

DISTRICT TECHNICAL REVIEW COMMITTEE

Meeting Minutes

Tuesday, November 18, 2025

2:30-4:00pm

CAADO 209/Zoom

Committee Members	Guests
<input checked="" type="checkbox"/> Steven Schmidt (Chair, MUS)	<input checked="" type="checkbox"/> Lijuan Zhai (AVC ES&IE, RCCD)
<input type="checkbox"/> Vacant (Co-Chair, VC Ed. Services)	<input checked="" type="checkbox"/> Bryan Medina (CPRO, RCCD)
<input checked="" type="checkbox"/> Kelly Douglass (ENGL, RCC)	<input checked="" type="checkbox"/> Nicole Banerjee (AO, RCC)
<input checked="" type="checkbox"/> Brian Johnson (MAT, NOR)	<input checked="" type="checkbox"/> Nick Franco (AO, NOR)
<input checked="" type="checkbox"/> Nick Sinigaglia (PHI, MVC)	<input type="checkbox"/> Deanna Murrell (AO, MVC)
	<input checked="" type="checkbox"/> Sabina Fernandez (CPRO, MVC)
	<input checked="" type="checkbox"/> Casandra Greene (CPRO, RCC)
	<input checked="" type="checkbox"/> Nicole Brown (CPRO, NOR)
Additional Guests: Tiesha Stewart	

Zoom Information

<https://rccd-edu.zoom.us/j/86555446612?pwd=R0dDakVkJkSzNZQitZZEN0Zm1TTIYvQT09>

+1 669 900 6833 US

Meeting ID: 865 5544 6612

Passcode: 627472

Call to Order: 2:38pm

Agenda and Minutes

1. Approval of Agenda
Motion: Sinigaglia; Second: Johnson
Approved, Unanimous
2. Approval of Minutes – October 21, 2025
Motion: Sinigaglia; Second: Johnson
Approved, Unanimous

Action Items

1. Curriculum Proposals

Discussion Items and Public Comment

1. COR Review Tool – Kelly Douglass
 - a. In 2020, RCC created a COR Review Tool with questions for faculty to consider regarding equity-minded curriculum. The title has been updated to make it clear that a part of the tool is for equity minded work. Are there any edits that need to be made to this document?
 - i. Steven Schmidt – If a course is based on a CCN or C-ID template, the template should be uploaded to the proposal.
 - ii. Nick Sinigaglia – UC textbook requirements are within 7 years. Text books are also representative, not exhaustive.

1. Steven Schmidt – And UC transferable courses need at least one within 7 years.
 - iii. Nick Sinigaglia – Sample Assignments should be specific examples.
 1. Steven Schmidt – Or phrased in a way so that the example is connected to the content.
 - iv. Nick Sinigaglia – For SLOs, only one GESLO is needed for one SLO if the course is GE. GESLOs must also be assessed.
 1. Kelly Douglass – We also have the issues of courses that are not approved for GE having GESLOs.
 - v. Kelly Douglass will bring a revised version to the December 2 Tech Review for final approval.
2. CCN Suggested Taxonomy for Non-CCN Courses – Nick Sinigaglia
 - a. The State Chancellor’s Office sent out a memo about the CCN taxonomy and the suggestion that use of the CCN taxonomy for non-CCN courses is strongly recommended. At MVC, we are interpreting “recommended” as “not mandated,” and we do not want to pursue this.
 - b. Kelly Douglass – Do not see the value of pursuing this at this time. When we move through all the phases, then we can start discussion at that time. We are not looking for optional major modifications given the other curriculum work that needs to be done.
 - c. Casandra Greene – If there are additional phases, why would we do anything in advance if there’s the possibility that we would just have to revise the courses again?
 - d. Steven Schmidt – At Pasadena City College, a MUS faculty member began creating a grid for all the different MUS courses across the state, the intent being to number the courses in a way that creates space for the different types of courses across the state.
3. AP 2101 Independent Study – Kelly Douglass
 - a. Ron Ruiz would like an update regarding where BP/AP 2101 for Independent Study currently is, and if it has been approved.
 - b. Lijuan Zhai – This has been sent to Jo Scott-Coe and Rhonda Taube. There’s a need for the faculty association to review.
4. Attach CCN Template to Proposal – Steven Schmidt
 - a. For faculty that are creating or modifying a course based on a CCN to C-ID template, please upload those templates to the proposal.
5. Staggered SAAM Course Deadlines / Staggered CCN Phase 2B and Phase 3 Deadlines – Kelly Douglass and Nick Sinigaglia
 - a. Nick Sinigaglia – Would like to set up some deadlines for the spring for the CCN courses. Some disciplines may need more help than others, and there’s concern about waiting until the fall deadline to launch.
 - i. Kelly Douglass – The issue is that we don’t know exactly when the templates will be released or if any will be delayed.
 - b. Kelly Douglass – For courses requiring SAAM changes, is there a possibility to stagger deadlines. Perhaps Phase 2B CCN courses need to launch by June as the templates have already been released. Major mods could be submitted in fall, but is there a possibility for other proposals to be launched earlier? Deletions, exclusions, and program mods unaffected by CCN, for example?
 - i. Casandra Greene – At RCC, between SAAM and CCN, there will be 310 major mods. If anything has a unit change, we’ll need to address programs and ADT impacts.

