

Models of Motion, 2014-15

Program Covenant – Fall Quarter

In this program we will examine mathematics, physics, and history of science with emphasis on connections between the three. Each student will bring unique background and goals to our studies, and it is our collective goal to build on those strengths at the same time as we stretch our learning in new directions. Upon completion, students will have gained hands-on experience with and a working knowledge of scientific and mathematical concepts, an ability to reason critically about and solve applied and fundamental problems in physics and math, and an increased understanding of the development of human thinking about these topics. These goals and the activities we undertake to reach them support students' work towards meeting the expectations of an Evergreen graduate. In order to achieve these goals, we ask you to agree to participate in creating our learning community and abide by this covenant.

Building a learning community

In an Evergreen "learning community" we are all co-learners with the opportunity to learn from each other, and we all have a responsibility to cultivate the ideal conditions for collaborative learning. Community is a state of being in the world that requires our attention and work to achieve. In a learning community, we collaborate to expand our knowledge and abilities. Collaborative learning develops a set of skills and experiences that will equip you to deal with a broad array of situations in future learning and work of almost any kind.

Success in a learning community does not mean that we all agree with each other all the time, or that conflicts never emerge. It means that we acknowledge each other as human beings, take delight in the variety of perspectives we bring to the table, and seek to address conflicts and differences of opinion with a spirit of generosity and flexibility.

In order to build a successful learning community, all members of the program share these responsibilities:

- Encouraging the free exchange of ideas in a respectful and civil manner. This includes showing respect for others who are speaking or listening (for example, talking, whispering, text messaging, cell phone ringing, or inappropriate use of portable computers is disruptive to the speaker and to those listening; turn off and store all electronic devices unless relevant for class activities).
- Keeping confidential any personal information others may reveal during program discussions.
- Recognizing that no one is exempt from dynamics of privilege and oppression and striving to be aware of how our actions and words affect others and communicating honestly to others about how their actions affect us.
- Responding civilly and productively when others communicate to us how our words or actions have affected them.
- Abiding by the Social Contract, Student Conduct Code and the Sexual Harassment policy.

Repeated disruption of the learning environment by violating these guidelines and the spirit from which they arise may result in expulsion from the program.

Students share these responsibilities:

- Engage actively with the program. This includes coming to class on time and prepared to participate in all activities.
- Complete and submit all assignments on time according to submission guidelines. Assignments must be submitted in the appropriate format to be considered for evaluation. Students should not expect faculty to read or comment on work received late, nor should they expect to receive credit for late work.
- Keep up. Check college email and the program blog regularly for information about the program. If you miss class it is your responsibility to find out from another student what you have missed and to catch up on all assignments and announcements including changes to the program syllabus.
- Be proactive and communicate. If you have questions or concerns about your work or the program, contact faculty directly. Students who require accommodations for academic work should contact Access Services (ph. 360-867-6348/TTY: 360-867-6834). Information about such accommodations is confidential and protected by legal and ethical considerations.
- Take care of yourself: If you become ill, stay home and recover quickly rather than extending your illness by over-exertion. While protecting your privacy, let the faculty know by e-mail or voice-mail as soon as possible when you miss class because of illness.
- Approach all program work with integrity. If faculty detect cheating, plagiarism, or other lapses of academic integrity, they will discuss the issue with the student and may report the instance for the Campus Grievance Officer to pursue further. Plagiarism includes but is not limited to:
 - Copying *any* material from the Internet for inclusion in your work without citing the author and context clearly.
 - Copying text, images, or ideas from a book, magazine, journal, essay, web-site, etc. by anyone else without clear citation of the author or original context.
- Conduct program activities in a responsible manner. This includes:

- cleaning up after yourself so that overworked janitorial staff or others don't have to do so,
- following and respecting all lab safety protocols and requirements, including safe and appropriate use of equipment, careful attention to safety rules, and appropriate and timely clean-up,
- using College equipment, facilities, and other shared resources responsibly,
- acting in compliance with all relevant College policies.
- Maintain a portfolio of all work, assessments, and evaluations.
- Include a transcript-worthy self-evaluation in your portfolio for each quarter and, if relevant, update your Academic Statement.
- Write an evaluation of each faculty at the end of the program.

Faculty share these responsibilities:

- Plan and implement the program and communicate changes to the syllabus.
- Provide timely and thoughtful responses to student work.
- Make time available for individual conferences with students during Evaluation week and as needed.
- Make every effort to notify students when they are at risk of losing credit.
- Handle all disputes in a spirit of respect and goodwill.
- Conduct interactions collaboratively and professionally.
- Actively participate in faculty seminars and planning meetings.
- Write formal evaluations of student achievement at the end of the quarter.

Credit and Evaluation

Students' work in the program will be evaluated with the learning goals described in the Syllabus in mind. Fulfilling minimum requirements and/or receiving full credit does not guarantee a positive evaluation.

Credit Equivalencies for Fall quarter (tentative):

6 Credits	Calculus with lab
6 Credits	Calculus-based physics with lab
4 Credits	Seminar: history of physics

Basis for Awarding Credit

- Regular, punctual attendance and active participation in all program activities.
- Completion and timely submission of assignments.
- Demonstration of comprehension of content knowledge and competence in process skills covered in the program.

Loss of Credit

- Too many absences from program activities during the quarter could affect credit. Repeated instances of lateness or early departure are equivalent to absence.
- Students may lose some or all credit because of unsatisfactory performance, failure to complete assignments, poor attendance, or other violations of the covenant.
- As a rule, late assignments and make-up work will not be accepted. Faculty may make exceptions if extenuating circumstances (such as illness or extraordinary family/relational needs) make class attendance or timely submission of work impossible. Clear communication is essential in these cases.
- Cheating, plagiarism, dishonesty, or other lapses of academic integrity may lead to total loss of credit.
- Credit is designed to be awarded on an all-or-nothing basis for each credit equivalency listed above.

By signing below, I certify that I have read the Models of Motion Fall Quarter Covenant and agree to abide by it, and that I have placed a copy of the Covenant in a secure location with my program handouts.