

- iii. Structured Sentencing
- iv. Innovations in Sentencing
- v. The Pre-sentence Investigation
- vi. The Victim—Forgotten No Longer
- vii. Modern Sentencing Options
- viii. Death: The Ultimate Sanction

#### 4. Corrections

- a. Probation, Parole, and Community Corrections
  - i. What Is Probation?
  - ii. What Is Parole?
  - iii. Probation and Parole: The Pluses and Minuses
  - iv. The Legal Environment
  - v. The Job of Probation and Parole Officers
  - vi. Intermediate Sanctions
  - vii. The Future of Probation and Parole
- b. Prisons and Jails
  - i. Early Punishments
  - ii. The Emergence of Prisons
  - iii. Prisons Today
  - iv. Jails
  - v. Private Prisons
- c. Prison Life
  - i. The Male Inmate's World
  - ii. The Female Inmate's World
  - iii. The Staff World
  - iv. Prison Riots
  - v. Prisoners' Rights
  - vi. Issues Facing Prisons Today

#### 5. Special Issues

- a. Juvenile Justice
  - i. Juvenile Justice throughout History
  - ii. The Legal Environment
  - iii. The Juvenile Justice Process Today
  - iv. The Post-Juvenile Court Era
- b. Drugs and Crime
  - i. What Is a Drug?
  - ii. A History of Drug Abuse in America
  - iii. The Most Common Drugs—And Who Is Using Them
  - iv. Costs of Abuse. Solving the Drug Problem
- c. Terrorism and Multinational Criminal Justice
  - i. Islamic Criminal Justice
  - ii. International Criminal Justice Organizations
  - iii. Globalization and Crime
  - iv. Terrorism
- d. The Future of Criminal Justice
  - i. Technology and Crime
  - ii. Technology and Crime Control
  - iii. Criminalistics: Past, Present, and Future
  - iv. Technology and Individual Rights

## Delivery Methods

**Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other**

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality
- Other

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

No Value

**Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other**

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- iTV - Interactive Video

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

No Value

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value

**Emergency Distance Education Options** The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

No Value