Members present: Steven Balassi, Stephanie Burns, Shawna Bynum, Dianna Chiabotti, Susan Engle, Stephanie Grohs, Ann Gross, Julie Hall, Rob Miller, Rebecca Scott, Erik Shearer, Walter Unti, and Nadine Wade-Gravett.

Member absent: Michelle Hobbs.

1. **Welcome**
   - Meeting called to order at 12:30 pm

2. **Adoption of Agenda** -msp

3. **Approval of Minutes from 3-23-10** -msp

4. **Public Comment** -none

5. **Action/Discussion Items**

   5.1 **Curriculum Committee Changes**
   - Language has been added to include multi cultural/ gender review in the process. Bylaws changes include the removal of the section that states that Curriculum is approved through mutual consent. Curriculum is the responsibility of faculty and approved Curriculum is sent directly to the Board. Process changes will be brought forward for one reading. All other Bylaws changes will be presented for two readings in April and May.
   -msp

   5.2 **Ethics Policy**
   - Policy will be brought forward to the full senate as a Discussion Item.
   -msp

   5.3 **Disruptive Students Handout**
   - The handout is intended to clarify language about faculty safety. If faculty do not feel safe, they should contact Campus Security and Student Services. Faculty do not need to confront the student if they do not feel safe. It was also proposed to include language about dialing 911 directly.
5.4 Non-tenure Faculty Chairing Committee – who approves?
   -The Executive Committee discussed the issue, but retained idea of Executive Committee approval.

5.5 Articulation Policy
   -Will be presented at the next meeting.

5.6 Shortened Week Calendar
   -The administrator is not interested in looking at any changes until the new president is in place.

5.7 No Smoking Policy
   -Will continue working to establish a more clarifying policy/practice.

5.8 Restriction on Development of NE College Property
   -Executive Committee supported the idea and language that development of the property must support instructional programs.

5.9 Supporting Diana’s Bid for State Senate Seat
   -The Executive Committee supported 100% Diana’s bid for the position.

6. Consent Items

6.1 Emeritus Status
   -Carole Chassereau, Lauren Coodley, Agapito de la Garza, Judy Heys, Jan Molen, Helen Ortega, Ron Rhyno, Niles Severy, Linda Simpson, Jerry Somerville, and William Weddington.

6.2 Curriculum Packet
   -Full packet will go to the full senate. Concern was expressed that faculty should present Curriculum to the board, not Administration.

   All consent items approved.

7. Reports

7.1 Officers Reports

7.1.1 President – Shawna Bynum
   -Friday’s resolution review will be cancelled.

7.1.2 1st Vice Pres. – Erik Shearer
   -Enrollment Management Report – proposing to limit summer school students to 6 units. It will be proposed to have no late registration. After 1st day, students may only be enrolled with a faculty signed add card.

7.1.3 2nd Vice Pres./FCC Report– Rebecca Scott
   -One tenured faculty member has not completed evaluation. If not completed, the process will go forward for administrative review.
7.1.4 Secretary – Nadine Wade-Gravett
-no report

7.1.5 Treasurer – Julie Hall
-no report

7.2 Standing Committee Chair Reports

7.2.1 Academic Standards & Practices – Stephanie Grohs
-AS Degree Definition language will go forward as an Action Item.

7.2.2 Curriculum – Steven Balassi
-no report

7.2.3 Faculty Standards & Practices – Ann Gross
-The hiring policy and practice will be worked on next fall.

7.2.4 Learning Outcomes Assessment – Erik Shearer
-no report

7.2.5 Professional Development – Rebecca Scott
-Severl proposed workshops were presented. The final proposals will be presented at a future meeting. The workshop format has been approved for one day. The following day will be for department/division meetings.

