



## Business Meeting Minutes

05-11-10 (12:30 in Room 838)

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**Members Present:** Jessica Amato, Amanda Badgett, Steven Balassi, Stephanie Burns, Shawna Bynum, Diana Chiabotti, Dan Clemens, Michael Conroy, Emily Cosby, Agapito de la Garza, Michael Dow, Stephen Fawl, Sheryl Fernandez, Catherine Gillis, Stephanie Grohs, Ann Gross, Julie Hall, Betty Hopperstad, Jennifer King, Karen Larsen, John Liscano, Sherry Lohse, Rob Miller, Lynda Monger, Bonnie Moore, Forest Quinlan, Ron Rhyno, Scott Rose, Denise Rosselli, Mary Salceda-Nunez, Marci Sanchez, Rebecca Scott, Erik Shearer, Tom Smeltzer, Jerry Somerville, Janet Stickmon, Eileene Tejada, Diane Van Deusen, Maria Villagomez, Jeff Wachsmuth, Nadine Wade-Gravett, Eve-Anne Wilkes, and Lisa Yanover.

**Guests Present:** None.

1. **Welcome-** meeting called to order at 12:30
2. **Adoption of Agenda** msp  
Concern was expressed about the length of the agenda. S. Bynum commented that committee chair reports could be submitted electronically if topics exceeded allotted discussion time.
3. **Approval of Minutes from 04-13-10** msp
4. **Public Comment** -none
5. **Action Items**
  - 5.1 Ethics Policy  
Several questions were raised regarding process. It was felt that the person being accused should have the same rights as the accuser. A. Gross indicated that the faculty member process is one of collegial norming of values. The policy was amended to include language that both parties may request an ombudsperson to the process.  
msp as amended
  - 5.2 Curriculum Packet- Spring  
All GE changes have been pulled for further discussion. AS degree definition, degree revisions and a few course changes are included in the packet.  
msp

- 5.3 Curriculum Bylaws Change (2<sup>nd</sup> Reading)  
Issues for consideration included changes in voting responsibilities and rights and removal of language requiring mutual agreement for curriculum approval. Motion was proposed to amend change to establish division chairs as voting members. It was also moved that all non-senate members be granted voting rights.  
Discussion: Questions were raised as to why the original changes were proposed. It was clarified the AB1725 affirms that curriculum is a faculty responsibility. It is an attempt to clarify roles.  
Curriculum must be approved by division chairs.  
Division chairs and deans still are required to attend meeting  
WebCMS still requires chair/dean sign-off.  
With amended proposal, faculty will still have a majority vote.  
Curriculum is an autobiography of faculty.  
This change reflects what is going on at the state level.  
If you take away division chair vote, you take away investment.  
A power differential exists with division chairs and deans having equal vote.  
Division chairs teach, are members of the Senate.  
Division chairs supervise faculty, they serve in two different roles; faculty and administrator  
Our culture recognizes the Division Chairs as faculty and we should not disrupt msp on amendment 20- Yes, 16- No, 4- Absentions  
msp as amended 26-Yes, 4-No, 7- Absentions

## 6. Discussion Items

- 6.1 Senate Support for Student Initiative on Diversity Classes  
Faculty are in support of moving forward and the Inclusivity Committee will take action. Faculty need to be aware that resources exist to help in the development of inclusive curriculum.
- 6.2 ASNVC Student Lounge- A Cultural Center  
Faculty are encouraged to donate books/media. Also ideas for book club or speaker opportunities would be welcomed. Talk to ASNVC if interested.
- 6.3 High School to College Articulation Policy  
Issues for consideration; policies must be renewed yearly, faculty must establish and coordinate rigor, no residency requirement. Any questions or issues may be forwarded to Erik or Nadine.

## 7. Information Items

- 7.1 Faculty Web Pages  
All MyNVC web pages should be converted to SharePoint by June 30<sup>th</sup>.
- 7.2 Forum for Presidential Candidates: May 13 at 12:30-3:30

- 7.3 Disruptive Students Handout- new handout available.
- 7.4 Enrollment Management Report-none.
- 7.5 Instructional Material Fees Policy  
Efforts are just to clean up language, update, and follow Title 5.

**8. Reports (15 mins.)**

8.1 Officers Reports

- 8.1.1 President – Shawna Bynum  
D. Chiabotti has been elected to the statewide Senate and statewide curriculum.  
Faculty needed for interview committees. Committee assignments for next year will be e-mailed over the summer.
- 8.1.2 1<sup>st</sup> Vice Pres. – Erik Shearer- no report.
- 8.1.3 2<sup>nd</sup> Vice Pres./FCC Report– Rebecca Scott  
Contract Faculty Evaluations due May 7<sup>th</sup>.
- 8.1.3 Secretary – Nadine Wade-Gravett- no report.
- 8.1.5 Treasurer – Julie Hall- no report.

