SECTION I — INSTRUCTION

Converted – Chapter 4 – Academic Affairs

BP 4010  Academic Calendar
BP 4040  Library and Other Instructional Support Services
BP 4070  Auditing & Auditing Fees
BP 4225  Course Repetition & Withdrawal
BP 4226  Multiple & Overlapping Enrollments
BP 4235  Credit by External Examination
BP 4250  Probation, Dismissal, & Readmission
BP 4300  Field Trips and Excursions
BP 4400  Community Services Programs

Legacy Policy Manual – Under review/revision

General Policies
I7100  Academic Freedom  (7/25/96)
I7500  Open Classes  (6/09)
I7830  New Program Development Policy (5/18/00)
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I7320  Course Repetition Policy  (6/18/09)  ( revised and renumbered BP4225, 6/13/13)
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I7331  Withdrawal Policy (6/18/09)
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I7510  Auditing  (2/14/85 - revised and renumbered BP4070, 12/11/14)
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I7630  Library Collection, Development, and Materials Selection  (9/13/84) (revised and renumbered BP 4040)
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Faculty Workload and Class Size Specifications
I7700 Faculty Load (2006 – 2009 Faculty Agreement)
I7210 Minimum Classroom Schedule for Faculty
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Associate Degrees
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I7360 Academic Renewal Without Course Repetition (9/12/00)

Articulation
I7910 High School and University Articulation (7/12/84)
I7920 High School Vocational Articulation (6/8/89)
ACADEMIC FREEDOM

Recognizing that inherent within all rights are responsibilities, the members of the Napa Valley College community embrace our roles in protecting academic freedom and resolve that we shall

- view scholarly inquiry as an on-going conversation that is enriched by the diverse voices and angles of vision of all speakers and listeners;
- affirm the right to hold and express personal opinions, to seek change, to ask questions, and to investigate freely;
- protect the rights to be heard of those with whom we disagree as zealously as we protect the rights of those with whom we agree;
- protect the rights of all participants to be free from coercion, intimidation, or punitive repercussions;
- teach, study, and work within the rules of a free and civil society, following the state educational code, statutory law, college policy, and class rules and showing equal respect for all persons in the college community;
- protect the First Amendment rights of all who speak and all who listen on this campus;
- welcome the responsibilities of academic freedom, recognizing that freedom means liberty, not license.

To contribute to academic freedom, all faculty members shall:

- adhere to the Course Outline of Record, selecting relevant material, teaching with honesty and fairness, and avoiding the substitution of indulgent self-reflection for scholarly inquiry;
- base grades on the fair, objective, and prompt evaluation of student performance;
- foster a climate of scholarly rigor and intellectual liberty by protecting both the free expression of diverse points of view and the highest standards of critical inquiry and analysis.

To contribute to academic freedom, all students shall:

- affirm that a syllabus based on the Course Outline of Record constitutes an understanding between student and instructor and that fair, objective grading must be based solely on student performance;
- encourage the free, responsible expression of all points of view, recognizing that an unpopular idea is not necessarily a bad idea and respecting the rights of all in the academic conversation to be heard and to hear diverse opinions;
- study with diligence, seeking truth with an open mind and supporting a classroom atmosphere that is conducive to the free exchange of ideas, the pursuit of change, and the enjoyment of the freedoms of our society.

To contribute to academic freedom, all administrators shall:

- promote an educational environment of openness and respect for the pursuit of knowledge and truth, supporting academic freedom as an integral component of student success;
- implement rules, law, policies, statutes, and guidelines consistently, fairly, and equally for all persons;
- foster an atmosphere of mutual respect for diverse angles of vision, acting if necessary so that all in the academic conversation may hear and be heard clearly.

To contribute to academic freedom, all staff shall:

- disseminate information and process requests in a responsive and timely manner;
- set the tone of open and respectful communication on campus, with the community, and with other institutions, realizing that frequently staff are the first official contacts others have with the college;
OPEN CLASSES 17500

It is the policy of the Napa Valley Community College District that, unless specifically exempted by statute or regulation, every course, course section or class, the average daily attendance of which is to be reported for state aid, wherever offered and maintained by the district, shall be fully open to enrollment and participation by any person who has been admitted to the college. Enrollment may be subject to any priority system that has been established. Enrollment may also be limited to students meeting properly validated prerequisites and co-requisites, or due to other practical considerations such as exemptions set out in statute or regulation.

2/24/77
Updated language per Community College League Policy and Procedure Service, 2009

NEW PROGRAM DEVELOPMENT POLICY 17830

This policy establishes criteria and procedures for the development and implementation of new academic programs. These criteria and procedures are consistent with the institutional planning and governance processes, curriculum standards and processes, Chancellors Office standards, and Title 5 of the California Education Code.

Title 5 defines an “'Educational Program’ [as] an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” (CCR T5 §55000)

State requirements for new programs are set forth in the Curriculum Standards Handbook published by the Division of Curriculum and Instructional Resources of the California Community Colleges Chancellor’s Office; NVC’s Office of Instruction has a copy of this document. The policy delineated below is consistent with state standards.

Proposals
Proposals for new programs may be initiated by anyone within the institution or from members of the community.

Task Force
A joint Academic Senate—Board of Trustees task force shall explore program viability in two phases, as detailed below. The task force membership shall consist of:

Co-Chair: Academic Senate President or designee
Co-Chair: Vice President, Instruction or designee
Timeline
Every effort shall be made to expedite the analysis of prospective programs and development of program proposals for internal review and for review by the Chancellor’s Office. The Task Force Initial Review of Programs, delineated below, shall typically take place within four weeks during the regular academic sessions. The Task Force Detailed Analysis timeline shall typically be 12 months. Should the matter require more time, the Academic Senate and the Board of Trustees (or the BOT designee) may agree to continue review.

Criteria
Proposals for institutional consideration of new programs shall fulfill the criteria below:

I. **Phase One: Task Force Initial Review**
The Senate—Board of Trustees (BOT) task force initial review shall consist of an analysis of responses to the questions below on consistency. Should the program be deemed worthy of further review, the task force shall move to Phase Two: Detailed Analysis.

A. Consistency
   1. Why is there a need for the program?
   2. What is the primary purpose of the program?
   3. How are the program’s purpose and goals consistent with Napa Valley College's mission, Educational Master Plan, Institutional Strategic Plan, and germane program review data?

B. Plan for Phase II Detailed Analysis
   1. Does the Task Force recommend a detailed analysis of the prospective program?
   2. Who will serve on the Phase II Detailed Analysis Task Force?
   3. The District shall provide appropriate reassigned time or stipend to faculty and/or staff to support the research and analyses.
   4. If no faculty member has the expertise to develop a detailed analysis of the prospective program, the Vice President, Instruction and the Academic Senate President shall decide on an outside, independent expert to serve on the Phase II Task Force. Should the consultant apply for a position within the program, s/he will compete within the established Napa Valley College hiring process.