7.2.6 Social Committee – Susan Engle
-End of the year /Retirement party – save the date May 14 Barbeque at Dave’s house.

7.2.7 Student Standards & Practices – Rob Miller
-no report

7.3 Shared Governance Reports

7.3.1 Budget – Walter Unti
-The budget is frozen. There will be no legislative action.

7.3.2 Planning – Stephanie Burns
-no report

8. Next Meeting Items

8.1 Next Meeting Dates: April 27, 2010
-May 4, 2010

8.2 Next Meeting Topics

9. Adjournment  1:30 pm

Respectfully submitted by Nadine Wade-Gravett, Academic Senate Secretary
Members present: Steven Balassi, Stephanie Burns, Shawna Bynum, Dianna Chiabotti, Susan Engle, Stephanie Grohs, Ann Gross, Julie Hall, Rob Miller, Rebecca Scott, Erik Shearer, and Nadine Wade-Gravett.

Member absent: Michelle Hobbs and Walter Unti.

1. **Call to Order**
   The meeting was called to order at 12:36 p.m.

2. **Adoption of the Agenda** - msp

3. **Approval of Minutes from 3/2/10** - msp

4. **Public Comment** - none

5. **Discussion/Action Items**
   
   5.1 **Ad-hoc Curriculum Report**
   Committee reviewed Ad-hoc report. Curriculum Committee Chair highlighted the important aspects. After much discussion, the Executive Committee decided to recommend the following:

   A. COR should be 99% accurate before CC submission.
   -Process for submission would be as followed: Faculty Author – Division Chair/Dean – Faculty Review Team – back to Faculty Author if changes are needed – back to Faculty Review Team – Articulation – Curriculum Committee.

   -Discussion focused on the role and responsibilities of the Division Chair. Faculty, not the Division Chairs, are responsible for content. It is recommended that check list be developed for Division Chairs to check off technical issues.

   -Distance Ed issue has been voiced by VP Sue Nelson. During the development process, the faculty may consult with the DE Coordinator. Faculty Review Team will review Distance Ed requirements.

   B. Faculty Authors are not required to attend CC meetings for non-substantive revisions. Questions should be asked/answered via email.

   -Faculty will be required to attend or send a representative for the following changes:
1) Changes to prerequisites
2) Addition of Distance Ed
3) Changes to Unit/Hours
4) Major changes to curriculum
5) Multi Cultural/Gender Studies class
6) New Courses or Programs

C. Remove SLO, Tech Editor, Distance Ed from the process.

-As per 1725, the voting members of the Curriculum Committee shall be Articulation Officer (if faculty), Instruction area representatives (SME, COUN, LADS, Arts and Humanities, SOSC, CTE Business, Librarians, HEOC, PE/Athletics. Non voting members shall include Division Chairs, Deans, Credit Schedule Developer, Student Representative.

5.2 McPherson Awards
Due to the anticipation retirements, the Academic Senate cannot contribute to the luncheon.

5.3 Enrollment Management Report
Enrollment Management Teams is exploring options for students who do not pay at the time of registration. Currently a feature in Web Advisor exists that can drop a student who has not paid within 5 days. After discussion, it was recommended that a shorter timeline be developed for students who do not pay. Financial Aid students will be flagged by the system and not dropped. The recommendation will be forward to the Enrollment Management team.

6. Items for Next Meeting

6.1 Next Meeting Date: April 6, 2010

6.2 Next Meeting Topics: Non-Smoking Policy, Restriction of NE College Property, and Articulation Policy.

7. Adjournment 1:36 p.m.
I. Proposed Changes to the Curriculum Proposal Approval Process

All curriculum proposals will follow the process delineated below. Proposals are forwarded through each step at or prior to deadlines established by the Curriculum Committee Co-chairs.

Step 1: Proposal Preparation:
Discipline faculty will follow the instructions in the Curriculum Handbook to develop course and program proposals. The faculty author will work with all discipline faculty, the Division Chair/Dean, the librarian, the DE coordinator, and other faculty as needed to ensure complete, accurate, and well-written proposals. All curriculum proposals will follow the standards and best-practice guidelines set forth in the Curriculum Handbook and will be free of grammatical and spelling errors. Completed, accurate proposals will be entered into WebCMS and submitted for approval.