8.2 Standing Committee Chair Reports- to be submitted electronically.

- 8.2.1 Academic Standards & Practices– Stephanie Grohs- no report.
- 8.2.2 Curriculum – Steven Balassi- no report.
- 8.2.3 Faculty Standards & Practices – Ann Gross- no report.
- 8.2.4 Learning Outcomes Assessment – Erik Shearer- no report.
- 8.2.5 Professional Development – Michelle Hobbs- no report.
- 8.2.6 Social Committee – Susan Engle  
Successful faculty retirement party. Potluck planned for 2<sup>nd</sup> Flex day  
Fall 2010.
- 8.2.7 Student Standards & Practices – Rob Miller  
Next meeting will be on Flex day in August.

8.3 Shared Governance Reports- no reports

- 8.3.1 Budget – Walter Unti
- 8.3.2 Planning – Stephanie Burns

**Meeting adjourned 1:30**

*Respectfully submitted by Nadine Wade-Gravett*

## **NVC Faculty Ethics Procedures Faculty Standards and Practices**

*Approved by the NVC Academic Senate, May 2010*

### Ethical Guidelines

As academic professionals, the faculty of Napa Valley College endorse the "Statement on Professional Ethics" of the American Association of University Professors (AAUP), which has identified five areas of faculty responsibility, including responsibility to their: 1) disciplines; 2) students; 3) colleagues; 4) institutions; and 5) communities. In addition, the faculty endorses the Board of Directors' Statement of the Association of American Colleges and Universities (AACU) – "Academic Freedom and Educational Responsibility," which clarifies the balance between academic freedom and academic responsibility.

In connection with the principles laid out in the above listed documents, faculty has a primary obligation to take reasonable precautions to respect the confidentiality rights of those with whom they work or consult, i.e., colleagues, staff, students and potential students, recognizing that confidentiality may be established by law, institutional rules, or professional or scientific relationships.

The faculty will adhere to these ethical principles to support the mission and values of the institution.

### Process for Addressing Alleged Ethics Violations

Faculty ethics guidelines are designed to promote academic integrity and respectful, collegial communication. Any suspected violations will be addressed following these same principles.

Faculty ethics violation complaints will follow a process that is designed to promote collegial conflict resolution at the lowest level possible. That is, the complainant will meet directly with the faculty member to discuss the perceived violation. At that meeting, the complainant will identify the specific behaviors that were problematic, the ethical standards that the behavior appeared to violate, and the specific changes in behavior that the complainant believes would be more appropriate. To protect both parties, a written record of date and outcome of the meeting should be agreed to and maintained by both individuals.

Because of the power differential that may exist between students, staff and faculty, both parties may access an ombudsman throughout the process. The ombudsman will be selected from the Academic Senate Faculty Ethics Advisors (FEA). The ombudsman may attend any meetings with the complainant, and his/her role will be to clarify the process and facilitate constructive dialogue between both parties.

In cases in which both parties cannot reach agreement, or when a faculty member repeatedly violates one or more standards of ethical behavior, the complainant may take the issue to the Academic Senate Faculty Ethics Advisors (FEA) for review. The FEA will meet with both the complainant(s) and the faculty member in question to review the specifics listed above and facilitate a resolution. The focus of the meeting will be to help ensure that each person's perspective is heard, to clarify the college's expectations for ethical behavior, and to reach agreement on future standards for behavior. If an agreement cannot be reached, the FEA will refer the issue to the District, for administrative review under the progressive discipline policy.

Serious infractions involving alleged violations of campus policies, professional responsibilities, Ed. Code, etc. will be addressed by the District through the progressive discipline process described in the Faculty Agreement, or through legal channels.

The Academic Senate Faculty Ethics Advisors will consist of three to four faculty members, at least one of whom will be a Counselor. They will be selected from the entire tenured faculty by vote every five years (or as needed to replace members), and will convene only as needed to review specific complaints. Members will be selected based on their demonstrated record of effective and collegial communication skills, intercultural competence, evidence of critical thinking and problem solving abilities, and overall fairness in dealing with others.

### Timelines

The complainant has 10 working days from the date of the alleged ethics violation to request a meeting with the faculty member. That meeting must occur within 10 working days of the request to meet.

If the initial meeting does not resolve the issue, either party may contact the FEA to schedule a follow-up meeting with the FEA. That meeting will occur within 10 working days of the request. In the rare circumstance in which not all parties are available to meet during that time period, the FEA may extend the time period to accommodate the needs of the individuals involved.

If the FEA determines that the severity of the alleged ethics violation or a pattern of ethics violations merits a District investigation, they will notify the faculty member, the complainant and the District within five working days of their meeting with the involved parties.

The District will initiate its investigation within 10 working days of the date it was notified of the alleged infraction, and will notify all parties of the outcome of that investigation within 30 working days after initiating the investigation.

# Statement on Professional Ethics

*The statement that follows, a revision of a statement originally adopted in 1966, was approved by the Association's Committee on Professional Ethics, adopted by the Association's Council in June 1987, and endorsed by the Seventy-third Annual Meeting.*

## **Introduction**

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The *Statement on Professional Ethics* that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and the Committee on Professional Ethics, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the 1940 *Statement of Principles on Academic Freedom and Tenure*, the 1958 *Statement on Procedural Standards in Faculty Dismissal Proceedings*, or the applicable provisions of the Association's *Recommended Institutional Regulations on Academic Freedom and Tenure*.