II. **Phase Two: Task Force Detailed Analysis**
The Senate—BOT Task Force detailed analysis shall include responses to the following questions. The task force shall present its findings to the Curriculum Committee, which holds statutory authority to determine program feasibility, to the Vice President, Instruction, to the President, and to the Academic Senate and Board of Trustees for approval.

A. Mission
   The following must support the prospective program’s relevance to the community college mission:
1. Statement of Program Goals & Objectives
2. Catalog Description
3. Rationale

B. Need
The need for a program must be supported by the following:
1. Enrollment Projection Data that provides objective data to document sustained and sustainable student demand
2. Place of Program in Curriculum/Similar Programs
3. Similar Programs at Other Colleges in Service Area
4. Labor Market Information (“LMI” Data)¹
5. Job Market Analysis that provides objective data to document sustained and sustainable employer demand¹
6. Employer Survey that provides objective data to document:¹
   a. Initial salary at a level commensurate with a collegiate level of preparation
   b. Sustained and sustainable career advancement opportunities
   c. Sustained and sustainable compensation advancement opportunities
7. Explanation of Employer Relationship
8. List of Members of Advisory Committee
9. Minutes of Key Meetings/Recommendations
10. Recommendations of Regional Occupational Deans
11. Research, which may include visits to other colleges and institutions that have similar programs, in order to understand benefits and challenges in starting a new program, what makes the program viable, and how it would be adapted to our institution; data would include structure, curricula, facilities needs, funding sources, demographics, employer base, and fit with NVC and the community.

C. Quality
1. List of Required Courses
   a. The Curriculum Committee has reviewed the proposed courses for appropriateness to the program.
2. Number of Units in the Program
3. Outlines of Record for All Required Courses
   a. The Curriculum Committee has reviewed the proposed course outlines for academic quality.
4. Diagram of Proposed Sequence
   a. The Curriculum Committee has reviewed the proposed sequence of course offerings for appropriateness to the program.

¹ The College Research Analyst shall serve as the primary data source for the Task Force, which shall also make use of other information, including germane local, regional, statewide, and national data.
b. The Curriculum Committee has determined that the proposed courses will be scheduled appropriately within the academic year(s).

5. Program Evaluation Plan
6. Transfer Articulation Agreement
7. Other Transfer Documentation
8. Academic Standards & Outcomes

Accreditation standards require that the institution make public expected learning outcomes for its degree and certificate programs.

a. In what ways will students in the proposed program demonstrate achievement of the stated learning outcomes? (Select one or more and explain)
   1) Earn degrees and certificates
   2) Transfer to other institutions
   3) Complete program competency exams at an appropriate level
   4) Obtain jobs in the field
   5) Pass state/national examinations
   6) Other

b. User Survey

Demonstrate how the proposed program will meet user needs from the data gleaned from surveys of: potential students, current students, employers, high schools, transfer colleges and universities, businesses, organizations, and the community.

c. Community Involvement

1) Describe the proposed program’s involvement, if any, with the community.
2) Describe the proposed program’s outreach/recruitment efforts, if appropriate.

D. Feasibility

1. Staffing

   a. Staffing Needs: Number of faculty and staff required to implement and sustain the program for the first year and the five subsequent years

<table>
<thead>
<tr>
<th>Staff</th>
<th>Number</th>
<th>FTE</th>
<th>Estimated Annual Cost²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular/Contract Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time Hourly Temporary Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

² To be completed by NVC Business Office
b. Coordination: How will the program be coordinated?

c. Describe the primary mode(s) of delivering instruction or counseling and library services (e.g., lecture/discussion, lab, computer-assisted instruction, distance video, online courses, advising, or library reference services)? How will the mode(s) address needs of on- and off-campus sites? What resources would be needed to support the modes of instruction and services delivery?

d. What instructional, student, library, and administrative services will be needed to support the program beyond those currently provided?

2. Faculty Qualifications and Availability

a. Are faculty available who meet the BOG Disciplines List Minimum Qualifications?

3. Library Resources Plan

4. Financial Support Plan

5. Cost/Outcomes Analysis

a. Provide objective data to forecast accurately potential:
   1) FTES Generated
   2) Load (Weekly Students Contact Hours/Full-Time Equivalent Students)
   3) Number enrolled and demographics
   4) Profile of sections
   5) Projected number of degrees and certificates to be issued

b. Describe the impact upon existing facilities (e.g., classrooms, office space) and provide cost estimates for remodeling or any additional facilities, equipment, supplies, and services needed to implement and sustain the proposed program for the first year and the five subsequent years.

6. Organization

   Recommend the academic division in which the program should be placed and support this recommendation.

E. Compliance

Compliance, when applicable, must be documented by:
1. Model Program Standards & Explanation
2. Licensing or Accrediting Standards, Where Required
3. NCR1000 Approval: Department of Apprenticeship Standards

**Procedures**

Proposals for institutional consideration of new programs shall follow the approval procedures below:

**I. APPROVAL OF PROPOSED PROGRAM**

A. The proposed program shall be recommended by:
   - ____ Division Faculty
   - ____ Division Chair or Dean
   - ____ Curriculum Committee, which shall also determine feasibility, in concert with Title
   - ____ Vice President, Instruction
   - ____ Academic Senate President, who shall recommend to the Academic Senate
   - ____ College President, who shall recommend to the Board of Trustees

B. The proposed program shall be approved by Mutual Agreement between Academic Senate and Board of Trustees.

**II. DISAPPROVAL OF PROPOSED PROGRAM**

If the proposed program is not recommended for approval after the Phase II Detailed Analysis, the Academic Senate President (or designee) and the Vice President, Instruction shall report to the President and the Board of Trustees in writing the reasons for disapproval.

**Review and Revision**

This policy and its standards and procedures are subject to review and revision at the request of the Academic Senate or the Board of Trustees. Changes to this policy, standards, or procedures shall be determined by mutual agreement of the Board of Trustees (or designee) and the Academic Senate, consistent with Napa Valley College's shared governance policy and with California law pertaining to shared governance.

Approved 5/18/00

**PROGRAM DISCONTINUANCE**

Napa Valley College’s Program Discontinuance Policy complies with current Regulations and Statutes (Title 5, Section 55130, Approval of Credit Programs; Title 5, Section 51022, Instructional Programs; Education Code Section 78016) and is separate and distinct from Program Review. Results from Program Review could trigger an examination of program
NEW CERTIFICATE DEVELOPMENT

This policy establishes criteria and procedures for the development and implementation of new academic certificates. These criteria and procedures are consistent with the institutional planning and governance processes, curriculum standards and processes, Chancellors Office standards, and Title 5 of the California Education Code.