Step 2: Administrative Review:
The Division Chairs/Deans review the proposal using a check off sheet developed by the CC co-chairs (found in the Curriculum Handbook). Division Chairs/Deans will work with the faculty author to ensure these components are correct prior to submission to the Faculty Chair.

Step 3: CC Faculty Review:
The CC Faculty Chair assigns the proposal to one of the three faculty review teams. Each member of the team reviews the proposal using a check-off sheet developed by the CC Faculty Chair. Changes are recommended to the author and the proposal goes back and forth until approved by the team. If the review team recommends edits to any components requiring administrative review, the appropriate Division Chair/Dean will be included in the discussion between the committee and the faculty author.

Step 4: Articulation Review:
The articulation officer reviews all proposals for articulation-related components and consults with the author regarding any necessary changes.

Step 5: Curriculum Committee Review and Approval:
Once approved through all of the above steps, the CC Faculty and Administrative Chairs place the proposal on the agenda for full committee review.

II. Proposed Revisions to Agenda Placement and Faculty Attendance

Course and program proposals will be placed on the CC agenda in one of three categories. Faculty authors are only required to be present at CC meetings for Full Review agenda items. Faculty authors may designate another discipline faculty member or a Division Chair/Dean to speak on their behalf with advanced notice to the CC Faculty Chair.

A. Full Review (Requires Faculty Author to Attend CC Meeting for Voting and Discussion)

Proposals meeting the following conditions will be reviewed, discussed, and voted on separately by the Curriculum Committee:

- New Course or Program
- Substantive Course or Program Revisions, defined as follows:
  - Change to Prerequisites (Form A)(Title 5 mandate)
  - Addition of Distance Education course delivery (Form D) (Title 5 mandate)
  - Changes to Units, Hours, and/or Course Format
  - Course Proposed for Multi Cultural and Gender Studies GE Area (Form E)
  - Major changes to the direction, structure, or nature of the course. This does not include updating the course for six-year review or a revision that updates new or revised fields on the COR.
Updating a course is not a substantive change, only a major change of the course’s substance falls under this category.

- Change to degree or certificate units, core requirements, pre-requisites, or graduation requirements.

B. Consent Review (Faculty Author not Required to Attend CC Meeting)
Proposals meeting the following conditions will be placed on CC agendas as consent items:

- Course or program revisions that do not meet the above-stated criteria.

C. Information Items (Faculty Author Not Required to Attend)
Proposals meeting the following criteria will be placed on CC agendas as information-only items. Proposals in this category do not require committee vote.

- Technical edits for catalog or schedule publication,
- Edits to ensure consistency between curriculum and enrollment databases.
- Minor articulation edits.
- Approval of 88/298/398 courses by CC Chairs.

III. Proposed Removals from the COR
The following elements on the Course Outline of Record ask for information that is not under CC purview and should be handled through the yearly planning and budget process. Their inclusion on the COR predates the development of our Unit Plan and PEP processes. The CC has no authority to approve or deny resource or budget requests.

- Resources: Library
- Resources: Computer Support
- Resources: Learning Skills and Testing Center
- Facilities
- Equipment
- Expendable supplies

*The Curriculum Handbook and the Division Chair Handbook will be modified to reflect the above changes.*
(Page 13 of 16 in the Constitution and bylaws)

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, 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 Nonvoting members of the committee are: the Vice President of Instruction (Administrative Chair), the Division Deans, the Division Chairs, 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.
NVC Faculty Ethics Policy – Final Draft
Faculty Standards and Practices
March 16, 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, the complainant 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.

