Antelope Valley College
Change Report
10/21/2024

Summary of Changes

Section	Changed field
General Information	Author
General Information	Proposal Start
General Information	Submission Rationale
More Options	Course Support Course Status (CB26)
Transferability & Gen. Ed. Options	Course General Education Status (CB25)
Distance Education	Did the faculty member developing the course take professional development courses/workshops? Type in the box below which option is applicable: CVC: California Virtual Campus www.cvc.edu OLC: Online Learning Consortium @One: www.onefortraining.org None Other (Explain)
Distance Education	Is at least 51% of the course conducted through distance education? Type yes or no in the box below.

Section	Changed field
Distance Education	At least three methods of technology resources will be used to teach this course. 1. Collaborative Tools (Discussion Forums, Chatrooms, CCC Confer, etc.); 2. Document Files (PDF's, MS Word, Presentations, Spreadsheets, etc) (ADA Compliance Requires use of proper document structuring); 3. Images (Photographs, Diagrams, etc.) (ADA Compliance Requires use of alternative text); 4. Interactive Media (Games, Self-Graded Tutorials, etc.); 5. Links to Resources Outside the LMS (Other Websites, Publisher Sites, etc.) (ADA Compliance Requires that outside resources are verified as accessible); 6. Multimedia Files (Uploaded or Streaming) (ADA Compliance Requires use of closed captioning); and/or 7. Publisher-Supplied Resources (ADA Compliance Requires that publisher-supplied materials are verified as accessible). Type yes in the box below if you certify at least three methods of technology resources will be used to teach each section of this course offering
Distance Education	Additional resources will be used to ensure that course content is fully accessible and conforms to ADA requirements. 1. Alternative Text; 2. Closed Captioning; 3. Descriptive Audio; 4. Outside Resources Verified as Accessible; 5. Publisher-Supplied Materials Verified as Accessible; 6. Transcripts; and/or 7. Use of Proper Document Structuring. Type yes in the box below if you certify at least three methods of technology resources will be used to teach each section of this course offering.
Distance Education	If you plan to use resources not listed above, please provide an explanation here:
Distance Education	At least two tools/methods will be used to ensure regular effective contact with the class or groups of students. 1. Discussion forums; 2. Field Trips; 3. Instructor-Led Group Meetings (Online or Face-to-face); 4. Individual Meetings; 5. Library Workshops; 6. Orientation Sessions; 7. Social Media (Facebook, Twitter, etc): Weekly Announcements; and/or 8. Video Communication. Type yes if you certify at least two tools/methods will be used to ensure regular effective contact with the whole class or groups of students in each section of this course offering.

Section	Changed field
�-red	At least two additional tools/methods will be offered to students to ensure regular effective contact between the instructor, the whole class or groups of ▰ Telephone Contact; 3. Text Messaging; 4. Timely Feedback on Student Work; and/or 5. Video Communication. Type yes if you certify at least two tools/methods will be offered to students to ensure regular effective contact between the instructor, the whole class or groups of students in each section of this course offering.
Distance Education	If you plan to use tools/methods not listed above, please provide an explanation here:
Distance Education	If needed, how will any assignments or methods of evaluation change to teach this course online?
Distance Education	Type yes in the box below if you are requesting Emergency DE Designation Only (course to be DE approved for emergency circumstances only; not DE approved for regularly scheduled sessions).
CTE	CTE TOP Code?
Equivalency	Does this course have an equivalency?
Workflow Agreement - Courses	When a workflow is sent back you must: 1. Review comments in the various sections for information on corrections needed. 2. Make corrections. Seek support from AP&P rep as necessary. 3. Resubmit workflow.
Workflow Agreement - Courses	Be aware that all proposal corrections will lengthen the approval timeline.
C-ID Designation	C-ID Designation