## **The Statement**

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas

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## **Academic Freedom and Educational Responsibility**

### **AAC&U Board of Directors' Statement**

**January 6, 2006**

Also available for [purchase](#) or [download \(pdf\)](#)

Academic freedom and responsibility have long been topics for public concern and debate. Academic freedom to explore significant and controversial questions is an essential precondition to fulfill the academy's mission of educating students and advancing knowledge. Academic responsibility requires professors to submit their knowledge and claims to rigorous and public review by peers who are experts in the subject matter under consideration; to ground their arguments in the best available evidence; and to work together to foster the education of students. The Association of American Colleges and Universities (AAC&U), in concert with the American Association of University Professors, helped establish the principles of academic freedom early in the twentieth century, and recently AAC&U joined with other associations to reaffirm them.\*

Today, new challenges to academic freedom have arisen from both the right and the left. On the right, conservative activist David Horowitz, founder of Students for Academic Freedom, has fashioned an "academic bill of rights" that is being considered in several states ostensibly as a means of protecting "conservative" students from alleged indoctrination by the purportedly "liberal" views of faculty. This bill inappropriately invites political oversight of scholarly and educational work. On the left, anti-war protests by students have interrupted speeches by proponents of current national policies. Some protestors have sought to silence—rather than debate—positions with which they do not agree. These challenges prompt AAC&U to revisit the basic principles involved and to discuss the role of academic freedom.

There is, however, an additional dimension of academic freedom that was not well developed in the original principles, and that has to do with the responsibilities of faculty members for educational programs. Faculty are responsible for establishing goals for student learning, for designing and implementing programs of general education and specialized study that intentionally cultivate the intended learning, and for assessing students' achievement. In these matters, faculty must work collaboratively with their colleagues in their departments, schools, and institutions as well as with relevant administrators. Academic freedom is necessary not just so faculty members can conduct their individual research and teach their own courses, but so they can enable students—through whole college programs of study—to acquire the learning they need to contribute to society.

As faculty carry out this mission, it is inevitable that students will encounter ideas, books, and people that challenge their preconceived ideas and beliefs. The resulting tension between the faculty's freedom to teach—individually and collectively—and the students' freedom to form independent judgments opens an additional dimension of academic freedom and educational responsibility that deserves further discussion, both with the public and with students themselves.

The clash of competing ideas is an important catalyst, not only for the expansion of knowledge but also in students' development of independent critical judgment. Recognizing this dynamic, many well-intentioned observers underline the importance of "teaching all sides of the debate" in college classrooms. Teaching the debates is important but by no means sufficient. It is also essential that faculty help students learn—through their college studies—to engage differences of opinion, evaluate evidence, and form their own grounded judgments about the relative value of competing perspectives. This too is an essential part of higher education's role both in advancing knowledge and in sustaining a society that is free, diverse, and democratic.

### **Intellectual Diversity and the Indispensable Role of Liberal Education**

In any education of quality, students encounter an abundance of intellectual diversity—new knowledge, different perspectives, competing ideas, and alternative claims of truth. This

intellectual diversity is experienced by some students as exciting and challenging, while others are confused and overwhelmed by the complexity. Liberal education, the nation's signature educational tradition, helps students develop the skills of analysis and critical inquiry with particular emphasis on exploring and evaluating competing claims and different perspectives. With its emphasis on breadth of knowledge and sophisticated habits of mind, liberal education is the best and most powerful way to build students' capacities to form their own judgments about complex or controversial questions. AAC&U believes that all students need and deserve this kind of education, regardless of their academic major or intended career.

Liberal education involves more than the mind. It also involves developing students' personal qualities, including a strong sense of responsibility to self and others. Liberally educated students are curious about new intellectual questions, open to alternative ways of viewing a situation or problem, disciplined to follow intellectual methods to conclusions, capable of accepting criticism from others, tolerant of ambiguity, and respectful of others with different views. They understand and accept the imperative of academic honesty. Personal development is a very real part of intellectual development.

Beyond fostering intellectual and personal development, a liberal education also enables students to develop meaning and commitments in their lives. In college they can explore different ways to relate to others, imagine alternative futures, decide on their intended careers, and consider their larger life's work of contributing to the common good.

Building such intellectual and personal capacities is the right way to warn students of the inappropriateness and dangers of indoctrination, help them see through the distortions of propaganda, and enable them to assess judiciously the persuasiveness of powerful emotional appeals. Emphasizing the quality of analysis helps students see why unwelcome views need to be heard rather than silenced. By thoughtfully engaging diverse perspectives, liberal education leads to greater personal freedom through greater competence. Ensuring that college students are liberally educated is essential both to a deliberative democracy and to an economy dependent on innovation.

### **What Is Not Required in the Name of Intellectual Diversity?**

There are several misconceptions about intellectual diversity and academic freedom, and we address some of them here.