2277 Napa-Vallejo Highway, Napa, CA 94558
(707) 259-6068     (707) 253-3018 FAX
**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.
NON-SMOKING AREAS  

Out of concern for the health, well-being, and safety of all staff and students, Napa Valley Community College District has designated the interiors of all campus buildings and all exterior areas as non-smoking areas. Smoking on the Napa Valley College campus will be permitted only in specific designated outdoor areas which are at least 30 feet from doorways, windows, and ventilation systems that minimize exposure to second-hand smoke and will not interfere with travel between buildings. Furthermore, if parking lots are used, smoking will not be permitted near the Child Care Center, athletic fields, or the Health Services Clinic. The term smoking in this policy refers to cigarette, cigar, pipe, or other means of smoking tobacco.

This policy recognizes that smoking can interfere with the academic and work environment and that some individuals are susceptible to injury from prolonged exposure to smoke. In addition, scientific research has documented the harmful effects of second-hand smoke. To help educate the Napa Valley College population about the hazards of tobacco, as funds allow, the college will offer smoking cessation activities.

The success of this policy depends on the consideration and cooperation of smokers and non-smokers. All employees and students share in the responsibility for adhering to and enforcing the policy. Anyone smoking in non-smoking areas should be requested to a designated area.

Original policy and regulation adopted 12/9/82
Revised and combined to incorporate administrative regulations 2/9/89
Revised 5/14/92, 2/20/03
From: Armond Phillips  
Sent: Tuesday, February 16, 2010 9:43 AM  
To: Armond Phillips; Diane Van Deusen; Edward Beanes; Jan Schardt; John Nahlen; Laura Ecklin; Mario Fernandez; Oscar De Haro; Robyn Wornall; Shawna M. Bynum; Sue Nelson; Susan Callahan  
Subject: Educational Connection for Development of Project on Northeast College Property

At the January Board meeting the Governing Board asked that the administration write some draft language on the educational connection of the northeast property. We were going to discuss this at the cancelled President’s Council meeting last week. The board briefly discussed the draft language (see below) at the February 11th meeting and suggested adding “new program development” language to the draft. Please review the draft and suggest changes. We’ll discuss this at our March President’s Council meeting.

DRAFT

Development of the college property located at the corner of Soscol and Imola Avenues (northeast corner of the college property) must directly support instructional program(s) throughout the duration of the lease. Specifically, any development would have to provide any of the following for all students in an academic program offered by the college:

Lecture, lab, lecture/lab instruction
Practicum or internship opportunities
Work-study opportunities in students’ field of study.
HOW TO DEAL WITH DIFFICULT OR DISRUPTIVE STUDENTS IN YOUR CLASSROOM/OFFICE

At Napa Valley College, we have established procedures that outline students' responsibilities and rights in an effort to create and ensure an atmosphere that is conducive to learning and teaching. The information below will assist faculty and staff in becoming knowledgeable of District rules and procedures related to student conduct. On the reverse side, we have listed some available resources for students that you can use as reference for referrals. Instructors have the prerogative to interpret this based on their own experience. You always have the right to contact campus police.