Criteria

Proposals for institutional consideration of new certificates shall fulfill the criteria below:

I. MISSION

The need for a certificate must be supported by a regional market survey that provides objective data to document:

A. What is the primary purpose of the certificate? (Explain in 100 words or less.)

B. How is the certificate’s purpose consistent with Napa Valley College's mission? (Explain in 100 words or less.)

C. How are the certificate’s goals consistent with Napa Valley College's mission? (Explain in 100 words or less.)

D. How is the level of coursework commensurate with a collegiate level of preparation?

II. NEED

The need for a certificate must be supported by a regional market survey that provides objective data to document:

A. Sustained and sustainable student demand

B. Sustained and sustainable employer demand

C. Disclosure of initial salary

D. Sustained and sustainable career advancement opportunities

E. Sustained and sustainable compensation advancement opportunities.

III. QUALITY

A. Curriculum

There is an existing set of courses that can be combined to meet a core set of certificate requirements.

B. Academic Standards
d. In what way(s) are the certificate’s expected learning outcomes made public?
   _____ Catalog
   _____ Brochure(s)
   _____ Web site(s)
   _____ Other

e. How are student skills assessed to certify a collegiate level of performance?

IV. FEASIBILITY

A. Staffing
   Does NVC have on staff a core of regular/contract or adjunct faculty qualified to teach
   the courses?

B. Organization
   1. In which academic division, and within which program, will the certificate be
      placed?
   2. What is the relation of this certificate to other curriculum and/or programs?

Procedures
Proposals for institutional consideration of new certificates shall follow the approval
procedures below:

I. APPROVAL

   A. The proposed certificate shall be approved by:
      _____ Division Faculty
      _____ Division Chair or Dean
      _____ Curriculum Committee
      _____ Academic Senate
      _____ Mutual Agreement between Academic Senate and Board of Trustees as part of
      the curriculum packet

Approved 2/24/00

PREREQUISITES/COREQUISITES POLICY 17310

The Napa Valley Community College District adopts the following policy in order to provide
for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on
recommended preparation, and certain limitations on enrollment in a manner consistent with
law and good practice. The Governing Board recognizes that, if these prerequisites,
corequisites, advisories and limitations are established unnecessarily or inappropriately, they
constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.

**College Policies and Procedures**
The college shall provide the following explanations; both in the college catalog and in the schedule classes:

1. Definitions of prerequisites, corequisites, and limitations on enrollment including the specific differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established pursuant to Section 55200(a)-(f) of Title 5.
2. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge.
3. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to examine that right.

**Challenge Process**
The college shall establish procedures by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment, but who provides satisfactory evidence, may seek entry into the class according to a challenge process as required in and according to provisions of Section 55201(f) of Title 5 and Section I.B 1-3 in the Model District Policy.

**Curriculum Review Process**
The college certifies that the Curriculum Committee has been established by mutual agreement of the administration and the Academic Senate as required in Section 55002(a) (1) of Title 5. The Curriculum Committee shall do the following:

1. Establish prerequisites, corequisites, advisories on recommended preparation, and limitation on enrollment pursuant to Sections 55002, 55201, 55202 and 58106 of Title 5 and Section I.C.3, 1-4 and II.C of the Model District Policy.

2. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of the measures of readiness specified in Section 55201(b)(1) of Title 5 and Sections II.A.1.a-g. of the Model District Policy.

3. Provide for a review of each prerequisite, corequisite, or advisory at least every six years pursuant to Section 55201(b)(3) of Title 5 and Section I.D of the Model District Policy. Any prerequisite or corequisite which is successfully challenged under subsections (1), (2), or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of the law.

Provide for a review of each limitation on enrollment at least every six years pursuant to Section II.C. of the Model District Policy.
Implementing Prerequisites, Corequisites, and Limitations on Enrollment
The college shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition pursuant to Section 55202(g) of Title 5 and Section I.E. of the Model District Policy.

Instructor’s Formal Agreement to Teach the Course as Described
The college shall establish a procedure whereby courses for which prerequisites, corequisites, or advisories on recommended preparation are established will be taught in accordance with the course outline pursuant to Section 55201(b)(2) of Title 5.

Adopted 4/23/96

See Administrative Regulations for Prerequisite Challenge

Administrative regulations updated 4/00

COURSE REPETITION POLICY
revised and renumbered BP4225, 6/13/13

GRADING POLICY

1. An instructor may award a grade of A, B, C, D, F, P (pass), NP (no pass), CR* (credit), NC* (no credit), W (withdrawal), I (incomplete), IP (in progress). Grades are defined as follows:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing, less than satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>RD</td>
<td>Report Delayed</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>MW</td>
<td>Military Withdrawal</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass (at least satisfactory C Work; units awarded not counted in GPA)</td>
<td></td>
</tr>
<tr>
<td>NP</td>
<td>No Pass (less than satisfactory (below C) or failing; units not counted in GPA)</td>
<td></td>
</tr>
</tbody>
</table>
CR* Credit (denotes that a student received credit for at least satisfactory work in a course taken on a “credit-no credit basis” prior to the Fall 2009 term)

NC* No Credit (denotes that a student did not receive credit for a course taken on a credit-no credit basis)

2. If a student takes the final examination (or other activity used to signify completion of the course), he/she receives an A, B, C, D, F, or CR/NC (with prior arrangements made for assignment of the CR/NC grade).

3. Incomplete academic work for unforeseeable, emergency, and justifiable reasons at the end of the term may result in an "I" grade. The Incomplete Grade Agreement shall contain the conditions for removal of the "I" and the grade to be assigned in the event the conditions are not met. This form must be given to the student with a copy kept on file in Admissions and Records until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The final date of completion shall be a joint decision of the instructor and student but shall, in no case, exceed a time limit of one semester beyond the end of the semester in which the work was originally to have been completed. A student may petition the Vice President, Student Services, or designee, for a time extension if there are unusual circumstances. The Vice President, Student Services or designee, with the concurrence of the instructor, may then grant such an extension.

4. Pass/No Pass: The student shall enroll during the regular registration period and must file the completed Credit/No Credit Agreement form in the Admissions Office by the end of 30 percent of the term. An incomplete designation will be available to students using the CR/NC option in conformance with the grading policy.

5. In Progress (IP): The "IP" symbol shall be used to denote that the class extends beyond the normal end of an academic term. It indicates that work is "in progress" but the assignment of a substantive grade must await its completion. The "IP" symbol shall remain in the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative grade and unit credit shall be assigned and appear on the student's record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages.