1. In an educational community, freedom of speech, or the narrower concept of academic freedom, does not mean the freedom to say anything that one wants. For example, freedom of speech does not mean that one can say something that causes physical danger to others. In a learning context, one must both respect those who disagree with oneself and also maintain an atmosphere of civility. Anything less creates a hostile environment that limits intellectual diversity and, therefore, the quality of learning.
2. Students do not have a right to remain free from encountering unwelcome or "inconvenient questions," in the words of Max Weber. Students who accept the literal truth of creation narratives do not have a right to avoid the study of the science of evolution in a biology course; anti-Semites do not have a right to a history course based on the premise that the Holocaust did not happen. Students protesting their institution's sale of clothing made in sweatshops do not have a right to interrupt the education of others. Students do have a right to hear and examine diverse opinions, but within the frameworks that knowledgeable scholars—themselves subject to rigorous standards of peer review—have determined to be reliable and accurate. That is, in considering what range of views should be introduced and considered, the academy is guided by the best knowledge available in the community of scholars.
3. All competing ideas on a subject do not deserve to be included in a course or program, or to be regarded as equally valid just because they have been asserted. For example, creationism, even in its modern guise as "intelligent design," has no standing among

experts in the life sciences because its claims cannot be tested by scientific methods.

However, creationism and intelligent design might well be studied in a wide range of other disciplinary contexts such as the history of ideas or the sociology of religion.

4. While the diversity of topics introduced in a particular area of study should illustrate the existence of debate, it is not realistic to expect that undergraduate students will have the opportunity to study every dispute relevant to a course or program. The professional judgment of teachers determines the content of courses.

### **Academic Freedom and Scholarly Community**

A college or university is a dedicated social place where a variety of competing claims to truth can be explored and tested, free from political interference. The persons who drive the production of knowledge and the process of education are highly trained professors, and they, through an elaborate process of review by professional peers, take responsibility as a community for the quality of their scholarship, teaching, and student learning. Trustees, administrators, policy makers, and other stakeholders also have important roles to play, but the faculty and their students stand at the center of the enterprise.

The development of a body of knowledge involves scientists or other scholars in developing their best ideas and then subjecting them to empirical tests and/or searching scholarly criticism. Knowledge is not simply a matter of making an assertion but of developing the evidence for that assertion in terms that gain acceptance among those with the necessary training and expertise to evaluate the scholarly analysis. In order to contribute to knowledge, scholars require the freedom to pursue their ideas wherever they lead, unconstrained by political, religious, or other dictums. And scholars need the informed criticism of peers who represent a broad spectrum of insight and experience in order to build a body of knowledge. One of the great strengths of higher education in the United States is the integration of scholarly research and educational communities. Students benefit enormously when their learning is guided by thoughtful and knowledgeable scholars who come from diverse backgrounds and who are trained to high levels in a variety of disciplines.

A discipline consists of a specialized community that, through intense collective effort, has formulated reliable methods for determining whether any particular claim meets accepted criteria for truth. But assertions from any single disciplinary community as to “what is the case” are themselves necessarily partial and bounded, because other disciplinary communities can and do provide different perspectives on the same topics. Economists, for example, see poverty through one set of lenses, while political scientists and historians contribute different, and sometimes directly competing, perspectives on the same issue.

Any assertion from a particular individual or a specific intellectual community is necessarily simpler than the complexity it attempts to explain and describe. This is the central reason both scholars and students must work within a communal setting that involves multiple academic disciplines, and that fosters an ethos of communication, contestation, and civility. By creating such communities of inquiry, the academy ensures that no proposal stands without alternatives or arrogates to itself the claim of possessing the sole truth. The advancement of knowledge requires that intellectual differences be engaged and explored even as individuals with different points of view are also respected.

### **Intellectual Diversity and the Development of Judgment**

Although one often hears that faculty “impart knowledge” to students, the reality is that, in a good liberal education, substantial time is devoted to teaching students how to acquire new knowledge for themselves and how to evaluate evidence within different areas of knowledge. To do this well, professors in the classroom also need academic freedom to explore their subjects—including contested questions and real-world implications—with their students. To help students think critically about a subject or problem, faculty members need to take seriously what students already know or believe about that topic and engage that prior

understanding so new learning modifies the old—complicating, correcting, and expanding it. This process of cultivating a liberal education is a journey that transforms the minds and hearts, and frequently the starting assumptions, of those involved—both teachers and students. Because knowledge is always expanding, the eventual destination is uncertain.

To develop their own critical judgment, students also need the freedom to express their ideas publicly as well as repeated opportunities to explore a wide range of insights and perspectives. The diversity of the educational community is an important resource to this process; research shows that students are more likely to develop cognitive complexity when they frequently interact with people, views, and experiences that are different from their own.

Expressing one's ideas and entertaining divergent perspectives—about race, gender, religion, or cultural values, for example—can be frightening for students. They require a safe environment in order to feel free to express their own views. They need confidence that they will not be subjected to ridicule by either students or professors. They have a right to be graded on the intellectual merit of their arguments, uninfluenced by the personal views of professors. And, of course, they have a right to appeal if they are not able to reach a satisfactory resolution of differences with a professor.

Learning to form independent judgments further requires that students demonstrate openness to the challenges their ideas may elicit and the willingness to alter their original views in light of new knowledge, evidence, and perspectives. Just as a crustacean breaks its confining shell in order to grow, so students may have to jettison narrow concepts as they expand their knowledge and develop more advanced analytical capacities. As they acquire the capacities to encounter, grasp, and evaluate diverse points of view, they also gain more nuanced, sophisticated, and mature understandings of the world. Every college student deserves to experience the intellectual excitement that comes from the capacity to extend the known to the unknown and to discern previously unsuspected relationships.