<table>
<thead>
<tr>
<th>Dealing with:</th>
<th>Established Procedure:</th>
</tr>
</thead>
</table>
| A student's misconduct or disruption in your classroom: | **Minor Incident/Disruption:**  
  - Talk to the student individually before or after class to discuss behavior and your expectations for appropriate classroom conduct. Share a copy of the Student Code of Conduct with him/her and inform the student of the sanctions/consequences for repeated misconduct.  
  - Document the occurrence in writing. (This is very important especially if the situation continues or escalates. The VP of Student Services cannot reprimand the student or institute any disciplinary actions without sufficient information.)  
  **Escalated or continued disruption:**  
  - If disruptive behavior is impacting your teaching or continuance of the class, ask the student to leave the class for that class meeting and make an appointment with the Vice President of Student Services to obtain approval to return to the next class meeting. For more details on this process, please refer to section IV regarding Procedures in the Standards of Student Conduct.  
  - After initial disruption has passed, call the Vice President of Student Services (253-3110) or the College Police (253-3333) to report the incident and determine the next appropriate step. |
| A student who is aggressive or threatening:       | **Contact the College Police immediately (253-3333).**  
  - Do not leave the class unattended instead ask a student to make the call from a nearby office or use one of the blue Emergency Phones on campus. |
| A crime on campus or questions about your personal safety: | **NVC Police will take reports of crimes and can advise you if you have concerns about your safety. Their office is located in building 2250 (253-3333).** |
| A student who is struggling academically in your classroom: | **Talk to the student in private and recommend that they make an appointment to see a counselor in the Counseling Department, 253-3040. Counselors can help students deal with workload dilemmas, personal difficulties, and other issues that are interfering with their academic success at NVC.** |
Dealing with: | Established Procedure:
--- | ---
A student who wants to file a complaint or grievance: | • While it is our hope that concerns, complaints and problems can be minimized through direct communication between those involved (informal process), in some cases formal action is required. All students have the right to utilize the Student Complaint and Grievance Procedures set up to resolve problems.
• Refer student to the Student Complaint and Grievance Policy and Procedures Booklet available online under the Student Services website (select the Student Rights and Responsibilities section) or direct student to the Office of the Vice President of Student Services, Room 1339H to obtain a hardcopy.
• Make student aware of the college's ombudsperson (student advocate) that can help explain distinct processes and refer them to appropriate parties to resolve their student concern. Refer them to the handout titled "Getting Help with Difficulties You Encounter at NVC" also found under the Student Services website.
A student who was caught cheating or you suspect is cheating: | • Talk to the student individually before or after class to discuss incident and your expectations for academic standards of honesty.
• As the instructor of the class, you have the right to enforce one or more of the disciplinary actions or consequences of academic dishonesty listed in the Academic Honesty Policy.
• Share a copy of this policy with the student (found on the Student Services website under Student Rights and Responsibilities). If necessary and/or second infraction, refer student to the Vice President of Student Services for disciplinary action.
If you are unsure how to deal with an issue or student: | Always seek assistance from your division chair person first. But if still unsure on how to deal with a student situation, call the Vice President of Student Services, 253-3110.

| ON CAMPUS RESOURCES AVAILABLE |
|---|---|---|---|
| DEPARTMENT/OFFICE | CONTACT | PHONE | AVAILABLE SERVICES |
| VP of Student Services | Oscar De Haro | 253-3110 | Administers the student code of conduct and deals with dangerous student behavior; provides guidance to faculty, staff, and students in disciplinary issues, complaints and grievances. |
| College Police | Ken Arnold, Chief | 253-3330, 253-3333 | Crime prevention and crime reporting including assistance for victims of crime or violence; immediate response and/or help with disruptive students. |
| Counseling Department | Lauryn Bauer, Division Chairperson | 253-3040 | Academic and career counseling including developing realistic academic workloads; personal counseling/crisis intervention including help with personal, family and other issues that may affect students' educational progress; referrals to appropriate community resources; college success strategies. |
| Special Services (DSP&S) | Wendy Martinez, Associate Dean | 253-3600 | Assessment of learning or psychological disabilities; referrals to Dept. of Rehabilitation, County Health and Human Services, or other agencies; accommodations might include enlarged book print, note-taking, readers, sign language interpreters, and modified test taking. |
| Student Health Center Psychological Services | Charlene Reed, Director | 253-8800, 253-3227 | Personal and private counseling appointments with a licensed therapist in dealing with finances, job, school, marriage or relationships, or life in general. |

2277 Napa-Vallejo Highway, Napa, CA 94558
(707) 259-6068 (707) 253-3018 FAX
Curriculum Packet
Spring 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. Social and Behavioral
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.

C: 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.

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) 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.
(iii) 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.

