1. Welcome and Call to Order
   The meeting was called to order at 9:04am.

2. General Announcements
   Melinda Tran announced that the deadline for UC TCA has passed.

3. Public Comment
   James McGowan made a public comment regarding concerns that the Social Sciences division has with the new LGBT courses on the agenda.

4. Adoption of the Agenda
   -M/S/P

5. Approval of Submitted Minutes from November 30th, 2018
   -M/S/P with change to Jennifer King’s name in the public comment section of the minutes.

6. Action Items
   6.1. New Courses
       6.1.1. FAMN 400 Strategies for Effective Elder Care (Noncredit)
             Rationale: As the elderly population increases more training is needed on how to effectively care for this population.
             Catalog Description: This course covers effective caregiving for the Elderly. Strategies for caregiving that meet the needs of the elderly will be discussed.
             -M/S/P with change of course number from 100 to 400 to align with numbering system.

       6.1.2. FAMN 101 Professionalism and Ethics in Elder Care
             Rationale: More course work and training needed for people working with elder populations.
             Catalog Description: This course explores Professionalism and ethical conduct for people working with seniors in an Elder care facility.
             -M/S/P with change of course number from 101 to 401 to align with numbering system.

       6.1.3. LGBT 122 Transgender Identities and Issues 3 units
             Rationale: Although gender identity and sexual orientation are two different aspects of personality, the transgender community has been part of the gay, lesbian, and bisexual community socially, culturally, and politically since the gay liberation movement began
with the riots of the late 1950s and 1960s. Today, the LGBT community is viewed in almost all venues to include gender non-conforming identities with non-heterosexual identities. According to UCLA’s Williams Institute (June 2016), there are 1.4 million adults who identify as part of the transgender community in the United States. California has the second highest number of transgender people in the United States. Young people, 18 to 24 years old, are more likely than older adults to identify as transgender. Despite a growing understanding and acceptance of the gender spectrum and gender non-conforming identities and expressions, transgender people continue to suffer crimes of violence and rates of suicide much higher than most other segments of society. UCLA’s Williams Institute (January 2014) found that 50% of youth who identify as transgender attempted suicide at least once. 57% percent of transgender people face rejection from their families, 60% were refused health care by their doctor, 78% experienced sexual violence, 70% experience violence by law enforcement, and 69% experience homelessness. The evolving visibility and understanding of the “trans community” in general and all of the various identities it includes will likely increase the number of people, especially young adults, who identify in some way as gender non-conforming, gender queer or transgender. Students pursuing careers in health occupations, human services, criminal justice, child development, education, and hospitality are among the most likely to serve transgender people. It is essential that professionals working in these careers understand the identity, the issues faced by the community, and how to best serve transgender people.

**Catalog Description:** This course introduces students to the transgender community including various gender identities and issues. This course prepares students for a variety of social and human services careers including education.

-M/S/P

Roll Call Vote:
Carrier, Nicole- No
Clemens, Dan- Yes
Fawl, Steve- Yes
Grohs, Stephanie- No
Hobbs, Michelle- Yes
King, Jennifer- Yes
Lara-Medrano, Elizabeth- Yes
Larsen, Karen- Abstain
Manzo, Rafael- Yes
McGowan, James- No
McKeig, Merrick- Yes
Rhyno, Katherine- Yes
Tran, Melinda- No

6.1.3.1. **Distance Education:** Approve LGBT 122 for offering through Distance Education with the following modalities: fully online, hybrid more than 50%, hybrid