General Information

Changed	Field	Current Version	Proposed Version
❗	**Author**	• Carlos Pinho (Coordinator) • Poorman, Gabby (Coordinator) • Harrison, David (Coordinator) • Jehlicka, Perry (Coordinator) • Price, Hank (Coordinator) • Cardoniga, Argel (Coordinator)	• Carlos Pinho (Coordinator) • Price, Hank (Coordinator) • Poorman, Gabby (Coordinator)
	Course Code (CB01)	AJ111	AJ111
	Course Control Number (CB00)	CCC000640893	CCC000640893
	Course Title (CB02)	Beginning Health and Fitness for First Responders I	Beginning Health and Fitness for First Responders I
	TOP Code (CB03)	2199.00	2199.00 Other Public and Protective Services
	CIP Code	Public Administration and Social Service Professions, Other.	44.9999 Public Administration and Social Service Professions, Other.
	Discipline	Administration of Justice	Administration of Justice
❗	**Proposal Start**	Fall 2024	Fall ~~2024~~ 2025
	SAM Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course (Catalog) Description	Introduces the principles of physical fitness and mental health for students preparing for careers in public safety, as well as those training for employment that requires a Physical Ability Test (PAT). This course is designed to enhance the overall fitness level of Administration of Justice Students and introduce them to specific skills required to successfully complete physical agility tests for law enforcement and correctional agencies. The emphasis is on improving both cardiovascular and anaerobic endurance plus muscle strength and endurance. Intense resistance training, anaerobic and cardiovascular workouts are utilized including concepts of wellness, mindfulness, injury prevention, and stress management. Non-Administration of Justice students are also welcome. (CSU, AVC)	Introduces the principles of physical fitness and mental health for students preparing for careers in public safety, as well as those training for employment that requires a Physical Ability Test (PAT). This course is designed to enhance the overall fitness level of Administration of Justice Students and introduce them to specific skills required to successfully complete physical agility tests for law enforcement and correctional agencies. The emphasis is on improving both cardiovascular and anaerobic endurance plus muscle strength and endurance. Intense resistance training, anaerobic and cardiovascular workouts are utilized including concepts of wellness, mindfulness, injury prevention, and stress management. Non-Administration of Justice students are also welcome. (CSU, AVC)
❗	**Submission Rationale**	• New Course	• Add Distance Education

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Master Discipline Preferred	• Kinesiology	• Kinesiology
	Alternate Master Discipline Preferred	• Administration of Justice (Police science, corrections, law enforcement)	• Administration of Justice (Police science, corrections, law enforcement)
	Bachelors or Associates Discipline Preferred	• Kinesiology	• Kinesiology

Changed	Field	Current Version	Proposed Version
	Additional Bachelors or Associates Discipline Preferred	• Administration of Justice (Police science, corrections, law enforcement)	• Administration of Justice (Police science, corrections, law enforcement)

CTE

Changed	Field	Current Version	Proposed Version
❗	**CTE TOP Code?**	• Yes	• Yes

Equivalency

Changed	Field	Current Version	Proposed Version
❗	**Does this course have an equivalency?**	• No equivalency exists.	• No equivalency exists.
	Indicate equivalent course	none	none

Workflow Agreement - Courses

Changed	Field	Current Version	Proposed Version
❗	**When a workflow is sent back you must: 1. Review comments in the various sections for information on corrections needed. 2. Make corrections. Seek support from AP&P rep as necessary. 3. Resubmit workflow.**	• I understand	• I understand
❗	**Be aware that all proposal corrections will lengthen the approval timeline.**	• I understand	• I understand

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level (CB21)	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
❗	**Course Support Course Status (CB26)**	No value	<u>Course is not a support course</u>

Changed	Field	Current Version	Proposed Version
	Allowed Number of Retakes	0	0
	Grade Options	• Letter Grade Methods	• Letter Grade Methods
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Rationale For Credit By Exam/Challenge	No value	
	Retake Policy Description	No value	
	Allow Students To Audit Course	☐	☐

C-ID Designation

Changed	Field	Current Version	Proposed Version
❗	**C-ID Designation**	• Request articulation	• Request articulation
	C-ID Number	PHS100	PHS100