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

Approved Course Changes

New Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 120L</td>
<td>HUMA 121</td>
</tr>
<tr>
<td>ARTH 180</td>
<td>LEGS 100</td>
</tr>
<tr>
<td>BUSI 140</td>
<td>LEGS 110</td>
</tr>
<tr>
<td>COUN 199</td>
<td>LEGS 120</td>
</tr>
<tr>
<td>COUN 288</td>
<td>LEGS 130</td>
</tr>
<tr>
<td>DART 282</td>
<td>MUSI 85</td>
</tr>
<tr>
<td>DRAM 156</td>
<td>MUSI 87</td>
</tr>
<tr>
<td>DRAM 89</td>
<td>MUSI 89</td>
</tr>
<tr>
<td>FILM 105</td>
<td>NURS 247</td>
</tr>
<tr>
<td>FILM 106</td>
<td>PHOT 310</td>
</tr>
<tr>
<td>FILM 115</td>
<td>PHOT 152</td>
</tr>
<tr>
<td>FILM 117</td>
<td>PHOT 153a</td>
</tr>
<tr>
<td>FILM 120</td>
<td>PHOT 153b</td>
</tr>
<tr>
<td>FILM 121</td>
<td>PHOT 155</td>
</tr>
<tr>
<td>HUMA 105</td>
<td>PHOT 180</td>
</tr>
<tr>
<td>HUMA 106</td>
<td>PHOT 181</td>
</tr>
<tr>
<td>HUMA 115</td>
<td>PHOT 282</td>
</tr>
<tr>
<td>HUMA 117</td>
<td>PHOT 290</td>
</tr>
<tr>
<td>HUMA 120</td>
<td>PHOT 291</td>
</tr>
</tbody>
</table>

2277 Napa-Vallejo Highway, Napa, CA  94558
(707) 259-6068     (707) 253-3018  FAX
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       PLEG 303
PHYE 126       PSYC 190
PHYE 156       SPAN 102
PLEG 298       SPAN 103
PLEG 300       THEA 160
PLEG 301

Modified Courses

ACCT 127       HUMA 104
CFS 270        MATH 121
DDGT 110       MATH 221
DDGT 120       NURS 141
DDGT 121       NURS 142
DDGT 201       NURS 143
DDGT 202       NURS 144
DDGT 203       NURS 246
DDGT 205       NURS 248
DDGT 207       NURS 249
DDGT 208       NURS 250
DDGT 230       PHIL 120
DDGT 231       PHIL 121
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDGT 240</td>
<td>PHIL 125</td>
</tr>
<tr>
<td>DDGT 241</td>
<td>PHIL 126</td>
</tr>
<tr>
<td>DRAM 140</td>
<td>PHIL 133</td>
</tr>
<tr>
<td>DRAM 220</td>
<td>PHIL 134</td>
</tr>
<tr>
<td>DRAM 244</td>
<td>PHYE 130</td>
</tr>
<tr>
<td>ENGL 123</td>
<td>RESP 120</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>RESP 140</td>
</tr>
<tr>
<td>ENGL 200</td>
<td>RESP 150</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>RESP 160</td>
</tr>
<tr>
<td>ENGL 202</td>
<td>WELD 120</td>
</tr>
<tr>
<td>ENGL 220</td>
<td>WELD 130</td>
</tr>
<tr>
<td>ENGL 91</td>
<td>WELD 132</td>
</tr>
<tr>
<td>FREN 120</td>
<td>WELD 133</td>
</tr>
<tr>
<td>FREN 121</td>
<td>WELD 150</td>
</tr>
<tr>
<td>FREN 240</td>
<td>WELD 151</td>
</tr>
<tr>
<td>FREN 241</td>
<td>WELD 241</td>
</tr>
<tr>
<td>GEOG 121</td>
<td>WOEX 190</td>
</tr>
<tr>
<td>GEOG 130</td>
<td>WOEX 191</td>
</tr>
<tr>
<td>GEOG 131</td>
<td>WOEX 193</td>
</tr>
</tbody>
</table>

**Modified Programs**
- A.S. in Photography
- Certificate in Photography
- Concentration in Accounting
- Digital Asset Management Certificate

**New Programs**
- Entrepreneurial Certificate
- Economics Certificate
- Machine Tool Technology - 1Year Certificate