

## DISTRICT TECHNICAL REVIEW COMMITTEE

### Meeting Minutes

Tuesday, March 3, 2026

2:30-4:00pm

CAADO 209/Zoom

Committee Members	Guests
<input checked="" type="checkbox"/> Steven Schmidt (Chair, MUS)	<input type="checkbox"/> Lijuan Zhai (AVC ES&IE, RCCD)
<input checked="" type="checkbox"/> Star Rivera-Lacey (Co-Chair, Deputy Chancellor & Provost)	<input checked="" type="checkbox"/> Casandra Greene (CPRO, RCCD)
<input checked="" type="checkbox"/> Kelly Douglass (ENGL, RCC)	<input checked="" type="checkbox"/> Bryan Medina (CPRO, RCCD)
<input checked="" type="checkbox"/> Brian Johnson (MAT, NOR)	<input checked="" type="checkbox"/> Nicole Banerjee (AO, RCC)
<input checked="" type="checkbox"/> Nick Sinigaglia (PHI, MVC)	<input checked="" type="checkbox"/> Nick Franco (AO, NOR)
	<input checked="" type="checkbox"/> Deanna Murrell (AO, MVC)
	<input checked="" type="checkbox"/> Nicole Brown (CPRO, NOR)
	<input checked="" type="checkbox"/> Sabina Fernandez (CPRO, MVC)
Additional Guests: Robert Fontaine, Wayne Howerton, Marjorie McPike, Sara Yerushalmian	

#### Zoom Information

<https://rccd-edu.zoom.us/j/86555446612?pwd=R0dDakVkSzNZQitZZEN0Zm1TTIYvQT09>

+1 669 900 6833 US

Meeting ID: 865 5544 6612

Passcode: 627472

**Call to Order:** 2:34pm

#### Agenda and Minutes

1. Approval of Agenda  
Motion: Douglass; Second: Sinigaglia  
Approved, Unanimous
2. Approval of Minutes – December 2, 2025  
Motion: Douglass; Second: Sinigaglia  
Approved, Unanimous

#### Action Items

1. Curriculum Proposals

#### Discussion Items and Public Comment

1. Title 5 COR Updates and Curriquet – Bryan Medina
  - a. In December, District Academic Standards reviewed the process to ensure CORs comply with the updated Title 5 language and asked that the Curriculum Committees provide feedback on whether to have one or two new fields in Curriquet for originators to detail equity and inclusion practices and where the COR reflects universal design.
    - i. The committees agreed on two separate feelds.
  - b. Guiding text for the fields from Standards: “Where in your COR do you reflect equity and inclusion practices, and how did your discipline arrive at those

policies/procedures/pedagogies, etc.” For UDL, “Where in the COR do you reflect universal design?”

- c. Field Header: “Title 5 55001(b) Compliance” and “Title 5 55001(c) Compliance”
  - d. Kelly Douglass – Is the guiding text for UDL sufficient?
    - i. Nick Sinigaglia – UDL should be present throughout the COR. Do we want a special marker for faculty to use throughout the COR?
    - ii. Steven Schmidt – UDL is about delivery. There may be many areas for them to include practices.
    - iii. Kelly Douglass – Opposed to a special demarcation. The COR is a document we give to faculty, and that would take over how the document reads and what it looks like.
  - e. Nick Sinigaglia – Are we asking them to refer to specific areas of the COR?
    - i. Kelly Douglass – Yes, but there are two different requirements. The UDL requirement is asking for where in the COR UDL is detailed, but the equitable practices requirement also asks for a practice where the curriculum committees review it. The information in the fields tells the committees where to look.
  - f. Nick Sinigaglia – Is the question regarding how the discipline arrived at those policies, procedures, and pedagogies required to meet the mandate?
    - i. Kelly Douglass – Believe so, but will need to review the documentation to confirm. We can confirm at Standards this week.
  - g. Steven Schmidt – For the headers for the outside of class assignments, we are frequently asking for people to add something other than the textbook. Can we add this as guiding text?
    - i. The committee agreed to add this to the proposal form.
  - h. Nick Sinigaglia – When do we start enforcing these requirements?
    - i. Kelly Douglass – Encourage faculty to do the work now, even though they may have to go back and update these fields later on. We also have to take this to Senate. Incorporating UDL into the COR is fairly new, even though faculty have discussed for some time how to do this in their individual sections.
  - i. The two new fields will be added to Curriqnet following Senate approval of the procedure. The new fields will be available via a new course or major modification proposal, but not a minor modification proposal.
  - j. Nick Sinigaglia – Who checks the new fields? Tech Review or College?
    - i. Steven Schmidt – Both. Tech Review would check that it was done, and College would review the content.
  - k. Kelly Douglass – While faculty can begin the work now, there will come a point where we need to identify which courses have not been updated.
    - i. Bryan Medina – We can pull this data directly out of Curriqnet to identify which courses have not been updated.
    - ii. Casandra Greene – We can continue with our regular compliance reports to monitor courses that are updated over time. As we approach the deadline, we can identify which courses must be updated.
2. TOP/CIP Transition – Casandra Greene and Bryan Medina
- a. Bryan Medina and Casandra Greene provided an overview of a proposal to align TOP and CIP codes across Curriqnet, COCI, and Colleague. The Analysts asked that the Curriculum Chairs share the information and deadlines with their committees at the next meeting.
3. DE/DX Form Update Discussion – Steven Schmidt
- a. No information for discussion yet.