6. Report Delayed: The "RD" symbol may be assigned by the Vice President of Student Services or designee only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

7. A coding notation will be affixed to the student transcript for any credit course completed by examination only.

Adopted 6/11/81
Technical Revision 10/10/84, 6/7/88
WITHDRAWAL POLICY (5 CCR § 55024)

1. Withdrawal is authorized from end of the fourth week or 30% of the term (Drop w/o W deadline) through end of the fourteenth week, or 75% of the term, whichever is less (Withdrawal Deadline). When students drop during this period, they will receive a “W” on their academic record. The academic record of a student who remains in class beyond this time must reflect a grading symbol as noted in Board Policy 17330, other than a "W." No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first four weeks or 30 percent of the term, whichever is less. The "W" shall not be used in calculating grade point average, but shall be used as factors in probation and dismissal procedures. The student, via the drop authorization form, will be responsible for withdrawing from the class within the designated time frame.

2. Effective July 1, 2009, a student attending Napa Valley College may withdraw from the same course and receive a W on his/her academic record up to 3 times, unless

   A. The student withdraws on or before the deadline to drop without a “W.”

   B. A fourth repetition of the course may be allowed for extenuating circumstances as referenced below in number 3, on a case by case basis. Whatever grade is achieved is the final grade. No further repetitions would be allowed.

1. Students may petition due to extenuating circumstances to receive a “W” after the withdrawal deadline. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

4. In addition, a “W” shall not be assigned to any student who withdrew because of a catastrophic fire, flood or other extraordinary conditions due to natural causes.

5. A “W” shall not be assigned, or if assigned shall be removed if the student withdrew from the course due to discriminatory treatment or retaliation for alleged discriminatory treatment.

4. The Military Withdrawal "MW" occurs when a student is called to active or reserve duty. Upon verification of orders, a “MW” symbol may be assigned anytime. The "MW" shall not be counted in progress probation and dismissal calculations. This section is retroactive to January 1,
“MW” does not count in the “W” limit.

NOTE: For additional information regarding these policies see “Course Repetition (5 CCR § 55040) Administrative Regulations.”

Adopted 6/11/81
Technical Revision 10/10/84, 6/7/88
Revised 3/14/91
Updated 4/03/00
Approved 6/18/09

ADVANCED PLACEMENT TEST

Adopted 3/23/00
Revised 9/24/09
Revised and renumbered BP 4235, 4/2015

PASS (SATISFACTORY GRADE)/NO PASS (UNSATISFACTORY GRADE) GRADING OPTION

Napa Valley College may offer courses in either or both of the following categories:

1. Courses wherein all students are evaluated on a pass/no pass basis.

2. Courses wherein each student may elect on registration, or no later than the end of the first 30% of the term, whether the basis of evaluation is to be “pass/no pass” or a letter grade.

All units earned on a credit/no credit basis in accredited California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of community college curriculum requirements.

A minimum grade of “C” is required in a course in order to receive a “credit” (satisfactory grade). A “D” or “F” grade would constitute a “no pass” (unsatisfactory grade).

Units earned on a pass/no pass basis shall not be used to calculate grade point average. However, units attempted for which “NP” is recorded shall be considered in probation and dismissal procedures.

Courses in which there is a single standard of performance for which unit credit is assigned (see #1 above), the “P/NP” grading system shall be used to the exclusion of other grades. Credit shall be assigned for meeting that standard, no credit for failure to do so.
Independent study courses are usually graded on a pass/no pass basis.

No more than 12 semester units of “pass/no pass” grades in courses on the baccalaureate list or those courses used for area requirements or electives can count toward the AA or AS degree. A student may not take courses required in his/her major area of study on a credit/no credit basis. There shall be no restriction on the number of units that may be taken for “pass/no pass” in non-baccalaureate-level coursework providing those units are not used for an AA or AS degree.

1 This coursework can be applied toward completion of the IGETC, but applicability of such coursework toward major or degree requirements rests with each CSU and UC campus.

Reference: Title 5, California Community Colleges; Chapter 9, Standards of Scholarship, Section 55752
Adopted 3/9/78
Revised 12/13/84
Title 5, 55752
Update 11/01
Updated 6/18/09 to reflect change in grading terminology for formerly “credit/no credit” grade

AUDITING
revised and renumbered BP4070, 12/11/14

GUIDELINES FOR ASSIGNMENT OF INDEPENDENT STUDY

1. All independent study courses must be approved by the curriculum committee.

2. Each student application for independent study must be approved by the instructor, Division Chair, and approved by the Vice President, Instruction.

3. The application for independent study must be completed, including a statement by the applicant and instructor indicating the work to be done in the program. This statement should include the goals and objectives of the program and should indicate a general plan for achieving these goals and objectives. The typical plan will call for approximately fifty hours of work per unit excluding teacher-student conferences. It would be expected that the student would read, write and take as many or more examinations in an independent study program as he/she would in a traditional class setting.

4. Student-instructor meetings will be held on the average of once a week for 20-30 minutes to discuss problems and progress.
5. Ordinarily a student will receive a “pass,” no letter grade, for independent study.

6. A record of the study proposal, teacher-student meeting dates, all tests, term papers and final grade will be kept for a period of one year in the office of the instructor.

7. A student may take up to 12 semester units through independent study over a period of four semesters. An exception to this limit would be possible only under exceptional circumstances and with permission of the Vice President, Instruction.

8. Instructors will ordinarily be limited to 30 units of independent study per semester.

9. Instructors will be paid $12 per unit completed under their supervision.

1/18/73
Effective 1/19/73
Updated 4/03/00
Updated 6/18/09 to reflect change in grading terminology from “credit/no credit” to “pass/no pass.”

DEFINITION OF CONTINUOUS ENROLLMENT 17819

Continuous enrollment, for purposes of determining which degree requirements a student must fulfill, is defined as follows:

In order to follow the pre-July 1, 1984, degree requirements, a student must have completed at least one credit course during the summer, fall, winter, or spring quarter of the 1982-83 and/or the 1983-84 academic year.

 Adopted 8/11/83
 Revised 5/10/84

CONCURRENT ENROLLMENT 17820

Admissions Requirements

Napa Valley College admits pupils, with parental permission, who can benefit from advanced scholastic or vocational work as special part-time students to undertake one or more courses of instruction at the community college level. Enrollment in particular courses may require additional permission from designated authorities. Under current law, a parent or guardian of a pupil may also petition the Napa Valley College Board of Trustees to authorize the attendance of the pupil at the college as a full-time student on the grounds that the pupil would benefit from advanced scholastic or vocational work.
The Purpose of Concurrent Enrollment

The purpose for enrollment students less than 18 years old is to provide educational enrichment opportunities for a limited number of eligible pupils rather than to reduce current course requirements of elementary and secondary school.

Approved 12/11/03

ACADEMIC RENEWAL

The open door policy of the community college provides students of diverse abilities and aspirations with an opportunity to achieve success. Some students find that their early attempts at college have not been successful. It is not uncommon for students to return to college later and achieve a higher degree of academic success.

The academic renewal policy provides for the alleviation of previously recorded, substandard academic work that does not reflect the student's current scholastic ability. In accordance with Title 5, sections 55764-5, Napa Valley College will allow students to disregard up to 30 semester units of substandard course work from the calculation of their grade point average. To qualify for academic renewal, students must meet the requirements outlined in the administrative regulations.