Students may, in the end, reaffirm the worldviews and commitments that they brought with them to college. But they should do so far more aware of the complexity of the issues at stake and far better able to ground their commitments in analysis, evidence, and careful consideration of alternatives.

### **Teaching Students to Form Their Own Judgments**

Research shows that students tend to develop intellectual and ethical capacities through a series of predictable stages. Students frequently enter college with a “black and white” view of the world, see things as either good or bad, and expect their professors and textbooks to serve as definitive authorities. Part of the job of becoming educated involves breaking out of this dualistic mindset. Students' growing awareness of intellectual diversity frequently leads to a second cognitive stage that may be described as naive relativism. Once students see that ideas and methods are contested, and that their teachers may differ among themselves about interpretations of truth on certain questions, students often decide that “any idea is as good as any other.” While this is a predictable phase in their intellectual development, it is a phase that their teachers must recognize and challenge. Students cannot be allowed to be content with the notion that there is no legitimate way—beyond arbitrary choice—to determine the relative value of competing claims.

Thus it is vital that liberal education be organized to help students progress to a third, more mature, mental framework in which they form judgments—even in the face of continuing disagreement—about the relative merits of different views, based on careful evaluation of assumptions, arguments, and evidence. One of the central purposes of majoring in a particular discipline or academic field is to come to the understanding that different fields of endeavor provide well-grounded intellectual criteria for making decisions about alternative claims. Using these criteria, students can learn to discriminate by arguing the evidence, with the understanding that arguments exist for the purpose of clarifying ideas, evaluating claims,

considering consequences, and making choices.

In this process, it is important that students be asked to assess competing points of view and to address them in making their own arguments. A good analysis does not simply ignore competing perspectives; rather, it takes them thoughtfully and carefully into account. Students need to learn, through the kind of extended and direct experience afforded by study in depth as well as general education courses, to be able to state why a question or argument is significant and for whom; what the difference is between developing and justifying a position and merely asserting one; and how to develop and provide evidence for their own interpretations and judgments.

Accomplishing this kind of educational result cannot be taken for granted or left to students' unaided musings. There must be curricular space, capable guides and models, and a supportive institutional culture to encourage students as they learn to develop their own critical judgments. Freedom to learn is indispensable for both students and professors as they examine and assess disparate points of view within and across disciplinary boundaries. In the best designed college curricula and assessments, ample opportunity exists for students both to work on these intellectual skills and to demonstrate to the community their level of achievement in analyzing complex questions.

Further, this kind of intellectual journey often has the greatest impact on students when they apply their knowledge and inquiry skills to issues and problems beyond the academy. Students sometimes envision education as being removed from the "real world," but direct involvement with communities beyond the academy can illustrate the actual power and significance of their learning. In such community settings, students may encounter new forms of intellectual diversity, forms that emerge from working with people whose histories, experiences, perspectives, and values may be decidedly different from their own—and also, perhaps, from that of the scholarly community. Service learning, community-based learning, community action research, internships, study abroad, and similar experiences all provide opportunities for authentic learning that engage students in using their critical skills to understand and to better the world.

Those outside the academy readily see the enrichment value of providing students with hands-on experience in community or organizational settings. However, they must also recognize that real-world learning may involve students with issues and problems that have been highly politicized. Indeed, some of the same experiences that enhance the knowledge, skills, and motivation of students to become more engaged in civic betterment are precisely the ones that are politically contested. As a result, faculty whose courses include community-based learning experiences often find that they must help students assess controversial topics that—at first glance—might be thought extraneous to the subject of the course. When such controversial topics emerge, faculty have to use their professional judgment in deciding whether to devote class time to them. If they do, they have a responsibility to ensure that students hear and assess diverse views on these topics.

### **The Ideal versus the Real**

Academic freedom is sometimes confused with autonomy, thought and speech freed from all constraints. But academic freedom implies not just *freedom from* constraint but also *freedom for* faculty and students to work within a scholarly community to develop the intellectual and personal qualities required of citizens in a vibrant democracy and participants in a vigorous economy. Academic freedom is protected by society so that faculty and students can use that freedom to promote the larger good.

This document articulates an ideal that is based on historic conceptions of academic freedom and extends those precepts to include responsibilities for the holistic education of students. In reality, practice often falls short of these norms. Departments and sometimes whole institutions do not always establish widely shared goals for student learning, programs may drift away

from original intentions, and assessments may be inadequate. Some departments fail to ensure that their curricula include the full diversity of legitimate intellectual perspectives appropriate to their disciplines. And individual faculty members sometimes express their personal views to students in ways that intimidate them. There are institutional means for dealing with these matters, and in all of these areas, there is room for improvement. The key to improvement is clarity about the larger purpose of academic freedom and about the educational responsibilities it is designed to advance.