- ii. Bryan Medina – For context, we had 219 total major modifications this year.
- c. The committee discussed a possible Spring launch deadline, including the following:
 - i. Is it within the Tech Review and Curriculum Committee’s purview to change the deadline? If the deadline is moved, is that a hard deadline, or is there the opportunity for curriculum to be launched in the fall and still meet the catalog? The committee discussed the concern of communicating to faculty any possibility that the deadline is not considered the actual deadline for the catalog.
 - ii. The committee discussed possible enforcement. Any proposals launched after the deadline could be added to a “wait list,” for review by Tech Review if and only if there is time after all curriculum launched by the deadline has been approved.
 - iii. Discussion regarding whether moving the deadline to spring would be considered arbitrary. However, given the volume of curriculum this cycle, and the volume of curriculum expected in 2026, it may not be physically possible for the Tech Review committee to review all proposals if launched in the fall. The RCC curriculum committee, for example, had to extend a meeting for an additional hour in order to review and vote on all proposals.
 - iv. Discussion regarding the existing fall launch deadline being a shorter turnaround time compared to colleges at other Districts. Chaffey, for example, has a March launch deadline for the catalog published the subsequent March.
 - v. A summer launch deadline would allow for the curriculum program coordinators/analyst to perform a review during the summer. Faculty could be contacted at the beginning of the fall term and asked to address any issues then.
 - vi. Exceptions to the deadline could be made for items impacted by legislation, accreditation, or outside regulatory agencies on a case-by-case basis, which we have done in the past.
 - vii. Calendar options should be reviewed at the December 2 meeting, and then taken to the College meeting on December 9 for review. Approval of the calendar can be communicated to the Tech Review committee following the meeting.
- d. Nick Sinigaglia – Has heard that the District may not be willing to commit to SPRs at all for work done to modify courses for SAAM. Could this body make a recommendation that SPRs are needed for working in the winter? What would the deliverables be?
 - i. Kelly Douglass – This is work faculty have a responsibility to do, however, at the State level we are being asked to do way more than what is normal. There should be SPRs for anyone working in the winter and regular semester SPRs should be on the table for discussion if faculty are working beyond their 5 hours of institutional service per week. An expectation for deliverables in this scenario is not appropriate. Faculty are attempting to solve a problem that has been foisted upon us.
 - ii. Nick Sinigaglia – If we have a deadline, we have to ask for a decision.
 - iii. Kelly Douglass – The deliverable is the decision that either a modification is launched by the deadline, or it is not. This is an issue between the union and the District. We can create the launch deadline for the catalog and the calendar, but it is up to the VPAs to decide how to handle the money.
 - iv. Nick Sinigaglia – Does this committee not have a position on if faculty should reach a determination on SAAM?
 - v. Kelly Douglass – I have an opinion: Faculty should modify their courses to comply with the SAAM changes. The law has changed and we are now funded differently. If you don’t modify your courses, that will impact funding for the college and for your students. The deadline for those changes is what we establish.
 - 1. Brian Johnson – Agrees.