See administrative regulations.
Original policy approved 4/13/78
Revised 8/26/93
Regulations revised 3/01

PROBATION/DISMISSAL POLICY

revised and renumbered BP4250, 6/13/13

ATHLETICS

(Revised and renumbered BP 5700)

INTERNATIONAL EDUCATION PROGRAM

PURPOSE

The purpose of the International Education Program is to encourage the development of intercultural and international understanding. The program offers travel/study classes throughout the United States and abroad. The program also encourages faculty and student exchanges, curriculum development projects, and other means of enhancing opportunities in international studies.
DESCRIPTION

Supervision and Administration
The International Education Program of Napa Valley College is administered through the Office of Instruction and Student Services. The International Educational Committee, headed by a coordinator appointed by the college Superintendent/President, provides administrative support. The Committee is part of the Faculty Senate governance system; and it is open to volunteers from the student body, classified staff, administration, faculty, and the community.

Travel-Study Classes
College credit classes may be offered at off-campus locations throughout the United States and the world by Napa Valley College. These travel-study classes will be offered when learning can be enhanced by a particular location or locations. Classes are either tour-type with multiple locations or home stay-oriented, with the group remaining primarily in one location. Classes also may combine home stay and tour features. Credit classes will conform to approved course outlines. Detailed itineraries must be provided by an instructor proposing the classes, and these itineraries must indicate how course content relates to location. Credit classes will offer classroom-type instruction with written assignments, examinations, and grading standards equivalent to those of on-campus classes. Independent study classes may be used where appropriate.

Besides instructor-proposed classes, classes may also be proposed by the International Education Committee. Two types of classes may be proposed: new classes and classes already in our curriculum; however, a new class would have to follow regular curriculum procedures and should fit into an existing program. Joint classes also may be proposed with one or more community college districts.

Classes may be scheduled throughout the year, but the availability of students and the need to avoid conflict with on-campus classes and programs must be recognized. The greatest number of classes is traditionally offered in July and August.

Instructor Selection
Selection of instructors for classes abroad and for independent study shall be made by the International Education Committee, with final approval by the Vice President, Instruction and Student Services, and the college President. Instructors must be able to demonstrate qualifications and credentials necessary to lead their respective classes and must be currently employed as an instructor full or part-time by the Napa Valley Community College District. The instructors also should have had significant experience in travel and culture at the site country where class is to be located. Classes and instructors will be limited by available funding.

Contracts
Travel study classes will be operated by travel contractors. The Napa Valley Community College District is responsible for instructor, instruction, and class credit. The contractor handles logistical arrangements, collection of fees, transportation, hotels, meals where provided, local contacts for the instructor, and travel and health insurance for students. Contractors must meet the requirements of Napa Valley Community College District regarding liability insurance coverage and must be willing to sign a contract that includes a hold harmless clause.

Fiscal Components
a. **Funding of Programs**

Travel study programs may be funded by several means:

1. Credit classes shall be funded by the college as part of the regular budget. Such provisions shall be included in the contract executed between the college and the contractor.
2. Community Service classes will be funded by student payments.
3. Contractors may provide traveling and living expenses of instructors. Such provisions shall be included in the executed contract between the college and the contractor. (see "d" below)

b. **Collection of State Apportionment (ADA)**

1. Section 72642 of the Education Code allows for the collection of state apportionment for field trips and travel/study programs.
2. If the travel/study program is offered as a college credit class, state apportionment may be collected.
3. No more contact hours may be generated than if the class were held on campus.
4. Complete and accurate records of attendance and reporting must be kept by the instructor(s) in charge.

c. **Salaries**

Instructors for credit classes in summer school will be paid the current hourly rate as agreed to in the contract negotiated between the Napa Valley Community College District and the California Teachers Association bargaining unit. Semester programs: Regular contract teachers will be paid their regular salaries; hourly part-time temporary teachers will receive the hourly rate of pay.

d. **Travel Allowance**

A travel allowance may be provided for the instructor by the contractor in all programs. Instructors may not accept funds from a contractor in excess of basic travel expenses (travel, lodging, entrance fees, meals). Contractors may also provide funds that will be used by the instructor to meet group expenses while traveling. Spouses may accompany instructors on travel programs but may not receive compensation for expenses from the district or contractor. Contractors may provide guides or program assistants who will be supervised by the instructor.

e. **Financial Assistance for Students**

Students taking credit classes, who are eligible for financial aid, may apply for aid for the International Education Program, and additional expenses occurred by the program may be handled by the finances available.

1. **TRAVEL STUDY PROGRAMS**

a. **Structure**
College credit travel/study programs will be offered by the district, under the supervision of the Office of Instruction and Student Services. Community Services travel/study programs may be offered by the Community Services Office in cooperation with the International Education Program.

b. Study Abroad Program Outline
A program application including an itinerary and daily activities shall be submitted by the instructor to the International Education Committee for consideration. Programs offering academic credit must conform to approved course outlines, including written assignments and grading standards. Academic programs shall offer classroom type instruction with standards and testing equivalent to on-campus classes.

c. Class Credit
Academic credit will be granted by the Napa Valley Community College District.

2. TRAVEL STUDY PROGRAM SUPERVISION
Supervision of the travel/study programs will be carried out by the Office of Instruction and Student Services and the International Education Program Coordinator.

3. PROGRAM APPROVAL
a. Policy
The International Education Committee in cooperation with the Office of Instruction and Student Services shall establish procedures for selection of classes, programs, and sites. The procedures shall include guidelines for applying, deadlines for applications, criteria for granting a recommendation, and procedures for rating the recommended programs.

b. Approval by International Education Committee
All classes and programs shall be submitted to the International Education Committee for initial approval and then to the Office of Instruction and Student Services for final approval. A program or class will be evaluated on its overall potential for academic and logistical success.

c. Board Approval
The Vice President, Instruction and Student Services, shall submit the proposed programs to the college President, who will recommend approval to the Board of Trustees.

d. Contract Approval
All program arrangements shall be included in a written contract and shall be reviewed by legal counsel for compliance with the law board policies prior to class departure.
4. **INSTRUCTOR SELECTION**

Selection of instructor/leaders for travel/study programs shall be under the direction of the Vice President, Instruction and the International Education Committee, in accordance with existing hiring procedures and policies. Criteria for selection may include foreign language proficiency and travel experience.