4. Returning Proposals to Draft – Bryan Medina
  - a. Consideration to return proposals to draft before Tech Review if they are missing the following elements:
    - i. Entrance Skills when a course has a requisite (only if there are no entrance skills at all on the COR, per the discussion below), objectives, ~~GESLOs if the course is GE~~ (not to be considered, per the discussion below), course content, lab content if the course is Lecture/Lab and TBA, hours, MOI, MOE, sample assignments (reading, writing, and outside-of-class), minutes (missing or if the minutes are the same from the previous version of the proposal).
  - b. Nick Sinigaglia – Concerned about enforcing entrance skills and links too harshly, as they can be difficult for faculty to navigate.
    - i. Kelly Douglass – If entrance skills have never been listed at all, it seems fine to send back to faculty.
  - c. Kelly Douglass – When would we begin enforcing this?
    - i. Casandra Greene – Inform committee members at the next meeting so we can begin enforcement this cycle.
    - ii. Kelly Douglass – Concerned about the deadline being moved up to June 5.
    - iii. Bryan Medina – For any who submit by the deadline, you can remain on the Tech Review agenda.
  - d. Kelly Douglass – Once implemented, what do we with the items on the TR agenda currently?
    - i. Casandra Greene – Make a good faith effort to the resolve the issues we’ve agreed to work on.
    - ii. Bryan Medina – The Chairs can also decide which items to push back, if any, based on faculty response.
  - e. Nick Sinigaglia – Has the revised COR check list been posted? Should this information be included on it?
    - i. Kelly Douglass – Will double check the edits. These items are required, so faculty using the checklist should include those items in their proposal.
  - f. Nick Sinigaglia – What about GESLOS?
    - i. Kelly Douglass – We can work through GESLO issues at Tech Review.
  - g. Casandra Greene – What if content is single level?
    - i. Kelly Douglass – Should not send back. Concerned about how that would impact possible CCN courses.
  - h. Nick Sinigaglia – How do we define old minutes?
    - i. Bryan Medina – If they are the exact same attachments as the previous version of the proposal.
5. FSA Annual Exception List Update – Kelly Douglass
  - a. Defer this to next meeting. Kelly will create a reference sheet to allow exceptions as discussed in December. Kelly will build out exact steps so originators have a better sense of how to add co-contributors to proposals, and then we can decide where the document is posted.
6. Activity Category – Kelly Douglass
  - a. Would like to propose that we need an Activity category. We have a variety of performing arts courses that would benefit from the category, and the updates to SAAM are revealing that the Activity category could resolve some of the problems that performing arts is facing. Faculty are losing contact time with students by using the lecture and lab categories only. In some cases, the reduced contact time may also result in a pay cut in order to comply with SAAM. Performing arts will occasionally structure a

course with a combination of lecture and lab to allow for homework assignments, when really the course is best suited for the activity category.