\*The Association of American Colleges (now the Association of American Colleges and Universities) began work on this issue in the early 1920s. Then, through a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges established the principles set forth in the 1940 Statement of Principles on Academic Freedom and Tenure. In 2005, the Association of American Colleges and Universities, along with twenty-eight other higher education organizations, endorsed Academic Rights and Responsibilities, the American Council on Education's statement on intellectual diversity on college and university campuses.

# **Curriculum Packet**

*Approved by the NVC Academic Senate, May 2010*

## **Statement of Philosophy of General Education at Napa Valley College**

General Education, an integrated program of courses, is the foundation of the Associates Degree. General Education courses introduce students to the achievements, the methods of inquiry and the major principles and concepts in the humanities, the social sciences, mathematics, and the natural sciences. Graduates possess in common a foundation of knowledge for understanding their physical environment, culture and society and the skills of inquiry, reflection, and expression for personal growth and lifelong learning.

*Approved by the Academic Senate March 2010*

### **General Education Outcomes**

Upon successful completion of the program of courses, offered at the freshman and sophomore level, that comprise General Education at Napa Valley College, students will have attained the following outcomes designed to enable them to:

Develop the ability to think critically and analytically by understanding the relationship between language and logic

Effectively use written, spoken, mathematical and other symbolic forms of communication

Apply the scientific method in examining the physical universe, its life forms, and natural phenomena

Develop awareness of the methods of inquiry used in the social and behavioral sciences to critically examine people as members of society and how they act in response to their society

Critically examine cultural activities and artistic expression throughout the ages and across cultures with aesthetic understanding. Develop awareness of religious and philosophical thought in the expression of human beings

Demonstrate intercultural competence through the analysis of the contributions and perspectives of underrepresented cultural and gender/affection\* groups in contemporary American cultural life

Apply knowledge, values, and skills which lead to lifelong health and wellness

Demonstrate knowledge of American history and the development of common American political institutions and to assess the value of civic responsibility and engagement

*\*sexual orientation*

*Approved by the Academic Senate December 2009*

## NVC GE Descriptions

### **A. Natural Science:**

Courses in the natural sciences are those that examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course will be designed to help the student develop an appreciation and understanding of the scientific method. These courses will also impart to the student an understanding of the relationships between science and the world around them. This category will include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

### **B: Humanities:**

Courses in the humanities are those that study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course will be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them with artistic and cultural creation. These courses will help the student develop aesthetic understanding and an ability to make value judgments. This category will include introductory or integrative courses in the arts, foreign languages, literature, philosophy, religion, and related disciplines.

### **C. Social and Behavioral Sciences:**

Courses in the social and behavioral sciences are those that focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course will be designed to develop an awareness of the methods of inquiry used by the social and behavioral sciences. It will be designed to stimulate critical thinking about the ways people act in response to their societies and should promote an appreciation of how societies and social subgroups operate. This category will include introductory or integrative courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

### **D: Language and Rationality:**

Courses in language and rationality are those that develop for the student the principles and applications of language, whether it be written, spoken or symbolic. These courses will explore language in all its various stages; from logical thought to a clear and precise expression of that thought, including critical evaluation of the process. Three components of this area will be required.

- (i) **English Composition:** Courses fulfilling the English composition requirement will focus on written language. To satisfy the general education requirement in English composition, a course will be designed to include substantial instruction and practice in both expository and argumentative writing.
- (ii) **Mathematical Concepts and Quantitative Reasoning:** Courses fulfilling the mathematical concepts and quantitative reasoning requirement will focus on symbolic language. To satisfy the general education requirement in mathematical concepts and quantitative reasoning, a course will be designed to help a student successfully process information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. This category will include courses in mathematics, specifically those which meet or exceed the math competency requirement, including statistics.
- (iii) **Communication and Analytical Thinking:** Courses fulfilling the communication and analytical thinking requirement will focus on spoken or symbolic language. To satisfy the

general education requirement in communication and analytical thinking, a course will be designed to help the student achieve an understanding of the relationship between language and logic, leading to the ability to communicate ideas, analyze and solve problems, and identify the assumptions upon which particular conclusions depend. This category will include introductory or integrative courses in oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

**E. Multicultural/Gender Studies:**

Courses in multicultural/gender studies introduce students to multiple cultural and gendered analyses of contemporary social life. To satisfy the general education requirement in multicultural/gender studies, a course shall be designed for the analysis of the contributions and perspectives of underrepresented cultures. Such analysis is to be explicit, not implicit, in the course of study. Courses shall include at least three of the following groups: African American, Chicano/Latino, Asian American, Native American, those defined exclusively by sex, sexual/affection groups, disabilities and those defined by age. A significant portion of the course of study shall offer gendered analysis, with special attention paid to the perspectives and contributions of women. Historical perspectives may be used to provide background and context and/or to reflect contemporary social conditions. This category will include introductory courses in a variety of disciplines that reflect multiple cultural and gendered analyses of contemporary social life.

*Approved by the Academic Senate February 2010*

**AS Degree Definition**

Napa Valley College defines the Associate of Science Degree as an associate degree in the areas of science, technology, engineering, and mathematics (STEM) or in the area of career technical education (CTE).