5. **INSURANCE AND LIABILITY**

Liability insurance shall be provided by the contractor who is handling the program arrangements. A contractor shall provide the college's Business Office with a valid certificate of insurance for each program, naming the college as additional insured with a single limit of liability of not less than $2,000,000 with evidence that the policy covers the world-wide exposures of the travel study program. The contractor shall also provide a hold harmless agreement in a form determined by the Business Office. The certificate shall be submitted with the executed contract to the Business Office prior to commencement of the program. All participating students shall be required by the contractor to secure medical and accident insurance for their own protection in amounts specified by the college. In addition, the contractor shall arrange for all medical and hospital arrangements that may be required. The contractor shall make available to participating students trip cancellation and baggage loss insurance, which all students are required to carry.

6. **RELEASE**

All participating students shall complete a college field trip form and also a form entitled "Study Aboard Request and Release," which holds the college harmless from claims arising out of or resulting from the student's participation. The signature of a parent or legal guardian is required.

7. **STUDENT RETURNING INDEPENDENTLY**

Students wishing to leave a group prior to completion of the program will be required to sign a notice of intent and release. Legal minors must have the signature of a parent or legal guardian.

8. **PARTICIPATION OF HIGH SCHOOL STUDENTS**

Under procedures of the college's K-12 special part-time agreement, high school students may participate in the Travel/Study Program with the approval of the high school in accordance with Napa Valley College's advance placement.

9. **CONTRACTING AGENCIES**

Contracting agencies must meet criteria established by the college in regard to general content of program, financial obligations and arrangements, program cost, contingency provisions for emergencies, scholarships for students, types and quality of transportation provided, meals, housing, and study facility arrangements, staff assistance, supervision and study conduct responsibilities, commitments to the specific educational program and evaluation of each program.
10. SELECTION OF CONTRACTORS

Proposals submitted by contractors bidding for the contracts must meet the specified criteria as outlined under "Procedures for Evaluation of Travel/Study Program Contractors." Bids will be submitted to the Business Office of the college for evaluation.

A contractor who has been awarded a bid by Napa Valley College for one year may be awarded a contract for the same program the subsequent year without the college's sending out a proposal for bid, provided the contractor meets the criteria of the program and that any price increases relate only to changes in exchange rates and inflation. Such recommendations for renewal will be made by the International Education Committee and approved by the Vice President, Instruction and Student Services; the college President; and the Board of Trustees. A contract may be renewed in this fashion whether or not the program was originally carried out.

11. FINANCIAL ASSISTANCE TO STUDENTS

The International Education Program shall coordinate efforts to provide financial assistance to qualified students wishing to enroll in travel/study programs.

12. INSTRUCTOR ORIENTATION

The International Education Coordinator shall develop and administer and orientation programs required for group leaders.

13. PRE-DEPARTURE ORIENTATION FOR STUDENTS

Instructors/leaders will conduct a pre-departure comprehensive orientation for all participants in the group.

14. EVALUATION OF PROGRAMS

a. Instructor Report
The instructor-leader will submit a written report and evaluation of the program to the International Education Coordinator within two weeks of the conclusion of the program.

b. Student Evaluation
Participating students will complete a program evaluation to be filed with the International Education Coordinator at the conclusion of the program.

c. The International Education Coordinator shall evaluate each program in written report to the Vice President, Instruction and Student Services, and the Superintendent/President.

15. PRIVATELY SPONSORED TRAVEL PROGRAMS

Announcements of privately sponsored travel programs that a college employee leads or participates in shall not give the impression in any way that the program is sponsored by the college.
COMMUNITY SERVICES TRAVEL/STUDY CLASSES

The following Community Services travel/study programs need approval by the International Education Committee and the Board of Trustees:

A. Those operated out of the state or country.
B. Those of more than one week in duration.
C. Those that require special services beyond the capabilities of the college or district.

Contractor - Programs will be operated by a travel contractor not affiliated with the college or district except by contract. When possible two or more contractor's shall submit bids to operate the program or a similar program. The contractor must meet established district requirements for contract approval.

See accompanying Administrative regulations.

Adopted 4/10/86
Revised 8/8/88

CONTRACT EDUCATION

The Napa Valley Community College District is dedicated to meeting local needs and serving all segments of the community, including local businesses and economic development entities.

The district will make every effort to be a major partner in the economic development activities of the local community. Such economic development activities may come in the form of joint ventures with local, state, and federal economic development entities. When appropriate, contract education may be conducted in joint efforts between the college and such entities and agencies.

The terms contract education and contract instruction are used by the legislature, Chancellor's Office, and community college districts to refer to those situations in which a community college district enters into a contract with a public or private entity for the purpose of providing instruction and/or services by the community college.

Contract education is consistent with and complements the overall mission of Napa Valley College. Contract education is viewed as another educational means of meeting the needs of the college's constituencies.

In accordance with this policy, the governing board supports the provision of employer-specific contract education programs, as provided under Education Code Title 3, Article 1.5, Sections 78020 through 78023.

See accompanying administrative regulations.

Adopted 2/8/90
Reviewed 4/00
Administrative regulations updated 4/00
FIELD TRIPS
revised and renumbered BP4300, 6/13/13

ASSESSMENT OF LIBRARY AND LEARNING RESOURCES
As part of its three-year program review cycle, Napa Valley College will provide a formal, comprehensive assessment of its library and related learning/media services using applicable standards adopted by the Learning Resources Association of California Community Colleges or other professional organization which has adopted standards for community college learning resources. A copy of the assessment results will be made available to the campus community and submitted to the Chancellor.

Adopted 7/12/84
Updated

LIBRARY COLLECTION DEVELOPMENT AND MATERIALS SELECTION
Adopted 9/13/84
Updated 4/00
Revised and renumbered BP 4040, 9/10/15

REQUIRED INSTRUCTIONAL AND OTHER MATERIALS
The district may require students to provide instructional and other materials required for a credit or noncredit course when such materials are of continuing value to a student outside of the classroom setting and provided that such materials are not solely or exclusively available from the district.

Instructional and other materials which are solely or exclusively available from the district shall be provided to the student at the district's actual cost.

Education Code Section 72233; Title 5, Section 59400-59408
Adopted 5/9/85
The governing board of Napa Valley Community College District recognizes that the faculty is responsible to the institution, its students, and the community in a number of different areas. In measuring assignments, the Board notes that for some areas of responsibility quantification and comparisons may reasonably be made. In other areas of responsibility, a subjective judgment is required to determine equalities and equivalences.

Besides the actual classroom work done by each instructor she/he shall have other responsibilities. They include but are not limited to the following:

A. Counseling and advising: Each faculty member has the responsibility of keeping students informed about requirements of the institution. Students who need curriculum counseling expect and should receive it not only from those faculty members specially designated as counselors, but from any member of the faculty with whom the student has contact.

B. Professional growth: No area of instruction on campus is static. So as to stay abreast and be leaders in their respective fields of learning, faculty members are expected to spend considerable time researching, reading, and attending meetings with their colleagues.

C. Office hours: Faculty members shall maintain a reasonable number of office hours each week where they are readily accessible to students for individual consultation outside the classroom.

