

Living in the Sacred Garden, 08-09

Faculty/Student Co-Learners' Covenant

Student Name _____

Student Signature _____

Introduction

We have come together out of common interests that include learning and self-cultivation. One thing we know is that we all share an interest in arts, gardens, and sacred. We all have different experiences, beliefs and goals. How can we create a supportive and respectful environment?

A Commitment to Respect

If we are choosing to participate in this program, we are agreeing to act according to the following principles based on respect:

1. We will take responsibility for our own work, words, actions and reactions.
2. We will listen and speak to people the way we would like people to listen and speak to us.
3. We will read and act in accordance with the Evergreen Social Contract and the Student Conduct Code, including the Sexual Harassment Policy, the Smoking Policy, and the Fragrance Policy.
4. We will abide by strong ethical standards in all our relations with members of the communities with which we interact.

An Acceptance of Responsibilities (Students)

By participating in this program as a student, I also agree to abide by the following:

1. I will attend all class meetings. I will be on time and prepared to participate.

If extenuating circumstances force me to be late, I will try not to interrupt the program activity and I will make sure I learn what I missed **from other students**, not the faculty.

If I must miss a class due to illness or emergency, **I will notify my faculty in advance by phone or e-mail. I understand that missed classes must be made up and that my make-up work must include:**

- 1) **Detailed transcriptions of interviews with two students and copies of their notes; In other words, I will contact two students. I will interview them about the class I missed. I will write down what they say. I will include these notes in what I turn in. I can also look at the notes they kept. I will copy these and turn them in as well.**
- 2) **Carry out missed activity and/or do additional research; and In other words, if it was an activity I missed, I will find a way to carry it out, or something equivalent, and make a journal entry about it. If it was information I missed, I will carry out additional reading. I will take notes from the readings I find, cite them, and record the bibliographic information.**
- 3) **Demonstration of acquisition of the learning that was missed (this may require relevant research) generally through a detailed paper; and In other words, I will write a paper that draws from the interview notes and additional reading (or activity) that demonstrates I have the understandings that were intended for the class time missed.**

I will turn in this paper with all of the materials listed above within two weeks of the missed class.

Unless this is carried out sufficiently, the class time missed will not have been made up.

I also understand that, if significant class time is missed and not sufficiently made up, I will lose credits. Missing and partial assignments may also result in lost credit.

2. I will complete and turn in all assignments on time. I understand that late work may not be accepted or, if accepted, may not be evaluated as fully or as quickly as work submitted on time. I will apply **high standards of scholarship** to all my work, including **typing** (double-spaced), **proofreading** and **stapling** multiple pages.

IT IS POSSIBLE THAT ASSIGNMENTS AND MAKE-UP WORK WILL NOT BE ACCEPTED AFTER THE DEADLINE GIVEN.

3. I will not present others' ideas and information as my own. I will acknowledge the ideas and information of others, whether published or those of my co-learners, when I incorporate them into my own work.

For example, I will include citations throughout my writings as appropriate and will clearly indicate when substantive ideas or language are drawn from a source; this might include quotation marks and/or phrasing such as: According to Gunther,...

4. I will take the initiative to seek guidance from my faculty if significant difficulties arise between myself and other individuals or with the program activities, although I will try to resolve them directly with the people involved first.

I will also seek to resolve confusions and uncertainties, first through discussion with classmates, then questioning my faculty. E-mail is the best means for beginning this process with faculty. I will do this in a timely matter rather than waiting until problems escalate.

5. Since learning experiences rarely turn out to be exactly what we anticipate or hope, I will take initiative to assure that my needs are met as the program unfolds. There are a number of means by which I might choose to do this. These include:

- 1) Being open to gaining from the unexpected or undesired;
- 2) Being flexibly responsive to changes;
- 3) Seeking out supplementary information as desired;
- 4) Seeking opportunities to work with other students;
- 5) Utilizing tutoring options;
- 6) Giving timely feedback and constructive suggestions to faculty with respect and with the anticipation of being heard and valued; and
- 7) Understanding that there may be more factors involved in the development, content and delivery of a learning program than I am aware of.

I will write an interim self-evaluation, two faculty evaluations (one each for Hirsh and Marja), and one program evaluation at the end of fall and winter quarters (these will not be submitted to the Registrar);

and I will write final evaluations at the end of spring quarter. I will participate in evaluation conferences at the end of each quarter.

An Acceptance of Responsibilities (Faculty)

By participating in this program as a faculty member, I agree to abide by the following:

1. I will do my best to create and maintain a high-quality program of learning opportunities. I will take full responsibility for my work, behavior, presence, and awareness, and allow others their own responsibility. And I will do my best to support the learning process of each student.
2. I will be prepared for and attend weekly faculty team planning meetings focused on the facilitation of student learning. I also will work to support and encourage my teaching partner's work in order to bring students the best of their scholarship and skills.
3. I will review and return homework in a timely fashion.
4. I will contact my teaching partner and/or my Program Secretary, Sharon Wendt (x6588), in advance if an absence cannot be avoided and seek to make alternative arrangements for class activities.
5. I will advise students who are in danger of not receiving full credit during the fifth week of the quarter or when it becomes apparent. I will award each student 16 credits per quarter for doing high-quality college-level work, for good attendance, and for completing all assignments on time. I may award less than 16 credits for work that fails to meet these criteria, but will do so only after consultation with the student.
6. I will complete a written evaluation of the program and myself.