2. Steven Schmidt – There are things outside out scope of what we can require and what we recommend. One of our tools we can use is the deadlines we create and keeping people informed, but the disciplines need to decide what to do with their courses.
 - vi. Nick Sinigaglia – Do we not want to make a recommendation regarding faculty being compensated?
 1. Kelly Douglass – In no way objects to faculty being compensated. If faculty are doing work being their 5 hours of institutional service, they may need to be compensated so that they are not exploited.
 - vii. Brian Johnson – Can we say the course outlines are no longer allowed to have fractional units?
 1. Bryan Medina – There are courses where there will not be a choice – such as the courses at BCTC or nursing.
 2. Kelly Douglass – Would be concerned about making a rule that is no longer based on Title 5, but is now based on the SAAM calculation.
 - viii. Nick Sinigaglia – So we will move forward with a spring deadline?
 1. Kelly Douglass – Yes, and faculty should be compensated if they are working beyond their institutional hours.
6. Correspondence Courses for CRC – Brian Johnson
 - a. Removed from agenda.
 7. FSA and Origination Permission Exceptions – Kelly Douglass
 - a. We have developed a policy at DCC regarding FSAs and origination permissions in Curriquet, which is based on information from HRER and the new hires report for the Board of Trustees. A part of that policy is that a secondary FSA is for teaching, and we have a policy in the contract that allows for transferring. However, we have departments where there is a lot of overlap of FSAs. If a District discipline approves granting someone origination permissions for a year, are we comfortable setting that up in the system? It should be an annual approval due to retirees and new hires, and things may change.
 - b. Additionally, should there be the opportunity for the VPAA to say no? It is only our concern what FSA faculty have for the purposes of origination in Curriquet, but the VPAAs know who was hired and what they were hired for. Should we have final VPAA approval?
 - i. Nick Sinigaglia – Do not want to have administration interfering. Perhaps they can keep track of the permissions, but do not approve.
 - c. Nick Sinigaglia – We have had instances where a part-time faculty does proposals. Would this exception include part-time faculty? Is it restricted to full-time?
 - i. Kelly Douglass – It should still be a full-time faculty member on the origination line, but the part-time faculty could be a co-contributor.
 - d. Nick Sinigaglia – We have disciplines that have no full-time faculty at the college, but we have the discipline in the catalog. Who controls inclusions and exclusions?
 - i. Kelly Douglass – It could be the department chair. In some instances, it has been the curriculum chair.
 - ii. Nick Sinigaglia – Will draft some possible language.
 - e. This item will be brought back to the December 2 meeting for additional review.
 8. Open Forum
 - a. None.

9. Public Comment for all items on or not otherwise on the agenda.
 - a. None.

Adjournment: 4:32

Technical Review Notes

Proposals and Notes for 11/18/2025

Courses

Course Deletions

		M	N	R	Action	Douglass	Johnson	Sinigaglia
CIS 65	Introduction to Microsoft PowerPoint	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 897A	Windows Operating System and Internet Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 897B	Linux Operating System and Internet Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 897C	Mac Operating System and Internet Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CUL 842	International Cuisine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
EDU 200	Education Work Experience In MOV Education Paraprofessional	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
ETS 50	Introduction to African American Families and Populations Need HMS mods to remove the cross-listing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
ETS 51	Introduction to Latina and Latino American Families and Populations Need HMS mods to remove the cross-listing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
ETS 52	Introduction to Asian American Families and Populations Need HMS mods to remove the cross-listing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
ETS 53	Introduction to Native American Families and Populations Need HMS mods to remove the cross-listing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
FTV 200	Telecommunications Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y

Course Exclusions

		M	N	R	Action	Douglass	Johnson	Sinigaglia
BUS 24	Business Communications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CAT 30	Business English	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CAT 78A	Introduction to Adobe Photoshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CAT 79	Introduction to Adobe Illustrator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 56A	Designing Web Graphics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 72A	Introduction to Web Page Creation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y