- b. Historically, there may have been some concern about the activity category due to repeatability issues, but repeatability has been addressed in the PCAH and through leveling courses. The PCAH does state the category should be used with caution as with natural science and STEM fields an activity model could have implications on regulatory requirements regarding hours.
  - c. Would like to propose that the curriculum chairs work with the Senates and Faculty Association to have all three categories. We would need to carefully define what makes an activity class in the same way that we define in the contract what an extensive prep lab course is.
  - d. Steven Schmidt – This is something that we see in MUS with the ensemble courses, and may also take place in DAN and THE. Because activity currently isn't an option, faculty are forced to use lecture and lab combinations.
  - e. Kelly Douglass – Proposal is to start the ball rolling. If the Senates, FA, and eventually the administrators reach an agreement, then the SAAM impact fields could know that this would eventually be a possible solution.
  - f. The committee was in agreement.
  - g. Nick Sinigaglia – Would like to see a few concrete examples.
    - i. Kelly Douglass – Will bring to the next meeting to look at, and then we can discuss with Dr. Rivera-Lacey a pathway forward.
7. Clerically Adding Honors Courses to Programs – Nicole Brown
- a. Nicole Brown – Discussed a concern regarding appropriate notification of policies and procedures being communicated to the curriculum coordinators as updates are made. Provided the example of honors courses being clerically added to programs without her knowledge, a procedure discussed at Tech Review in 2021. Is interested in having a standardized way to catalog curriculum procedures.
  - b. Bryan Medina – Recommended for discussion at the next Analyst/Coordinator meeting.
8. CCN Phase 2B and Phase 3 Implementation – Bryan Medina
- a. According to the webinar this week, CCN Phase 2B will still move forward with a Fall 2027 implementation. Phase 3 will be delayed. Additionally, we can expect some existing templates to be revised in the future.
  - b. Nick Sinigaglia – What kind of notification should we provide to our faculty?
    - i. Kelly Douglass – Announce at the next College meeting, and ask the representatives to find out who the lead will be.
  - c. Nick Sinigaglia – Do not understand what the logic is of continuing to move forward with 2B. Those courses are going to face the exact same issues that have been identified with Phase 3.
  - d. CCN Phase 2B will be a standing discussion item on the Tech Review agenda moving forward.
9. Open Forum
- a. None.
10. Public Comment for all items on or not otherwise on the agenda.
- a. None.

**Adjournment:** 4:43pm

# Technical Review Notes

Proposals and Notes for 03/03/2026

## Courses

### Course Deletions

		M	N	R	Action	Douglass	Johnson	Sinigaglia
CAT 65	Introduction to Microsoft PowerPoint	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
CAT 78B	Advanced Adobe Photoshop Norco - Graphic Design AS/Cert	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CAT 81	Introduction to Desktop Publishing using Adobe InDesign CIS-81 needs to come forward for review and to remove the crosslisting. CIS-81 is also out of compliance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CIS 897A	Windows Operating System and Internet Literacy Cert Operating Systems 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 Cert Operating Systems 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 Cert Operating Systems and Internet Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y
CUL 842	International Cuisine In CC8025 Food Service Career Cert Prep.	<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
HMS 38	Introduction to Applied Behavioral Analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
HMS 50	Introduction to African American Families and Populations MVC Programs: Drug and Alcohol Studies, Social Work, Behavioral Therapist, Child Welfare, Military Social Work, Multicultural Counseling, Social Justice System Studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold	Y	Y	Y

## Courses

### Course Deletions

		M	N	R	Action	Douglass	Johnson	Sinigaglia
<b>HMS 51</b>	<b>Introduction to Latina and Latino American Families and Populations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
MVC Programs: Drug and Alcohol Studies, Social Work, Behavioral Therapist, Child Welfare, Military Social Work, Multicultural Counseling, Social Justice System Studies								
<b>HMS 52</b>	<b>Introduction to Asian American Families and Populations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
MVC Programs: Drug and Alcohol Studies, Social Work, Behavioral Therapist, Child Welfare, Military Social Work, Multicultural Counseling, Social Justice System Studies								
<b>HMS 53</b>	<b>Introduction to Native American Families and Populations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
MVC Programs: Drug and Alcohol Studies, Social Work, Behavioral Therapist, Child Welfare, Military Social Work, Multicultural Counseling, Social Justice System Studies								
<b>HMS 69</b>	<b>Careers in Social Work- Entry Level Employment &amp; Career Planning in Human Services</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Approved</b>	Y	Y	Y

