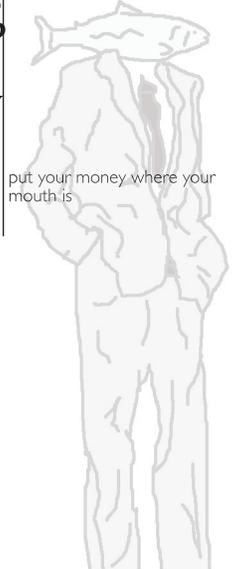


Program Covenant: Expectations & Goals

Business & Society



A few years ago, Evergreen adopted six expectations of Evergreen graduates:

- Articulate and assume responsibility for your own work.
- Participate collaboratively and responsibly in our diverse society.
- Communicate creatively and effectively.
- Demonstrate integrative, independent, critical thinking.
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

These expectations are quite general and apply to all students. They refer to the outcome of your education when you graduate.

In addition, the college defined the “5 foci” of a liberal arts education:

Interdisciplinary Study

Students learn to pull together ideas and concepts from many subject areas, which enables them to tackle real-world issues in all their complexity.

Collaborative Learning

Students develop knowledge and skills through shared learning, rather than learning in isolation and in competition with others.

Learning Across Significant Differences

Students learn to recognize, respect and bridge differences - critical skills in an increasingly diverse world.

Personal Engagement

Students develop their capacities to judge, speak and act on the basis of their own reasoned beliefs.

Linking Theory with Practical Applications

Students understand abstract theories by applying them to projects and activities and by pulling them into practice in real-world situations.

We’ve designed a set of “Program Learning Goals” that correlate strongly with most of the established foci and expectations.

Program Learning Goals will be met as you gain skills for:

working with moral and ethical dilemmas using critical thinking and quantitative skills;
understanding moral reasoning skills and the principles that help people build a just society;
identifying right, just, and fair decisions made by private and public sectors;
being aware of the roles individuals play in creating a just world;
understanding how capitalism and economic structures influence how we make ethical choices;
evaluating data and using quantitative methods to support an informed decision;
communicating clearly through writing and speaking;

thinking critically, creatively, and holistically, as demonstrated through written work and discussions;
recognizing symbols and patterns in the narratives that shape our lives;
development of systemic thinking that integrates innovation and change into organizational functions;
integrating aesthetic, expressive and metaphorical concepts with other program disciplines;
working collaboratively;
developing and meeting one’s own intellectual goals.

To establish a learning community that will enable us to meet these complex goals together and as individuals, we have found it is useful to form an agreement, a covenant, that can be a useful reference and guide through our work. The covenant will clarify for you, the students, the habits and skills that can foster Evergreen’s six expectations for graduates, the 5 foci, and the learning goals of the program. It will enable us, your faculty, to clearly and equitably facilitate that learning process, especially when confusion or conflicts occur; but also as we continue to plan the course to meet the needs of the community.

When you read the expectations and policies below, note that many of them refer to participation, work habits, and punctuality, which constitute the bare minimum requirements for credit in the program; others establish the fundamental ethical and scholarly values that a learning community requires. Take them seriously. A covenant should be a living document, one that is used regularly, referred to, questioned, amended—not, preferably, for its rules and restrictions, but for the high aspirations it sets for our work together.

EXPECTATIONS OF BOTH STUDENTS AND FACULTY

For us community entails sustaining disagreement, differences, and diversity in a spirit of equality; it does not mean agreement and uniformity. To create and participate in a community capable of sustaining intense, but respectful, interaction and discourse we must:

- Acknowledge that racism, classism, sexism, heterosexism and other institutional forms of oppression exist, and that one mechanism of their perpetuation is our systematic misinformation about members of various groups.
- Agree to combat actively the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.
- Agree not to blame others or ourselves for the misinformation we have learned, but to accept responsibility for unlearning misinformation.
- Avoid singling out individuals as spokespersons for particular groups.
- Abide by the Evergreen Social Contract.

SPECIAL RESPONSIBILITIES OF STUDENTS

Learning as a community requires the collaboration of fully engaged participants; this means that each student is responsible for generating and sharing personal interpretations and understandings while at the same time responding to and integrating the ideas of others. Though we strive to build collective knowledge as a learning community, each student is responsible for his or her own academic growth.

- Students should actively address confusion as soon as possible by asking questions of other students or faculty and using resources such as academic advising and the Evergreen Tutoring Center.
- All students must write a self and faculty evaluation and participate in an evaluation conference each quarter. These evaluations are important pieces of your academic work and transcript. They must be submitted in order to receive credit.
- Everyone will arrive on time and stay until class is over.
- If you miss a class, contact another student to get assignments or handouts, and to get filled in on what happened. Then, if you still have questions, come to one of the program faculty for clarification. We meet only ten weeks, and for only 3/4 days per week. Only one absence is permitted. Be sure to contact your seminar leader prior to your absence.
- Students who have not completed the day's assignment should not attend, and will forfeit their one allowable absence.
- Everyone is expected to participate fully in all class activities. This will include listening attentively in lectures, taking notes, reading aloud in class, both from your own writing and from the course's texts, participating fully in all workshops and seminars.
- Student performance should reflect maturity, diligence, and commitment.
A reduction in credit may occur if:
 - you are consistently late for class;*
 - you do not complete assigned work; seminar papers, assigned papers, rewrites, and evaluations;*
 - you are absent more than once;*
 - you do not come to class prepared.*
- Work must be handed in on the due date. It's better to hand in a paper you can't stand than to hand in nothing. Late papers will not be accepted. Digital submissions may be accepted if on time but will not necessarily be read.
- Read and follow all directions. Reading well is prerequisite to doing well in the program.