Courses

Course Exclusions

		M	N	R	Action	Douglass	Johnson	Sinigaglia
CIS 72B	Intermediate Web Page Creation Using Cascading Style Sheets (CSS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 76B	Introduction to Dreamweaver	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 78A	Introduction to Adobe Photoshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 79	Introduction to Adobe Illustrator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 834	Historical Perspective: Napier to Torvalds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 835	Foundational Approach: Word Problems to Work Flow	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 836	Computational Tools: Calculators to Spreadsheets	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 837	Boolean Formulation: Logic to Relationships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 838	Pseudocode and Flowcharts: Descriptive to Visual	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 839	Tools of the trade: IDE's to Backup	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
GUI 845	College Readiness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
GUI 847A	Career Readiness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
GUI 847B	Educational Planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
GUI 848	Student Success	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
PDS 814	Closing Techniques That Win the Sale	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
PDS 815	Winning Sales Scripts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
POLS 20	Latin American Politics In two ADTs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y

Course Major Modifications

		M	N	R	Action	Douglass	Johnson	Sinigaglia
AIR 22	California Mechanical Codes Course will be re-launched as a new course.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Return to Draft	Y	Y	Y
ARE 24	Revit I-Architectural Drafting Waiting for mirrored and crosslisted counterparts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
ARE 25	Revit II-Advanced Architectural Drafting Waiting for mirrored and crosslisted counterparts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 70A	Foundations of Data Science Hold for MAT-70A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y

Courses

Course Major Modifications

		M	N	R	Action	Douglass	Johnson	Sinigaglia
EAR 41	Practicum in Early Intervention/Special Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ENP 871	Solopreneurship Mirrored to 71, no entry skills, not listed on minutes.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
FTV 12	History of American Film	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
FTV 48	Short Film Production Content format issues. Lists a \$160 fees in the materials section, is this appropriate? Is this an instructional cost? SLOs and Objectives are the same.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
FTV 65	The Director's Art in Filmmaking Content is single level. SLOs and objectives are the same.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
PHO 23	Introduction to Drone Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

Course Minor Modifications

		M	N	R	Action	Douglass	Johnson	Sinigaglia
AHS 10	Modern and Contemporary Art History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
AHS 12	Asian Art History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
AHS 3	Islamic Art History	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
AHS 5	Arts of Africa, Oceania, and Indigenous North America	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
AHS 8	Art History of the Photographic Image	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
AHS 9	African Art History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
ANT 4	Native American Cultures Hold for ETS-27.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
ASL 22	American Deaf Culture Online DE components in methods of instruction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
CHE 10	Chemistry for Everyone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
PHO 27	Forensic & Crime Scene Photography Assignments could be further developed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
PHO 9	Intermediate Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

Distance Education

		M	N	R	Action	Douglass	Johnson	Sinigaglia
CIS 910DE	Introduction to Canvas: Essentials for Online Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

Courses

Distance Education

		M	N	R	Action	Douglass	Johnson	Sinigaglia
CIS 911DE	Intermediate Canvas: Communicating and Interacting in Canvas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
CIS 912DE	Advanced Canvas: Assignments and Quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
GUI 47ADE	Introduction to Career Exploration	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
PSYC 9HDE	Developmental Psychology Honors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y

New Courses

		M	N	R	Action	Douglass	Johnson	Sinigaglia
ALR 803	Reading for Academic and Lifelong Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
	States that this meets the requirement for reading, which is not correct. ALR-3 needs to come forward as a major mod.							
PHO 24	Creative Drone Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
	Missing entry skill links.							
PHO 25	Drone Photography for Public Service	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
PHO 30	Storytelling and Composition in Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
PHO 31	Photography Presentation and Gallery Prep	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
	More SLOs than objectives.							
PHO 32	Practical Visual Effects for Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
	Missing prereq links.							
PHO 33	Food and Product Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
	Missing prereq links. MOE/MOI/Assignments.							
PHO 38	Creative Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
	No entry skills.							
PHO 6	Experimental and Alternative Process Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
	Description needs to be changed. Missing prereq links.							
PHO 66	Self-Promotion For Photographers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
	Description needs to be changed.							
PSYC 9H	Developmental Psychology - Honors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y

Programs

New Programs

		M	N	R	Action	Douglass	Johnson	Sinigaglia
Degree & Certificate								
PHO	Creative Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
PHO	Drone Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y

Program Modifications

		M	N	R	Action	Douglass	Johnson	Sinigaglia
Certificate								
PHO	Crime Scene Photography Essentials Hold for minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
Degree & Certificate								
PHO	Entrepreneurial Photography Hold for minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
PHO	Photography Hold for minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y