Associated Programs

Changed	Field	Current Version	Proposed Version

Course is part of a program (CB24)

	Current Version
Associated Program	Health and Fitness for First Responders Certificate of Completion (Noncredit)
Award Type	Certificate of Completion

	Proposed Version
Associated Program	Health and Fitness for First Responders Certificate of Completion (Noncredit)
Award Type	Certificate of Completion

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Request for Transferability (CB05)	Transferable to CSU only	Transferable to CSU only
❗	**Course General Education Status (CB25)**	No value	Y
	Transfer Status	Pending	Pending
	Request for General Education Transferability	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	Activity Hours - In Class	0	0
	Activity Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	18	18
	Hours per unit divisor	54	54
	Total Student Learning Hours	54	54
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	54	54

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	Activity Hours - Course In-Class (Contact) per Term	0	0
	Activity Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	54	54
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Non-Credit Characteristic		
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	18	18
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	54	54
	Total Contact Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

Time Commitment Notes for Students

Changed	Field	Current Version	Proposed Version
	Time Commitment Notes for Students	To accelerate the learning of the required course competencies, students are encouraged to dedicate at least one hour of outside-of-class time for every one hour of instructional time to complete readings, study guides, and supplemental materials provided by the instructor as well as completing independent workouts and journaling assignments.	To accelerate the learning of the required course competencies, students are encouraged to dedicate at least one hour of outside-of-class time for every one hour of instructional time to complete readings, study guides, and supplemental materials provided by the instructor as well as completing independent workouts and journaling assignments.

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Changed	Field	Current Version	Proposed Version
	Pre-requisites, Co-requisites, Anti-requisites and Advisories	No Value	No Value

Entrance Skills

Changed	Field	Current Version	Proposed Version
	Entrance Skills	No value	No value

Limitations on Enrollment

Changed	Field	Current Version	Proposed Version
	Limitations on Enrollment	No value	No value

Specifications

Changed	Field	Current Version	Proposed Version

Methods of Instruction

Methods of Instruction	Lecture
Rationale	Instruction of body mechanics, nutrition, mental health, and wellness

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Rationale	Instruction of body mechanics, nutrition, mental health, and wellness

Methods of Instruction	Demonstrations
Rationale	Physical exercise and agility demonstrations

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Methods of Instruction	Individualized Instruction
Rationale	personal assessments and performance nutritional and exercise journaling stress management & wellness

Methods of Instruction	Individualized Instruction
Rationale	personal assessments and performance nutritional and exercise journaling stress management & wellness

Methods of Instruction	Group Activities
Rationale	Varied corporate exercise activities

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Rationale	Varied corporate exercise activities

Changed	Field	Current Version	Proposed Version
	Assignments	**Group and Individual Workouts**	**Group and Individual Workouts**
		Reading Assignments: Instructor handouts.	**Reading Assignments:** Instructor handouts.
		Written Assignment:	**Written Assignment:**
		Explain the benefits of stretching and muscle endurance/strength exercised for every major muscle group used during PAT preparation workouts. Mental Health and Wellness journaling. (Signature Assignment, SLO #1,2)	Explain the benefits of stretching and muscle endurance/strength exercised for every major muscle group used during PAT preparation workouts. Mental Health and Wellness journaling. (Signature Assignment, SLO #1,2)
		Other Assignment: Complete health and fitness worksheets and self-assessment exercises. Choose a stress management technique and reflect on the experience.	**Other Assignment:** Complete health and fitness worksheets and self-assessment exercises. Choose a stress management technique and reflect on the experience.
	Methods of Evaluation		

Methods of Evaluation	In-Class Exercises
Rationale	Timed assessments related to performance on Physical Agility Tests. Pre and post-assessments measured for improvement in endurance and strength (Objectives 1-8)

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Rationale	Timed assessments related to performance on Physical Agility Tests. Pre and post-assessments measured for improvement in endurance and strength (Objectives 1-8)

