



DE Revision Only: CJ 210 - Drug Abuse and Criminal Justice

A. Type of Delivery (Check all that apply)

- Asynchronous (Online)
- Synchronous/Synchronous Component (Online Live, On-Campus w/Virtual, Hybrid, Virtual Hybrid)

**B. What will be the methods of instruction used in this distance learning modality? Describe and give examples of online methods of instruction, which might include course management system discussion boards, blogs, or wikis; instructor developed web lectures; converted Power Point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web guests; online reference resources; chat; e-mail; webinars; publisher prepared online materials; course cartridge materials; CD/DVD support materials; instructor website; online library requests; textbook supplements**

**\*Asynchronous (Online)**

The methods of instruction in the asynchronous (online) delivery (and examples) include:

1. Course management system discussion boards, blogs, or wikis regarding course content between students and with instructor (emphasis on discussion boards)
2. Instructor-developed video and or audio web lectures of course content utilizing PowerPoints and other visual aids
3. Digital video clips relating to course content
4. Web guests as appropriate to course content
5. Photos and similar visual aids relating to course content
6. Websites relating to the occupations and services in the CJ field
7. Webinars, such as the SAC Learning Center and Library for study reviews of tests and quizzes
8. Publisher-prepared electronic materials relating to course content and assignments
9. Advancing video and audio technology and resources as provided by SAC's DE office

**\*Synchronous/Synchronous Component (Online Live, On-Campus w/Virtual, Hybrid, Virtual Hybrid)**

The methods of instruction in the synchronous/synchronous component delivery (and examples) include:

1. All of the Asynchronous Online delivery options will be considered in the hybrid modalities
2. During the synchronous virtual portion, instructors will rely on Zoom for presentation of course content
3. Students will utilize Canvas to attend the synchronous virtual portion and participate in breakout rooms and other classroom activities

**C. Title V (§ 55376) states “Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.”**

**1. Describe how you will maintain regular effective contact with students, including what will make this interaction effective.**

**\*Asynchronous (Online)**

The instructor will maintain regular effective contact with students via the following:

1. Graded required participation in discussion boards
2. Course grading criteria
3. Group assignments monitored by the instructor
4. Student-to-student interaction as part of rubric criteria, monitored by the instructor
5. Canvas email messaging system
6. Advancing technology (e.g., Pronto) as endorsed by SAC's DE office, monitored and or shared with the instructor

**\*Synchronous/Synchronous Component (Online Live, On-Campus w/Virtual, Hybrid, Virtual Hybrid)**

1. All of the above Asynchronous Online methods of regular effective contact will be considered in the hybrid modalities
2. During the synchronous virtual portion, instructors will rely on SAC's Canvas Zoom environment for regular effective contact
3. Students will utilize Canvas to attend the synchronous virtual portion and participate in breakout rooms and other classroom activities

**In both modalities, these interactions will be effective because students and instructor will interact regularly in a manner that simulates the type of in-class discussion that would occur in a face-to-face section of a course.**

2. How you will promote and ensure regular effective and substantive contact among students. (student-to-student contact)

- Course Grading Criteria
- Group Assignments
- Regular Graded Discussions
- Student-to-student interaction as part of rubric criteria

**Other No**

**D. Describe and give examples of how student learning will be evaluated.**

**\*Asynchronous Online**

Student learning will be evaluated through the following examples:

1. Satisfactory completion of weekly assignments
2. Discussion board participation

3. Satisfactory completion of substantive writing projects
4. Quizzes and exams
5. Group projects where applicable

**\*Synchronous/Synchronous Component (Online Live, On-Campus w/Virtual, Hybrid, Virtual Hybrid)**

Student learning may be evaluated through the following examples:

1. All of the above Asynchronous Online methods of evaluating learning are available in the hybrid modalities
2. During the synchronous virtual portion, instructors will rely on SAC's Canvas Zoom to assess learning via participation in breakout rooms, general class discussions, and individual and group projects

**For both modalities, all of these evaluation methods emphasize critical thinking, which is a vital construct for CJ students.**

**E. Describe college resources that will be required by you and your students in each of the following areas:**

**1. Facilities (e.g., classroom for orientation sessions, exams, etc.)**

The SAC resources that CJ faculty require, on behalf of their students re: facilities include the Computer Center, the Learning Center, the bookstore, and the library.

**2. Technology (e.g., software, hardware, technical support, etc.)**

The SAC resources that CJ faculty require, on behalf of their students, re: technology consists of all District-approved software and hardware (e.g., Zoom and Canvas) that provide a successful learning experience in both synchronous and asynchronous (with narration as appropriate) environments. In terms of technical support students will need access to IT staff and any available hardware that students can request access to, whether it be in the computing center or for in-home use.

**3. Student Support Services (in addition to existing online services)**

The college resources that CJ faculty require, on behalf of their students, re: student support services includes the Learning Center, IT support, call-in or online help lines for issues re: Canvas, Zoom or other synchronous conferencing applications, library resources, and DSPS.

F. Two federal laws pertain to the needs of individuals with disabilities in the United States. The first is Section 504 of the Rehabilitation Act of 1973 (Section 504) and the second is the Americans with Disabilities Act of 1990 (ADA). **The following instructional materials will be used in this course and verified to meet accessibility requirements?**

- Documents: Verify and update any documents/files such as: Word, PDFs, PowerPoints, Excel
- Homework Platforms: Verify all software used is accessible
- Learning Management System: Verify all Canvas pages are accessible
- Multimedia: Verify/Create audio transcripts, video captioning and image alt text
- Third-party software: Verify any required or optional applications are accessible
- Timed Assignments: Verify accommodation abilities for student accommodations per DSPS

**Other No**

**I have reviewed this tab and have completed the requirements for this proposal. Yes**