students received credit for internships though there are other internships in which students participated without getting credit. English leads with 36 internships, then Bio with 33, and Business with 32.

**APPENDIX 3**  
**COLLABORATION WITH CAREER SERVICES (C.S.)**  
(information from Career Services)

<b>DEPT.</b>	<b>FACULTY</b>	<b>COORDINATION</b>
Anthro/Soc	Tom McGowan	Coordinates most internships through C.S.
Art	David McCarthy	Coordinates architectural internship in house does
Bio	G Lindquester	C.S. coordinates all internships
Chem		Does not offer internships
Econ/Bus	D. Birnbaum	C.S. coordinates all internships
English	B. Entzminger	C.S. coordinates all internships
For. Lang.		C.S. is not aware of a formal internship program but
History	M. Drompp	Most internships coordinated through C.S.
Int. Studies	J. Copper	C.S. coordinates all internships
Math/C.Sci	Tom Barr	It is not in course catalogue but C.S. thought that
Music		does not offer an internship program
Philosophy		does not offer an internship program
Physics		does not offer an internship program
Pol Science	M. Kirby	coordinates their own internships
Psychology	B. Ackerman	coordinates their own internships; C.S. helps with a few (2-3) each year
Rel Studies	M. McLain	coordinates most of their own internships; C.S.
Theatre		coordinates their own internships
Urban Stud.	M. Kirby	coordinates their own internships

"C.S. coordinates the internships" means that Sandi George Tracy arranges the internships and deals with any problems that arise. In developing internships, C.S. always contacts the respective faculty to see if he/she is willing to give credit for a specific internship. After receiving approval, C.S. then lists it for the students on the C.S. homepage. When the student schedules the internship, he/she must get the faculty's signature before C.S. will process the application. Once a student's internship has been set up Sandi's involvement is generally limited to meeting with the student if he/she is having a bad internship experience and wants to change internships. Changes are not made without first discussing the issue with the professor and changes only occur with his or her consent. The faculty member is responsible for assigning class projects, homework and grades. Evaluations from the on-site supervisor come back to C.S. which forwards them directly to the supervising professor.

## APPENDIX 4

### THE HISTORY OF SERVICE LEARNING AT RHODES

- Between 1993-1996, students in the Kinney program and the Bonner Scholars program strategized about how to get more faculty involvement in service-related activities so as to bridge the gap between academic life and service involvement.
- In September, 1996, President Daughdrill, as part of the request for proposals for grants from the Hill President's Discretionary Fund, invited proposals that included a "service" component in an existing course that would enhance learning. While certain disciplines, such as Urban Studies and Sociology/ Anthropology, had long offered courses that included such a component, this was the first time faculty were asked specifically to develop service learning courses as a pedagogical strategy. Two service learning proposals were funded for 1997-98: 1) a similar proposal from Prof. Gail Murray to fund the development of a service component to her "Childhood in America" course; and 2) a larger proposal from Profs. Joe Favazza and Michael McLain entitled, "The Pedagogy of Service learning." This project trained eleven faculty to teach at least one service learning course during the 1997-98 academic year. (See Appendix for a listing of these courses by semester)
- In 1998, two more service learning grants were funded through the Hill Presidents' Discretionary Fund: 1) a proposal from Profs. Lummus and McGowan entitled, "Assessing the State of Service Learning at Rhodes," and 2) a proposal by Profs. Favazza and McLain entitled, "The Pedagogy of Service learning and the Place of Service learning in the Curriculum." This project trained six faculty to teach at least one service learning course during the 1998-99 academic year. The assessment report from Profs. Lummus and McGowan will be submitted by September, 1998.

### Overview of Peer Institutions

- Of the peer institutions studied, only Davidson specifically mentions service learning in official publications. It is listed as one among many programs that fall under the umbrella of the Service Council. No specific courses are indicated as service learning courses.
- All peer institutions, with lesser or greater enthusiasm, include information about opportunities to volunteer in the wider community; however, these opportunities, similar to the Kinney program here at Rhodes, are not connected in an explicit way to the academic program.

- Oberlin has a strong service component in its course listings; internships are available in just about every discipline and a mandatory community service component is attached to all interdisciplinary major (e.g., American Studies, Urban Studies, etc). This is the only instance of a mandatory service requirement for graduation.

## APPENDIX 6

### FRAMEWORK FOR AN HONORS PROGRAM AT RHODES

All potential participants would apply for admission to the program. The College would make every effort to recruit incoming students into the Honors Program beginning with the responses to the first inquiries from prospective students. The application would allow students to express their interest in participating in the program, and all students admitted to Rhodes would receive further information about the program and an invitation to apply. The application process would include an essay or statement along with information about the student's academic accomplishments, interest, and potential. An honors committee would establish a process to review the applications, select participants, and deal with participants who enter the program after they have matriculated at Rhodes.

Although there would be specific criteria for being an official participant in the honors program in a given semester, all honors courses or components of courses would be open to all students. To graduate with College Honors, students would have to complete successfully a certain number of designated honors courses or components of courses where some of those courses are outside the major area of study. This ensures that students demonstrate academic achievement beyond their majors. Students would also maintain a minimum GPA to be enrolled in the program, and to ultimately graduate with this distinction. Students also would demonstrate achievement as defined by an honors committee in co-curricular areas.

During their senior year, candidates for College Honors would be expected to complete an honors project in their major field of study. Three ways of fulfilling this requirement were discussed.

- a. If the current honors program remains unchanged, students would be able to fulfill this requirement by successfully completing honors research in their fields of study. However, pursuing honors research as it is currently designed might place an excessive burden on students as a result of the additional requirements of the College Honors Program.
- b. If the current honors program were to undergo modifications as part of the initiative to establish a College Honors program, the College could design a program for honors research that would also meet the objectives of College Honors. In other words, current honors research could be modified and be incorporated as the culminating project into a broader honors experience.
- c. The third possible proposal would allow the current program for honors research to remain unchanged and call for the Honors Committee to develop different guidelines for projects that would fulfill this requirement for College Honors. Thus, a student who is not a participant in the College Honors program

could still graduate with “distinction” in a particular department by completing honors research as it currently stands.

To develop a sense of community among students at all levels in the program, to increase interest in the program among non-honors students, and to raise the general level of scholarly engagement on campus, the honors program would sponsor special lectures, colloquia, and symposia for the entire campus community. Like the events specifically designed for first-year students, these activities might address a topic that is common to a number of honors courses during a particular semester or year. For example, a number of topics such as evolution, chaos theory, ethics and economics of health care, and post-modernism are of such significance for a wide variety of disciplines that they would admit an element of interdisciplinary coherence in a program that unavoidably emphasizes, at least among the seniors, independent research specific to individual disciplines. Moreover, honors students could be required to attend and organize these academic events.