*Approved by the Academic Senate April 2010*

## AA Degree Revisions

The following revisions were approved in spring 2010 by the CC, the AS, and the BOT and will be included in the 2010-12 NVC Catalog. Further, these changes must be filed with the CO to ensure that the official inventory matches our local documents.

### I. Degrees Moved to Inactive Status

The following degrees have been archived. NVC must submit these changes to the CO using the CCC-511 form.

<b>Degree Title in CO Inventory</b>	<b>TOPS Code</b>	<b>Unique Code</b>
Creative and Literary Arts	4903.00	19112
Music	1004.00	19115
Psychology, General	2001.00	19119
Musical Theater	1007.00	19116
Studio Arts	1002.00	19126
Theater Arts	1007.00	19128
Spanish, Heritage Speakers	1105.00	19125
Spanish, Non-native Speakers	1105.00	19123

### II. Revised Degrees

The following degrees had minor revisions to units, degree type, or emphases in the major. These changes need to be submitted to the CO using the CCC-511 form.

<b>Degree Title in CO Inventory</b>	<b>Unit Change</b>	<b>Other Changes</b>	<b>TOPS Code</b>	<b>Unique Code</b>
Art History	24 to 18		1001.00	22827
Theater Arts	27 to 21		1007.00	19129
Natural Science and Mathematics		AA to AS	4902.00	19118
Studio Arts		Add. 2 Emph.	1002.00	19127
Musical Theater	24 to 21		1007.00	19117

*Updated April 2010*

## Approved Course Changes

### New Courses

ANTH 120L	HUMA 121
ARTH 180	LEGS 100
BUSI 141	LEGS 110
COUN 199	LEGS 120
COUN 288	LEGS 130
DART 282	MUSI 85
DRAM 156	MUSI 87
DRAM 89	MUSI 89
FILM 105	NURS 247
FILM 106	PHOT 310
FILM 115	PHOT 152
FILM 117	PHOT 153a
FILM 120	PHOT 153b
FILM 121	PHOT 155
HUMA 105	PHOT 180
HUMA 106	PHOT 181
HUMA 115	PHOT 282
HUMA 117	PHOT 290
HUMA 120	PHOT 291

### Archived Courses

ART 133a	FREN 260
ART 133b	FREN 261
ART 184	HELH 110
ART 185	HUMA 176
ART 186	HUMA 178
ART 187	HUMA 179
ART 190	HUMA 188
ART 227	ITAL 240
ART 233	MUSI 155
ART 235	MUSI 221
ARTH 150	MUSI 222
ARTH 215	PHOT 160
ASL 130	PHOT 227
BIOL 190	PHOT 260
CHEM 298	PHOT 301
CISA 100	PHOT 303
CISA 134	PHOT 304
COMS 134	PHYE 102
FILM 102	PHYE 110
FILM 103	PHYE 116
PHYE 120	PLEG 302

PHYE 121  
PHYE 126  
PHYE 156  
PLEG 298  
PLEG 300  
PLEG 301

PLEG 303  
PSYC 190  
SPAN 102  
SPAN 103  
THEA 160

**Modified Courses**

ACCT 127  
CFS 270  
DDGT 110  
DDGT 120  
DDGT 121  
DDGT 201  
DDGT 202  
DDGT 203  
DDGT 205  
DDGT 207  
DDGT 208  
DDGT 230  
DDGT 231  
DDGT 240  
DDGT 241  
DRAM 140  
DRAM 220  
DRAM 244  
ENGL 123  
ENGL 125  
ENGL 200  
ENGL 201  
ENGL 202  
ENGL 220  
ENGL 91  
FREN 120  
FREN 121  
FREN 240  
FREN 241  
GEOG 121  
GEOG 130  
GEOG 131  
HUMA 104

MATH 121  
MATH 221  
NURS 141  
NURS 142  
NURS 143  
NURS 144  
NURS 246  
NURS 248  
NURS 249  
NURS 250  
PHIL 120  
PHIL 121  
PHIL 125  
PHIL 126  
PHIL 133  
PHIL 134  
PHYE 130  
POLI 145  
RESP 120  
RESP 140  
RESP 150  
RESP 160  
WELD 120  
WELD 130  
WELD 132  
WELD 133  
WELD 150  
WELD 151  
WELD 241  
WOEX 190  
WOEX 191  
WOEX 193

**Modified Programs**

A.S. in Photography  
Certificate in Photography  
  
Concentration In Accounting  
Digital Asset Management Certificate  
Art History  
Theater Arts  
Natural Science and Mathematics  
Studio Arts  
Musical Theater  
Business and Management  
Certificate in Human Services  
AS in Human Services

**Archived Programs**

Creative and Literacy Arts  
Music  
Psychology, General  
Musical Theater  
Studio Arts  
Theater Arts  
Spanish, Heritage Speakers  
Spanish, Non-native speakers

**New Programs**

Entrepreneurial Certificate  
Economics Certificate  
Machine Tool Technology - 1 Year  
Certificate

*Section 6: Curriculum Committee*

The Curriculum Committee shall evaluate and make recommendations on matters related to the credit and non-credit curriculum. Course and program additions, deletions, or significant changes or program requirements or in course outlines must be acted upon by this committee.