D. College representation: Faculty members shall make themselves available as representatives of the college to both student groups and community groups.

E. Curriculum development: Each faculty member shall take an active part in the curriculum development. This includes, but is not limited to, preparation of new courses and modification of existing courses.

F. Institutional research: Occasionally instructors may be released from the regular duties of instruction to develop special projects.

The governing board further recognizes the faculty members in meeting the above responsibilities in addition to handling classroom activities normally expect to devote upward of 48 hours per week to the teaching profession.

In light of the above, the specifics of the Napa College Faculty Load Policy are declared to be the following:

1. Teaching assignments will be distributed among the instructors in as equitable a manner as possible, consistent with the constraints imposed by programs, institutional goals, economics, and a realistic evaluation of what an instructor is expected to accomplish. The primary factor to be considered is the quality of instruction which can be obtained under the conditions the faculty member is asked to perform.
Other factors to be considered are (a) desirability of the course(s), (b) number and kinds of preparation involved, (c) kind and degree of involvement with students required, (d) extra-curricular activities necessary.

2. The normal load for full-time instructors will be 45 instruction hours annually (15 hours/quarter average). Additionally, it is recognized that the college-wide Weekly Student Contact Hour (WSCH) average must be such as to maintain the total program of the institution.

When the overall average is below that necessary to maintain the program, those instructors whose WSCH average is 10 percent or more below the overall average may be asked to assume revised or additional instructors whose WSCH average is 10 percent or more below the overall average may be asked to assume revised or additional instruction responsibilities. These may include increased class size, administration of independent study, tutorial work, split day-night teaching assignment; and as a last resort, additional class assignment. An attempt will be made to equalize the load of a teacher whose WSCH average is consistently greater than the college-wide average.

For the purpose of this policy "instructional hour" means any hour an instructor is required to be in the classroom or laboratory directly involved with students in a learning situation. It is recognized each instructional hour requires two hours of research, other preparations, and administrative efforts, so an increase of load by one hour of instruction time means the addition of a total of three hours to the work week.

3. Teaching assignments other than those described above may be made with the written consent of the instructor involved in those situations which do not fit "normal" conditions. The document, filed with the Dean of Instruction, shall specify the term for which it is effective.

4. If an instructor feels his teaching assignment is unreasonable, his case shall be arbitrated by the Professional Relations Committee. If arbitration is unsuccessful, the Professional Relations Committee shall represent the instructor in any actions involving the Administration or the Board.

Revised 8/10/72

MINIMUM CLASSROOM SCHEDULE

1. All classes in the Business and Computer Studies, Criminal Justice Training, Fine and Performing Arts, Health Occupations, Language and Developmental Studies, Physical Education and Athletics, Social Sciences, and Technical Divisions will have the following load factors.

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<thead>
<tr>
<th>Load Factor</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.0</td>
<td>Load Factor (lecture classes)</td>
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<tr>
<td>.83</td>
<td>Load Factor (Lecture/Lab Combination Classes)</td>
</tr>
<tr>
<td>.75</td>
<td>Load Factor (Lab Classes)</td>
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</tbody>
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2. The Sciences, Mathematics and Engineering Division’s classes will have the following
load factors:

1.0 Load Factor Lecture Classes and All Science Classes
.83 Load Factor Mathematics and Engineering Lecture/Lab Combination
.75 Load Factor Mathematics and Engineering Lab Classes

3 A full-time instructional load for classes based on the 1.0/.83/.75 load factors will be 15 hours per Week. (Classes that are cross-reference will be weighted similarly in all divisions based on the 1.0/.83/.75 load factors).

Approved 2/23/71
Updated, based on Faculty Association Agreement, 2006 – 2009

MINIMUM CLASS SIZE

1. Lecture, seminar and laboratory classes with an initial (first day) enrollment of fewer than fifteen (15) students will generally be canceled.

2. Independent study, research, coordinated instruction systems classes and classes by arrangement are exempt from such guidelines.

3. Exceptions to minimum class size guidelines will be based on the following: Courses required for graduation, courses required in a major or in career subject areas. Courses offered irregularly based on enrollment and need, limited classroom and laboratory facilities, campus size and geographic location, experimental or pilot programs and statutory and state regulations mandating class size.

Approved 1/17/72

ASSOCIATE OF ARTS/ASSOCIATE OF SCIENCE DEGREE REQUIREMENTS

GENERAL EDUCATION PHILOSOPHY

General education, an integrated program of courses, is the foundation of the Associate 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.

Natural Science - Courses which examine the physical universe, its life forms, and its natural phenomena. The course should help the student develop an appreciation and understanding of the
scientific method and encourage an understanding of the relationships between science and other human activities.

**Social and Behavior Sciences** - Courses which focus on people as members of society. The course should help the student develop an awareness of the method of inquiry used by the social and behavioral sciences. It should stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate.

**Humanities** - Courses which study the cultural activities and artistic expressions of human beings. The course should help the student develop an awareness of the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments.

**Language and Rationality** - Courses which develop for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication.

- **English Composition** - Courses fulfilling the written composition requirement include both expository and argumentative writing.

- **Communication and Analytical Thinking** - Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

**REQUIREMENTS**
The following are the minimum requirements to be filled for graduation with the Associate of Arts and/or an Associate of Science degree from Napa Valley College:

1. **Unit Requirement** – 60 semester units in courses numbered between 90 and 399. Units from other colleges may be used if they are determined acceptable by the Admissions and Records Office.

2. **Scholarship Requirement** - Cumulative G.P.A. of 2.0 or better with a “C” or better in all classes in the major.

3. **Residence Requirement** – Completion of 12 semester units at NVC and attendance at NVC during the semester prior to graduation or 30 semester units completed at NVC.

4. **P.E./DANS/Health Requirement** – 3.0 semester units of physical education, dance classes or HELH 106. Exemptions: a) health occupations majors; b) veterans with six months service (form DD214 must be on file in the Admissions and Records Office); or c) Police Academy graduates.
5. **Competency Requirements** – Competency in reading, writing, mathematics: completion with a grade of “c” or better; in courses from Area (d) “Language and Rationality” of NVC General Education pattern.

5. **Petition for Graduation**: All Candidates for graduation must file a petition in the Admissions and Records Office in the semester prior to the semester in which graduation is anticipated.

6. **American History and Institutions (A.A. degree only)** - Students must select one course from History 120, 121, 150 or 152 and one course from Political Science 120 or 121. The courses chosen to satisfy this requirement cannot be used to satisfy General Education Area C: Social and Behavior Sciences. Complete one course from History 120 or 121 and one course from Political Science 120 or 121.

8. **General Education**: Completion of 18 semester units; one course of at least three units in each area. A course cannot be used to satisfy more than one area except in the case of Area E for the A.S. Degree.