-M/S/P
6.1.4. LGBT 123 AIDS In the LGBT Community and Beyond 3 units

**Rationale:** The LGBT Studies program supports many students who are pursuing a career in health occupations, human services, child development, education, and criminal justice. A well-rounded study of the LGBT community would not be complete without a close examination of the AIDS epidemic. Students need a strong background in the history and impact of the virus in order to better serve those who have the virus and those who care for them. The AIDS epidemic has impacted almost every aspect of the LGBT community and it continues to be a political, social, and serious medical issue in the United States and other countries. According to the 2015 statistics from U.S. Center For Disease Control (CDC), youth ages 13 to 24 account for 22% of new HIV infections annually. Among youth diagnosed with HIV in 2015, 81% (7,109) were gay or bisexual males. Of newly diagnosed males, 55% (3,888) were black, 24% (1,672) were Hispanic/Latino, and 16% (1,159) were white. This course is particularly important for our student population, especially male students of color. This course will support several key occupational training programs provided by Napa Valley College including Child Family Studies and Education, Health Occupations, Human Services, and Criminal Justice.

**Catalog Description:** This course examines the AIDS epidemic from its discovery to modern day. It includes a survey of the epidemic’s impact on the community, family, education and the workforce.

**-M/S/P**

Roll Call Vote:
Carrier, Nicole- No
Clemens, Dan- Abstain
Fawl, Steve- Yes
Grohs, Stephanie- No
Hobbs, Michelle- Yes
King, Jennifer- Yes
Lara-Medrano, Elizabeth- Abstain
Larsen, Karen- Abstain
Manzo, Rafael- Yes
McGowan, James- No
McKeig, Merrick- Yes
Rhyno, Katherine- Yes
Tran, Melinda- No

6.1.4.1. Distance Education: Approve LGBT 123 for offering through Distance Education with the following modalities: fully online, hybrid more than 50%, hybrid

**-M/S/P**

6.2. Course Modifications (Substantive)

6.2.1. VWT 290 Viticulture and Winery Technology WOEX 3 0.5-3 units

**Modifications:** Change in units and hours to reflect Work Experience: .5-3 units and 30-225 Work Experience and Total Contact Hours. Broken down as 30-180 unpaid Work Experience and Total Contact Hours or 37.5 paid Work Experience and Total Contact Hours. This range is indicated in the notes.

**-M/S/P**
6.3. Program Modifications (Substantive)

6.3.1. LGBT Studies Certificate of Achievement 18 units

**Modifications:** Changed description to specify workforce areas, added electives, revised and added outcomes.

-M/S/P

7. Information Items

7.1. **February 19th is the spring 2019 deadline for initial faculty submission of proposals.** Please reassure faculty in your divisions that courses that didn’t make it through the process this semester may still be offered in fall 2019 barring those that require UC articulation) as long as they make it to the April 2019 BOT meeting. This includes submissions from fall 2018 and new submissions as of spring 2019. Please encourage faculty in your divisions to check “Track--My Proposals” and “Track—All Proposals” to see whether there are actions waiting for them to make to their proposals as well as to see where their proposals are in the process and to contact me if they are unable to locate them. CurricUNET continues to be buggy.

7.2. **Program Naming Standards**—implementing standard previously approved in 2016

7.3. **Changes in Units Required for Certificates of Achievement from 18 to 16.** The Curriculum Analyst will be checking in CurricUNET for affected programs, particularly those between 16-17.5 units and informing affected divisions. Optional Certificates of Achievement for programs that are 8-16 units but not already Certificates of Achievement.

7.4. **GE Subcommittee meets December 7th, 10:30am-12pm in 1738**

- **7.4.1. SOCI-190—Area B, D2, & D3**
- **7.4.2. MATH-93—Area D3**
- **7.4.3. MATH-95—Area D2 & D3**
- **7.4.4. ENGL 120A—Area D1**
- **7.4.5. ENGL 120B—Area D1**
- **7.4.6. DANS 170—Area C**
- **7.4.7. Review of GE Area E description**

8. Future Discussion Items

- **8.1. Noncredit Courses and Credit & Noncredit Programs**
- **8.2. GE Area E Description**
- **8.3. Discipline Placement Process**
- **8.4. BP/AP 4260 Prerequisites and Corequisites Edits**
- **8.5. Curriculum Committee Members’ Roles**

9. Adjourn

-M/S/P

The meeting was adjourned at 10:00am.