Changed	Field	Current Version	Proposed Version
	Equipment	Mostly bodyweight exercises (calisthenics)	Mostly bodyweight exercises (calisthenics)
		Track and Field, Gym, Stadium and Pool	Track and Field, Gym, Stadium and Pool

Changed	Field	Current Version	Proposed Version
	Materials Fee	0	0
	Textbooks	No value	No value
	Other Instructional Materials		

Description	Instructor provided OER materials, guides, and handouts
Author	
Citation	
Online Resource(s)	No value

Description	Instructor provided OER materials, guides, and handouts
Author	
Citation	
Online Resource(s)	No value

Textbook Rationale

Changed	Field	Current Version	Proposed Version
	Textbook Rationale	No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	1. Explore components of a personal fitness program. 2. Identify and begin developing the fitness components used in the Physical Ability Test (PAT). 3. Identify food groups and general food selection principles in body composition management. 4. Recognize common symptoms of stress. 5. Describe the short/long term effects of various substances abuse. 6. Demonstrate examples of lifestyle modifications and professional interventions for stress management. 7. Design a personal cardiovascular endurance and strength program. 8. The student will be able to demonstrate improved muscle strength and endurance determined by strength tests administered at the start of the semester.	1. Explore components of a personal fitness program. 2. Identify and begin developing the fitness components used in the Physical Ability Test (PAT). 3. Identify food groups and general food selection principles in body composition management. 4. Recognize common symptoms of stress. 5. Describe the short/long term effects of various substances abuse. 6. Demonstrate examples of lifestyle modifications and professional interventions for stress management. 7. Design a personal cardiovascular endurance and strength program. 8. The student will be able to demonstrate improved muscle strength and endurance determined by strength tests administered at the start of the semester.

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Select and apply strategies for health and wellness as they apply to preparation for Public Safety careers.
Expected SLO Performance	70.0

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Expected SLO Performance	70.0

CSLOs	Students will be able to demonstrate the basic physical fitness requirements for law enforcement officers.
Expected SLO Performance	70.0

CSLOs	Students will be able to demonstrate the basic physical fitness requirements for law enforcement officers.
Expected SLO Performance	70.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	**Public Safety Health and Fitness - (Overview)** a. Causes of fatalities (general overview) b. Need for Health and Fitness c. Proper nutrition d. Wellness programs e. Federal, State County, and Local Standards for Multi-Agency Testing **I COMPONENTS OF PHYSICAL FITNESS PROGRAMS (OBJ #1, ,3#, # 7, # 8)** a. Aerobic heart rate training zone calculation b. Muscular: Strength, power, endurance c. Flexibility, stability, mobility d. Defining muscle groups e. Acceleration and agility f. Body composition vs. performance g. Principles of recovery h. Aerobic heart rate training zone calculation **II. PRINCIPLES OF PHYSICAL CONDITIONING (OBJ # 1, #3 #7, # 8)** a. Specificity, frequency, intensity, volume b. Active recovery c. Periodization/program design 1. Foundational phase 2. Conditional phase 3. Peak performance phase d. Progression **III. FOUNDATIONS OF BALANCED NUTRITION (OBJ #1 & #3)** a. Proportion of caloric consumption and body composition b. Nutritional characteristics of different foods 1. Macronutrients: carbohydrates, fats, proteins, fiber, water 2. Micronutrients: vitamins, minerals c. Food selection in body composition management **IV. COMMON HEALTH CONCERNS (OBJ #1)**	**Public Safety Health and Fitness - (Overview)** a. Causes of fatalities (general overview) b. Need for Health and Fitness c. Proper nutrition d. Wellness programs e. Federal, State County, and Local Standards for Multi-Agency Testing **I COMPONENTS OF PHYSICAL FITNESS PROGRAMS (OBJ #1, ,3#, # 7, # 8)** a. Aerobic heart rate training zone calculation b. Muscular: Strength, power, endurance c. Flexibility, stability, mobility d. Defining muscle groups e. Acceleration and agility f. Body composition vs. performance g. Principles of recovery h. Aerobic heart rate training zone calculation **II. PRINCIPLES OF PHYSICAL CONDITIONING (OBJ # 1, #3 #7, # 8)** a. Specificity, frequency, intensity, volume b. Active recovery c. Periodization/program design 1. Foundational phase 2. Conditional phase 3. Peak performance phase d. Progression **III. FOUNDATIONS OF BALANCED NUTRITION (OBJ #1 & #3)** a. Proportion of caloric consumption and body composition b. Nutritional characteristics of different foods 1. Macronutrients: carbohydrates, fats, proteins, fiber, water 2. Micronutrients: vitamins, minerals c. Food selection in body composition management **IV. COMMON HEALTH CONCERNS (OBJ #1)**