**A. Natural Science: (Choose 3 units)**
ANTH 120; ASTR 110, 111; BIOL 103, 105, 110, 112, 117, 120, 218; CHEM 105, 110, 111, 120; EART 110; ENVS 115; GEOG 110, 114, 120, 121; GEOL 110, 112, 116*; HEOC 100; PHYS 105, 110, 120, 140.

**B. Social and Behavioral Sciences: (Choose 3 units)**
ADMJ 121, 122, 125; ANTH 121, 130, 131, 145, 150, 180, 200; CFS 120, 140, 180; COUN 120; ECON 100, 101, 120; ENGI 110; GEOG 101, 102; HIST 120+, 121+, 122, 123, 135, 140, 142, 145, 150, 152, 153; POLI 120+, 121+, 125, 130, 135, 140; PSYC 120, 123, 124, 125, 126, 127, 128, 135; SOCI 120, 122, 123; SPCOM 126.

**C. Humanities: (Choose 3 units)**
ANTH 150; ART 118*; ARTH 100, 105, 106, 114, 118, 120, 130, 140, 210; ASL 120, 121; CFS 145; DART 120; ENGL 121, 123, 208, 209, 210, 211, 212, 213, 214, 216, 217, 220, 223; FILM 110, 125A, 125B, 125C, 125D, 203; FREN 120, 121, 240, 241; HIST 122, 123; HUMA 100, 101, 104, 125, 151, 160, 170, 174, 185, 186, 188, 189A, 189B, 189C, 189D; ITAL 120, 121; MUSI 110, 112, 114; PHIL 120, 121, 125, 130, 133, 134; PHOT 120; SPAN 111, 114, 116, 120, 121, 240, 241, 280, 281, 282; THEA 100, 105, 215

**D. Language and Rationality:**
1. **D.1 ENGLISH COMPOSITION** (Choose 3 units and complete with a “C” or better.) BUSI 105; ENGL 120.

**D.2 MATHEMATICS** (choose 3 units and complete with a “C” OR may demonstrate competency with a test).
D.3 COMMUNICATION AND ANALYTICAL THINKING (Choose 3 units and complete with a “C” or better),
ADMJ 123, 124; ANTH 150, 200; ASL 120; ASTR 111; BIOL 103, 110, 112, 120, 219, 220, 240, 241; BTV 98, 109; BUSI 103, 108, 110, 143; CFS 123, 135, 140, 155, 160; CHEM 110, 111, 120, 121; COUN 100; EART 110; ECON 100, 101; ENGI 123; ENGL 121, 123, 125, 200, 201, 202, 203*, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 220; ESL 106; FILM 110, 203; FREN 240, 241; GEOG 121; HUMA 100, 101, 104, 125, 185, 186; MATH 90, 94, 97, 99, 106, 108, 115, 120, 121, 220, 221, 222, 232, 235; PHIL 120, 121, 125, 126, 130; PHYS 105, 110, 120, 140, 240; POLI 125, 135, 140; PSYC 124, 135; RESP 120; SOCI 122; SPAN 240, 241, 280, 281; SPCOM 120, 122, 124, 126, 128; TECH 92, 107; THEA 110, 140*, 150*, 156, 210, 244.

E. Multicultural/Gender Studies:
Effective fall, 2001 for the A.S. Degree only, choose 3 units which may double count for one other area of GE, providing the course is listed in that area.
Effective fall, 1995 for the AA Degree, choose 3 units in addition to other GE area requirements.
ADMJ 123; ANTH 121, 145, 150, 180; CFS 140, 180; COUN 124; ENGL 217; FILM 110; HIST 145, 150, 152, 153; HUMA 100, 101, 151, 174, 186; PSYC 128; SPCOM 126; THEA 105

PE/Health Ed: Choice of 3 units of PE and Dance courses or complete HELH 106.
Exemptions: 1) Students majoring in Health Occupation
2) Veterans with six months service receive unit credit for P.E. and HELH 106.
3) Completion of the Police Academy.

American History/ Institutions: (A.A. Degree Only) Students must select one course from U.S. History (HIST 120, 121, 150 or 152) and one course from Political Science (POLI 120 or 121). Courses chosen to satisfy this requirement cannot be used to also satisfy Area B, Social & Behavioral Sciences.

9. Completing a Major
   A.S. Degree – Refer to Course Announcements for a description of courses required to complete the major. For each program, major and general education courses are outlined in a suggested sequence. Both counselors and program coordinators can advise students to ensure that all requirements for the A.S. Degree are being met.

Revised 5/2000 (Multicultural Graduation Requirement for A.A. added)
Updated A.A. degree requirement as noted by “+”.
Updated 8/09
General Education Pattern Updated Fall, 2010

ACADEMIC RENEWAL WITHOUT COURSE REPETITION
I7360

The open door policy of the community college provides students of diverse abilities and aspirations with an opportunity to achieve success. Some students find that their early attempts at college have not been successful. It is not uncommon for students to return to college later and receive a higher degree of academic success.
The academic renewal policy provides for the alleviation of previously recorded, substandard academic work that does not reflect the student’s current scholastic ability. In accordance with Title 5, section 55764-5, Napa Valley College will allow students to disregard 30 semester units of substandard course work from the calculation of their grade point average. To qualify for academic renewal, students must meet the requirements outlined in the administrative regulations.

See accompanying administrative regulations

Administrative regulations revised 3/29/01

HIGH SCHOOL AND UNIVERSITY ARTICULATION

The college will articulate its transfer courses and programs with 4-year colleges and universities to which students of the college transfer in substantial numbers. Articulation agreements with these colleges and universities will be developed and made available to students to enable them to know which courses of Napa Valley College are acceptable for credit and fulfill requirements at the transfer institutions.

The college will coordinate its programs with the high schools in its attendance area to enable high school graduates to flow smoothly into the college's curriculum.

The college will provide for advanced standing and/or waiver of requirements when high school students have demonstrated course work or competencies comparable to specific college courses and when articulation agreements have been formalized with the high school.

All articulation agreements must be coordinated and developed by faculty, approved by the Academic Senate and approved by the Board of Trustees.

Adopted 7/12/84
Updated 4/00

HIGH SCHOOL VOCATIONAL ARTICULATION

It is the policy of Napa Valley Community College District to establish partnerships with Napa County Regional Occupational Programs and the Napa Valley Unified School District to articulate instructional programs in the Napa Valley. This articulation will allow students to progress toward predetermined educational and career goals with a minimum of repetition of instruction and course content.

The Napa Valley Community College District supports both vocational education and transfer education goals, based upon the choice of the student.

Equal emphasis will be placed on course and program articulation, which may take varying forms.
Program articulation will be based upon learned competencies and will be identified by specific articulation agreements developed by subject-matter instructors.

All articulation agreements must be coordinated and developed by faculty, approved by the Academic Senate and approved by the Board of Trustees.

Approved 6/8/89
Updated 4/00