

## PROGRAM COVENANT

### HUMAN HEALTH AND BEHAVIOR

#### I. SUBJECT MATTER AND GOALS

Human Health and Behavior is an intermediate-level program, the entry program to the Human Health and Development Specialty Area. It is specifically designed to introduce students to the major subjects covered in this Area (health, psychology (especially developmental psychology), sociology), and it recognizes an obligation to prepare students for more advanced work in these fields. To do this well, it will provide a background in basic biology, with special emphasis on human biology. It will focus on questions, problems and issues in health, both for their own sake and because they are foci for developing information in other areas.

The program draws its information from several fields and it will attempt to weave them together into a whole. It is expected that students will obtain much of their information from assigned reading. Class time will consist of lectures, seminars, workshops and laboratories designed to augment and consolidate a basic understanding obtained through independent work or cooperative work among small groups of students. While it may appear, at first, that the program consists of independent topics, they will all become integrated. Therefore, each student must do all of the work for that portion of the program for which he/she is registered and either receive full credit for it or no credit. To receive credit, a student must satisfy the requirements explained on the separate memo entitled "Credit and Expectations of Students."

Students entering the program are not necessarily expected to have any particular background in the topics to be studied. They are only expected to have a minimum of one year of college work and to be able to read, write and engage in seminars at a level appropriate for college sophomores. Program faculty members will provide only a minimum of help with such basic skills. By the end of the program, students should be able to demonstrate, through written tests, papers and discussions, that they have a mastery of the program topics at the level discussed. They should also be able to write thoughtful, competent papers on questions of health and development raised in the program.

#### II. DUTIES, RESPONSIBILITIES AND RIGHTS

A. The program coordinator, Burton Guttman, will assume responsibility for major program business. The other members of the faculty team (William Arney (F, S), Barbara Cooley, and James Gulden (W)) will gladly accept other responsibilities that he may delegate to them.

B. All faculty members are responsible for the following:

1. Attend a faculty seminar every Tuesday afternoon, fully prepared to participate in the discussion.

2. Conduct one regular two-hour seminar each week based on the agreed-upon topics.
3. Conduct and participate in workshops as may be required.
4. Deliver lectures as may be required.
5. Attend lectures and workshops being given by other faculty members or by visitors.
6. Read and evaluate written work by students with reasonable dispatch.
7. Be available at least three hours weekly for student conferences.

C. All faculty members acknowledge that they are scholars in their own right, as well as teachers, and that their independent academic work is important to them individually and necessary to the College, since a teacher who does not engage in such work may soon grow stale and useless to everyone, including himself. Time has been left in the weekly schedule for them to engage in such activities, and they acknowledge that it is legitimate for them to spend this time on their independent work. It is assumed that program work and obligations to students and fellow faculty members will be met first, and personal work cannot be used as an excuse for not satisfying other reasonable expectations.

D. The faculty members of the program acknowledge to one another their common humanity and their human frailties and strengths. They agree to take their work seriously, but to protect and maintain their sense of humor and their sense of joy. They agree to support one another for their mutual peace of mind and happiness. They agree that nothing shall be allowed for long to create so hectic and harried a pace of life that their mutual goals of learning and teaching are threatened, and that work may be changed by mutual agreement to create a more satisfactory experience for them and for their students.

### III. PROCEDURES

A. Evaluations. Students will be evaluated by their own seminar leaders, but evaluative statements from other faculty members in the program will be welcomed and solicited. Evaluations for fall quarter will normally consist of an informal letter to the student, including some description of work done and the quality of that work that will be useful when the final evaluation is written. A similar informal evaluation will be written at the end of winter quarter. A formal evaluation will be written at the end of spring (or at the end of a quarter when a student leaves the program). Faculty members commit themselves to writing all evaluations on time, and in particular will leave no evaluations hanging during the next summer, except for Incompletes.

A student who wishes to challenge his/her evaluation should first take the matter up with the seminar leader who wrote the evaluation. If the matter cannot be resolved in this way, the objections should be submitted in writing to the Coordinator, who will then take the matter up with the faculty team.

B. Students leaving the program. A student may be asked to leave the program if his/her behavior is consistently disruptive, antagonistic and inimical to the conduct of the program. A student who is not doing satisfactory work or who seems to be out of touch with the program's goals may be advised to leave but not forced to do so. A student who is asked to leave and wishes to appeal may do so by arranging with the Coordinator to meet with the faculty team and discuss the matter. The decision of the faculty team after this meeting will be binding. The usual avenues of higher appeal in the College remain open, of course.

C. Faculty meetings and seminars. Faculty meetings and seminars will be held at 1:00 p. m. on Tuesdays. The session will begin with a business meeting that may not last more than one hour. All business will then be set aside and a faculty seminar will begin. Faculty members agree to come to this meeting on time, properly prepared. They also agree that the seminar shall be a time to relax, have a helluva good time, and learn from each other.

D. Evaluations of faculty. Faculty will evaluate one another at some convenient time during winter quarter. They will give one another written evaluations and these will be discussed, if necessary, during a time set aside for the purpose. Evaluations of faculty by students will be solicited and expected at the end of each quarter.

E. Program history. A special box will be kept in Lab 2018. Copies of all materials used in the program will be placed in this box by each faculty member at the time it is used or given out to students. At the end of the year, this material will be put in order, brief descriptive comments will be added if necessary, and it will be assembled into a program history with some additional narration and evaluation by Burton Guttman.

F. Changes in the program. Changes may be made in the program or in these rules at any time by consensus of the faculty. Program planning shall be the primary responsibility of the faculty, but student suggestions are welcomed at any time. Specific suggestions by students and expression of their interest in various options will be solicited in the winter quarter in preparation for projects to be undertaken in the spring.

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William Arney

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Barbara Cooley

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James Gulden

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Burton Guttman

16 September 1981