SPECIAL RESPONSIBILITIES OF FACULTY

- Attend a faculty seminar and business meeting each week ready to participate.
- Attend all required program activities except when illness or other serious circumstances prevent attendance.
- Be prepared for lectures, workshops, and other activities as scheduled by the faculty team.
- Continually work to create a community that respects differences and encourages an environment where students and faculty can learn with and from each other.
- Give each other honest feedback on workshops and lectures.
- Maintain a supportive and intellectually challenging connection to students by:
 - making time available for individual conferences with students;
 - giving prompt and meaningful feedback to student work;
 - giving students feedback throughout the quarter so that written evaluations are not a surprise;
 - during the fifth week of each quarter, warning students who are in danger of not receiving full credit;
 - writing a formal quarterly evaluation that will be the basis of the final evaluation the student receives upon leaving the program.



OTHER COMMUNITY RESPONSIBILITIES:

CONFLICT RESOLUTION

Academic and personal conflicts are common and to be expected in academic communities. The Social Contract lays out expectations about how all of us should deal with such conflicts:

Evergreen can thrive only if members respect the rights of others while enjoying their own rights. . . All [members of the community] must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

(The Social Contract--WAC 174-120-020)

Accordingly, as is consonant with Evergreen's mediation process, we expect all members of the program to abide by the following principles of honest and face-to-face resolution of conflicts:

- An individual should take up any grievance with a student or faculty with that person first and only then, if the results are unsatisfactory, ask for consultation with another member of the faculty.
- Refrain from negative gossip in regard to any grievance.
- In the event you do not feel successful in resolving a conflict, bring your concerns to the attention of your seminar leader or to the faculty team. Any conflicts that cannot be resolved by your own efforts, those of your seminar leader, or the faculty team, will be referred to our program dean or other mutually agreed upon mediator.
- Any disputes about credit or the content of an evaluation must first be addressed to the faculty member who wrote the evaluation. If a student is not satisfied by a discussion with the faculty member involved, the issue will be brought before the faculty team. Final decisions about credit and evaluations will be made by the program faculty.

HUMAN SUBJECTS REVIEW

If your writing involves interviewing, videotaping, or otherwise treats another person as an object of inquiry, it is important to comply with the Human Subjects Review Policy of the College. Packets can be obtained from the Academic Deans. This policy requires that you gain informed consent from any subject you are interviewing. You must complete

the Human Subjects Review form and obtain the approval of a faculty member and the academic dean before you conduct any interviews. If you have questions, talk with a faculty member.

DRUG AND ALCOHOL POLICY

All members of this community must refrain from the use of alcohol and drugs during all program activities, but especially field trips. Failure to comply with this expectation will result in loss of credit, expulsion from the program and possibly the college.

ACADEMIC HONESTY

In an academic community, sharing and taking responsibility for our own ideas is vital. At the same time, acknowledging our use of other people's ideas is equally important. The work we submit must reflect our own ideas. When we are incorporating the views of others, be those published authors or our seminar mates, we must acknowledge our sources. Since much of the work in this program will be collaborative and the ensuing ideas will reflect the contributions of more than one person, we must get into the habit of acknowledging the people and ideas that have influenced us. There will be many times when we will be asked to take individual positions--in essays, research projects, and seminar discussions—and we must assert our own distinctive interpretations and judgments. The final work we do must reflect our own judgment and analysis while also recognizing the contributions of people who have influenced our learning.

Failure to make such acknowledgments or to present the work of others as our own is plagiarism. Any student who plagiarizes material will lose credit, be asked to leave the program and may be required to leave the college. Because college policy makes the consequences of plagiarism so severe, ask your faculty members if you have any questions.

Also, it's vital and expected that each assignment be an original piece of work (i.e. the piece has never been submitted to, or has not been the basis for an assignment in another program)

CREDIT POLICY

Students should recognize from the outset that faculty will evaluate their work, not by comparison to the work of other students, but by looking for evidence of growth in skills, creativity, discipline, and commitment from the beginning of the quarter or year to the end within each individual student. That is, you are not evaluated in competition with your peers. You are judged in terms of your own intellectual development.

Students earn 16 credits per quarter for demonstrating achievement of program learning goals and meeting all other expectations as outlined in the covenant and articulated in program meetings. Faculty may determine that a student has earned less than sixteen credits due to work that fails to meet these criteria, but they will do so only after consultation with each other. Any missing or inadequate work may be grounds for a loss of credit.

Credit is not the same thing as high quality work. Students earn full credit by meeting college-level requirements and standards of the program. The evaluation is used to describe the quality of the student's work. Thus, a student could receive full credit, but also receive evaluations that reflect poor quality work. On the flip side, a student could attend regularly but receive partial or no credit because of work that is missing or below college standards.

HAVE SERIOUS FUN

- Consider it your duty



**EACH STUDENT'S CONTINUED REGISTRATION INDICATES HIS OR HER
WILLINGNESS TO ABIDE BY THESE DUTIES AND RESPONSIBILITIES**