### Course Exclusions

		M	N	R	Action	Douglass	Johnson	Sinigaglia
<b>CAT 30</b>	<b>Business English</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Approved</b>	Y	Y	Y
<b>CAT 78A</b>	<b>Introduction to Adobe Photoshop</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>CAT 79</b>	<b>Introduction to Adobe Illustrator</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>CIS 56A</b>	<b>Designing Web Graphics</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>CIS 76B</b>	<b>Introduction to Dreamweaver</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>CIS 78A</b>	<b>Introduction to Adobe Photoshop</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>CIS 79</b>	<b>Introduction to Adobe Illustrator</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>CIS 834</b>	<b>Historical Perspective: Napier to Torvalds</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>CIS 835</b>	<b>Foundational Approach: Word Problems to Work Flow</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>CIS 836</b>	<b>Computational Tools: Calculators to Spreadsheets</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>CIS 837</b>	<b>Boolean Formulation: Logic to Relationships</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>CIS 838</b>	<b>Pseudocode and Flowcharts: Descriptive to Visual</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>CIS 839</b>	<b>Tools of the trade: IDE's to Backup</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>PDS 814</b>	<b>Closing Techniques That Win the Sale</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>PDS 815</b>	<b>Winning Sales Scripts</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y

## Courses

### Course Exclusions

		M	N	R	Action	Douglass	Johnson	Sinigaglia
<b>POLS 20</b>	<b>Latin American Politics</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
In two ADTs.								

### Course Inclusions

		M	N	R	Action	Douglass	Johnson	Sinigaglia
<b>ACC 40</b>	<b>Accounting for Managers</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Approved</b>	Y	Y	Y
<b>ACC 68</b>	<b>Taxation of Business Entities and Fiduciaries</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Approved</b>	Y	Y	Y
<b>CAT 55</b>	<b>Applied Accounting/Bookkeeping</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Needs minutes from CAT faculty/department.								

### Course Major Modifications

		M	N	R	Action	Douglass	Johnson	Sinigaglia
<b>ADJ 27</b>	<b>Forensic &amp; Crime Scene Photography</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Entrance skills but no prereq; GESLOs, no minutes; PHO-27 is at TR as minor mod, but does not have MOE. Kelly will work with faculty.								
<b>ADJ 801</b>	<b>Community Emergency Response Team (CERT)</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
No minutes. Outside of class hours math does not appear to be correct for the variable lecture hours listed. Also, this is a cross-listed ADJ, HLS, PSF course, but they are all also cross-disciplined; if they already have it as a cross-discipline, why also have the cross-listed class?								
<b>ANT 10</b>	<b>Forensic Anthropology</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
<b>ARE 24</b>	<b>Revit I-Architectural Drafting</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Crosslisted with DFT-24, needs to be moved forward at Chair level.								
<b>ARE 25</b>	<b>Revit II-Advanced Architectural Drafting</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Waiting for mirrored and crosslisted counterparts.								
<b>CIS 70A</b>	<b>Foundations of Data Science</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Hold for MAT-70A.								
<b>EMS 40</b>	<b>Emergency Medical Technician Continuing Education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
No minutes. Unlimited repeatability.								
<b>EMS 56</b>	<b>Advanced Emergency Medical Technician</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Course content levels; No entrance skills; No outside of class assignments; no minutes; Cross listed discipline APP								
<b>EMS 57</b>	<b>Advanced Emergency Medical Technician (Clinical)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Crosslisted discipline to APP; No entrance skills; No other outside of class assignments; Old minutes.								