Membership: The committee will consist of the following Academic Senate members: the Faculty Chair, Division Chairs, Articulation Officer (if faculty), and one faculty from each of the nine instructional areas: Arts and Humanities, Career Technical/Business, Counseling, Health Occupations, Language and Developmental Studies, Librarians, Physical Education/Athletics, Science Math and Engineering, Social Sciences

Non-Senate members of the committee are: the Vice President of Instruction (Administrative Chair), the Division Deans, the Credit Schedule Developer (Classified representative), and one student representative appointed by the Associated Student Body.

The committee should also identify chair-in training. If the chair-in training is recruited from outside the committee than the faculty member would sit on the committee for up to one year.

The Curriculum Committee will have a Faculty Chair and an Administrative Chair. The Faculty Chair shall be elected by the Academic Senate members of the committee. The faculty chair will receive secretarial support from the Office of Instruction.

The Curriculum Committee shall:

1. Develop written procedures for new course and program submission and approval. The Senate is to approve processes and procedures.
2. Act as a resource to the Academic Standards & Practices Committee on issues relating to curriculum, such as changes in graduation or general education requirements.
3. Review and make recommendations on proposed new courses and new programs and on course and program revisions. Recommend additions, deletions, and/or changes in course outlines for new and established courses.
4. Classify courses into appropriate disciplines and indicate which are transferable. The committee will determine if a course is classified as General Education and into which category it should be placed.
5. Review and make recommendations on proposed course deletions and inactive status.
6. Make recommendations concerning course and program changes to the Academic Senate and to the NVC Board of Trustees for approval. Minutes and agendas of all meetings shall be sent to the Academic Senate President and to the Academic Standards & Practices Committee Chair, and shall be posted on the Senate bulletin board.

# ASNVC Support for Diversity Classes

ASNVC hereby states that Napa Valley College is an institution in service to the community, and the community is composed of many cultures.

Therefore, in service to the community for whom the Napa Valley College serves; ASNVC declares support for courses that serve the diverse student population on the NVC campus. Such courses include (but are not restricted to) those within the disciplines of literature, history, psychology, and sociology that focus on, but are not limited to the experiences of African-Americans, Chicano & Latino-Americans, Asian/Pacific Islander-Americans, Native-Americans, Middle Eastern- Americans, women, and the LGBTQPI community. Such courses need to be prioritized, protected, and implemented to a coequal level in order to enrich the multicultural nature of our Napa Valley College community.

## Endorsed by:

ASNVC

Amnesty International

UMOJA

Students for a Democratic Society

La Comunidad Unida

Ushirika

All Arts Club

Garden Club

Region II

## **High School to College Articulation Policy Napa Valley College**

### I. Principles

Napa Valley College establishes course-to-course articulation agreements with high schools to facilitate successful student transition from high school to college. All articulation agreements must be established and maintained according to the following guidelines and principles:

1. Articulation agreements are initiated by high school faculty and approved by college faculty in the appropriate NVC department. NVC faculty may also approach high school faculty to begin the process.
2. To establish articulation agreements, both high school and NVC faculty must agree to the following conditions:
  - a. Common measurable learning outcomes as determined by the college faculty.
  - b. Common assessment methods, e.g. exam, portfolio, skills demonstrations, or other mutually agreed-upon methods.
  - c. Common measure of success, e.g. score or placement on rubric, percentile, grade, etc.
  - d. The receiving college faculty has the right to review and approve or deny any individual application for credit through articulation.
3. NVC does not require that a student meet any residency requirement. Students successfully applying for credit through articulation will be awarded credit upon application to NVC.
4. All articulation agreements must be reviewed and renewed yearly. Agreements that do not undergo yearly review will be nullified.

### II. Process

All articulation agreements must follow the process outlined below:

1. High School Faculty proposes articulation.
2. Articulation proposal reviewed by NVC faculty member in the appropriate division.
3. If accepted, both faculty will submit a completed agreement form to the appropriate Division Chair / Dean.
4. Division Chair / Dean forwards the agreement to the VP of Instruction for approval, who in turn submits the proposal to the BOT.
5. Once approved by the BOT, the articulation agreement will be filed with Admissions and Records at NVC.
6. The Division Chair / Dean will direct faculty to conduct yearly review of established articulation agreements each Spring for the following Fall.

# Napa Valley College Articulation Agreement

<b>School</b> (High School/ROP/Adult School)	<b>College</b>
Institution: Representative: Address: Phone: Email:	Representative: Division: Program: Address: Phone: Email:

A. College Course Description

B. Units:

C. Prerequisites:

D. Required Content for Articulation

E. Required Competencies:

F. Methods for end of course assessment:

G. Procedures and/or Criteria for course Articulation:

H. Textbook:

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College Faculty Representative: \_\_\_\_\_ Date: \_\_\_\_\_

High School Faculty Representative: \_\_\_\_\_ Date: \_\_\_\_\_

R.O. P. Representative: \_\_\_\_\_ Date: \_\_\_\_\_

Napa County Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

NVC Dean / Division Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Vice President of Instruction: \_\_\_\_\_ Date: \_\_\_\_\_