Changed	Field	Current Version	Proposed Version
		a. Illnesses and injuries commonly associated with Public Safety careers 1. Cardiovascular disease 2. Gastrointestinal disorders 3. Structural injuries **V. COMPONENTS OF A PHYSICAL ABILITY TEST (PAT) (OBJ #2)** a. Public Safety PAT components **VI. MENTAL HEALTH AND STRESS MANAGEMENT (OBJ #4, #5, & #6)** a. Relationship between physical and mental health b. Causes of stress 1. Job-related situations 2. Extremes in human emotions 3. Relationships with others 4. Finances, general health c. Recognizing physical symptoms of stress d. Positive and negative responses to stress e. Short-term/long-term effects of substance use and abuse 1. Alcohol 2. Tobacco 3. Drugs (illegal, prescription/nonprescription drugs) 4. Performance-enhancing supplements 5. Prescription/non-prescription drugs f. Stress Management Techniques 1. Lifetime modifications 2. Professional interventions	a. Illnesses and injuries commonly associated with Public Safety careers 1. Cardiovascular disease 2. Gastrointestinal disorders 3. Structural injuries **V. COMPONENTS OF A PHYSICAL ABILITY TEST (PAT) (OBJ #2)** a. Public Safety PAT components **VI. MENTAL HEALTH AND STRESS MANAGEMENT (OBJ #4, #5, & #6)** a. Relationship between physical and mental health b. Causes of stress 1. Job-related situations 2. Extremes in human emotions 3. Relationships with others 4. Finances, general health c. Recognizing physical symptoms of stress d. Positive and negative responses to stress e. Short-term/long-term effects of substance use and abuse 1. Alcohol 2. Tobacco 3. Drugs (illegal, prescription/nonprescription drugs) 4. Performance-enhancing supplements 5. Prescription/non-prescription drugs f. Stress Management Techniques 1. Lifetime modifications 2. Professional interventions
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	Physical Abilities Test a. Test overview & requirements c. Test demonstration and student practice Baseline Testing a. Record keeping, workout log, tracking Bi-weekly full-body workouts	Physical Abilities Test a. Test overview & requirements c. Test demonstration and student practice Baseline Testing a. Record keeping, workout log, tracking Bi-weekly full-body workouts

Distance Education

Changed	Questions	Current Version	Proposed Version
❗	**Did the faculty member developing the course take professional development courses/workshops? Type in the box below which option is applicable: CVC: California Virtual Campus www.cvc.edu OLC: Online Learning Consortium @One: www.onefortraining.org None Other (Explain)**	No Value	Local AVC Canvas Training and Mandatory OTT Online Teacher Training Course or certified equivalent course.
❗	**Is at least 51% of the course conducted through distance education? Type yes or no in the box below.**	No Value	yes