## Courses

### Course Major Modifications

		M	N	R	Action	Douglass	Johnson	Sringaglia
<b>EMS 59</b>	<b>Paramedic Preparation</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Total hours is not correct. No outside of class assignments; GESLOs; Repeatability 1. Minutes do not mention the course. Course content seems light.								
<b>EMS 70</b>	<b>Trauma Management</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
In Paramedic program. Course content is single level; No other outside of class assignments. Minutes don't mention curriculum.								
<b>EMS 81</b>	<b>Special Populations</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
In Paramedic Program. No minutes.								
<b>EMS 82</b>	<b>Special Topics</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
In Paramedic Program. No minutes. Is this truly a special topics course?								
<b>EMS 91</b>	<b>Paramedic Field Internship</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
In Paramedic program. EMS 90 has entrance skill, but is not in prereqs. No minutes.								
<b>EMS 95</b>	<b>Mobile Intensive Care Nurse (MICN)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
No minutes.								
<b>ENP 871</b>	<b>Solopreneurship</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Mirrored to 71, no entry skills, not listed on minutes.								
<b>FTV 48</b>	<b>Short Film Production</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
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.								
<b>FTV 65</b>	<b>The Director's Art in Filmmaking</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Content is single level. SLOs and objectives are the same.								
<b>MDA 100</b>	<b>Medical Assisting Externship</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Prereq line says "And one elective." This may be a programmatic requirement, no way to create entrance skill off of this. Additionally, prereq statement includes courses that are going through deletion. "Instructor approval required" may need to be removed from the prerequisite line since it is a limitation on enrollment.								
<b>MDA 58A</b>	<b>Medical Transcription/Health Documentation</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	Y	Y	Y
CAT-30 entrance skill link needs to be removed. Entrance skill and link needed for ENGL-C1000.								
<b>WKX 200</b>	<b>General Work Experience</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Approved</b>	Y	Y	Y
Who is the instructor of record for WKX? Per the minimum qualifications handbook, it is any faculty member with an FSA in any discipline that would offer work experience that is employed with the District.								

### Course Minor Modifications

		M	N	R	Action	Douglass	Johnson	Sringaglia
<b>ANT 4</b>	<b>Native American Cultures</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Hold for ETS-27.								

## Courses

### Course Minor Modifications

		M	N	R	Action	Douglass	Johnson	Sinigaglia
<b>ASL 22</b>	<b>American Deaf Culture</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Online DE components in methods of instruction.								
<b>CHE 10</b>	<b>Chemistry for Everyone</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
"Discuss" as an SLO. Needs to be relaunched as a major mod.								
<b>PHO 27</b>	<b>Forensic &amp; Crime Scene Photography</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Assignments could be further developed. No MOIs.								

### Distance Education

		M	N	R	Action	Douglass	Johnson	Sinigaglia
<b>ACC 68DE</b>	<b>Taxation of Business Entities and Fiduciaries</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Approved</b>	Y	Y	Y
Needs the Title 5 box checked.								
<b>PSYC 9HDE</b>	<b>Developmental Psychology Honors</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Approved</b>	Y	Y	Y

### New Courses

		M	N	R	Action	Douglass	Johnson	Sinigaglia
<b>ALR 803</b>	<b>Reading for Academic and Lifelong Literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Hold</b>	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.								
<b>PHO 24</b>	<b>Creative Drone Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
No entrance skill.								
<b>PHO 25</b>	<b>Drone Photography for Public Service</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Sample assignment formatting.								
<b>PHO 30</b>	<b>Storytelling and Composition in Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Sample assignment formatting.								
<b>PHO 31</b>	<b>Photography Presentation and Gallery Prep</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Sample assignment formatting.								
<b>PHO 32</b>	<b>Practical Visual Effects for Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Missing entrance skill.								
<b>PHO 33</b>	<b>Food and Product Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
Sample assignment formatting.								
<b>PHO 38</b>	<b>Creative Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
No entrance skill. Prereq formatting.								
<b>PHO 6</b>	<b>Experimental and Alternative Process Photography</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Hold</b>	Y	Y	Y
No entrance skills. Prereq formatting. Description should be revised.								

## Courses

### New Courses

		M	N	R	Action	Douglass	Johnson	Sinigaglia
PHO 66	Self-Promotion For Photographers Sample assignment formatting.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
PSYC 9H	Developmental Psychology - Honors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y

## Programs

### New Programs

		M	N	R	Action	Douglass	Johnson	Sinigaglia
<b>Degree &amp; Certificate</b>								
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
<b>Certificate</b>								
PHO	Crime Scene Photography Essentials Hold for minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hold	Y	Y	Y
<b>Degree &amp; Certificate</b>								
AIR	HVAC Commercial Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Approved	Y	Y	Y
MDA	Transcriptionist/Health Documentation Specialist	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approved	Y	Y	Y
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