Changed	Questions	Current Version	Proposed Version
	After AP&P approval of this Distance Education form, instructors may offer the course in any of the following formats: 1.Online Course: a course designed for all instruction to take place online with no requirement for students to meet on campus at any time during the term. 2. Hybrid Course: a course designed for all of instruction to take place online. Students will be required to meet on campus at least once for one of the following non-instructional purposes: orientation, exam, quiz, or other non-instructional activity. 3. Blended Course: a course designed for instruction to take place both in the classroom and online, where no less than 51% of instruction occurs online. Students will be required to meet on campus and online during the term. 4. Remote Classroom Course: a course designed for instruction to take place in the classroom allowing students to remotely attend the course. Students will be required to meet at designated sites.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	**At least three methods of technology resources will be used to teach this course. 1. Collaborative Tools (Discussion Forums, Chatrooms, CCC Confer, etc.); 2. Document Files (PDF's, MS Word, Presentations, Spreadsheets, etc) (ADA Compliance Requires use of proper document structuring); 3. Images (Photographs, Diagrams, etc.) (ADA Compliance Requires use of alternative text); 4. Interactive Media (Games, Self-Graded Tutorials, etc.); 5. Links to Resources Outside the LMS (Other Websites, Publisher Sites, etc.) (ADA Compliance Requires that outside resources are verified as accessible); 6. Multimedia Files (Uploaded or Streaming) (ADA Compliance Requires use of closed captioning); and/or 7. Publisher-Supplied Resources (ADA Compliance Requires that publisher-supplied materials are verified as accessible). Type yes in the box below if you certify at least three methods of technology resources will be used to teach each section of this course offering**	No Value	yes

Changed	Questions	Current Version	Proposed Version
❗	**Additional resources will be used to ensure that course content is fully accessible and conforms to ADA requirements. 1. Alternative Text; 2. Closed Captioning; 3. Descriptive Audio; 4. Outside Resources Verified as Accessible; 5. Publisher-Supplied Materials Verified as Accessible; 6. Transcripts; and/or 7. Use of Proper Document Structuring. Type yes in the box below if you certify at least three methods of technology resources will be used to teach each section of this course offering.**	No Value	yes
❗	**If you plan to use resources not listed above, please provide an explanation here:**	No Value	n/a

Changed	Questions	Current Version	Proposed Version
❗	**At least two tools/methods will be used to ensure regular effective contact with the class or groups of students. 1. Discussion forums; 2. Field Trips; 3. Instructor-Led Group Meetings (Online or Face-to-face); 4. Individual Meetings; 5. Library Workshops; 6. Orientation Sessions; 7. Social Media (Facebook, Twitter, etc): Weekly Announcements; and/or 8. Video Communication. Type yes if you certify at least two tools/methods will be used to ensure regular effective contact with the whole class or groups of students in each section of this course offering.**	No Value	yes

Changed	Questions	Current Version	Proposed Version
❗	At least two additional tools/methods will be offered to students to ensure regular effective contact between the instructor, the whole class or groups of students. 1. Email; 2. Telephone Contact; 3. Text Messaging; 4. Timely Feedback on Student Work; and/or 5. Video Communication. Type yes if you certify at least two tools/methods will be offered to students to ensure regular effective contact between the instructor, the whole class or groups of students in each section of this course offering.	No Value	yes
❗	If you plan to use tools/methods not listed above, please provide an explanation here:	No Value	n/a
❗	If needed, how will any assignments or methods of evaluation change to teach this course online?	No Value	Assessment & assignments will be submitted via the Learning Management System (Canvas).

Changed	Questions	Current Version	Proposed Version
❗	**Type yes in the box below if you are requesting Emergency DE Designation Only (course to be DE approved for emergency circumstances only; not DE approved for regularly scheduled sessions).**	No Value	n/a

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	AJ-111
	Distance Education Approved	No
	Board of Trustees Approval Date	Dec 8, 2023 12:00:00 AM
	Curriculum Committee Approval Date	Nov 16, 2023 12:00:00 AM
	Time to Next Review	Dec 11, 2025 12:00:00 AM
	COCI Approval Date	Dec 11, 2023 12:00:00 AM
	Course Control Number (CB00)	CCC000640893

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME (CB19)	
	Course Crosswalk CRS-NUMBER (CB20)	