Cerro Coso College Course Outline of Record Report 10/06/2021

ADMJC131 : Juvenile Procedures

General Information	
Author:	Jarrod BowenFulks, PeterGriffin, Nicole
Course Code (CB01) :	ADMJC131
Course Title (CB02) :	Juvenile Procedures
Department:	Public Service
Proposal Start:	Spring 2022
TOP Code (CB03) :	(2105.00) Administration of Justice
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000304305
Curriculum Committee Approval Date:	02/07/2014
Board of Trustees Approval Date:	03/06/2014
External Review Approval Date:	06/19/2014
Course Description:	This is a basic course in the sociological study of crime and its causes as it pertains to juvenile procedures and delinquency. Topics include organization, functions, and jurisdiction of juvenile agencies; processing and detention of juveniles; juvenile case disposition; and juvenile status and court procedures.
Submission Type:	Change to Content
	This course was last assessed in the 2016-2017 academic year, which revealed there were too many SLOs compared to similar C-ID courses across the state. A revision was necessary to split objectives from SLOs. Within this revision, SLOs were reduced, CB codes corrected for transferability and 705 requirements, advisory course was corrected, author added, methods of instruction and evaluation were updated and outline formatting corrected.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	Administration of Justice (Police science, corrections, law enforcement)
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Development Options Basic Skills Status (CB08) Course Special Class Status (CB13) **Grade Options** Course is not a basic skills course. Course is not a special class. • Letter Grade Methods • Pass/No Pass Allowed Number of Retakes Course Prior To College Level (CB21) Allow Students to Gain Credit by Exam/Challenge 0 Not applicable. Rationale For Credit By Exam/Challenge **Retake Policy Description** Allow Students To Audit Course No value Type:|Non-Repeatable Credit Course Support Course Status (CB26) Course is not a support course **Associated Programs** Course is part of a program (CB24) Associated Program Award Type Active A.S. Degree for Transfer Summer 2018 CC Associate in Science Degree in Administration of Justice for Transfer -

Law, Public Policy, and Society Associate in Arts Degree for Transfer	A.A. Degree for Transfer	Fall 2020	

Transferability	& Gen.	Ed. Optio	ns

Course General Education Status (CB25) Y	
Transferability	Transferability Status
Transferable to CSU only	Approved

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Degree Applicable	Credit Course.	No Value

Funding Agency Category (CB23)

Not Applicable.

Course Classification Status (CB11)	
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Credit Course.

Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Cooperative Work Experience Education

Status (CB10)

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours			
Activity Name	Туре	In Class	Out of Class
No Value	No Value	No Value	No Value

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

Advisory

ENGLC101 - Freshman Composition

Due to the industry-specific importance of report writing and the necessity of interpreting case law precedent to comprehending the current legal Zeitgeist, a proficient completion of English 101 will provide the student with the reading and writing skills required to successfully navigate this course.

Outcomes

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entrance Skills	
Entrance Skills	Description
No value	No value
Limitations on Enrollment	

Limitations on Enrollment	Description
No value	No value

Specifications	

Methods of Instruction

Methods of Instruction

Rationale

Audiovisual

Audio/visual presentations including recent events in the news and criminal justice system (i.e. police shootings, high profile court cases, etc.) that are used to promote discussion within the course on the events application to theory and law. Example: Instructors will develop a walk through of a real-life or sample investigation through a series of audio-visual cues, or multimedia, such as videos, to demonstrate the proper processes and procedures of a quality investigation. Example: An arson investigation that caused a murder.

Methods of Instruction Case Study Rationale Case study analysis of law through Supreme Court of the United States precedent on issues related to criminal law. Students will read, evaluate, discuss and write a report on the highlighted case to determine the influences at the systems level on law. Example: how a recent SCOTUS decision changes the law for juvenile prosecution. Methods of Instruction Discussion Rationale Discussion on the interpretation of law, constitutional purview, federalism and debatable authority to implement law. Mixed and active learning involves the lived experience and opinion of those who are subject to the justice system and have experience employed within it. Project-based learning Methods of Instruction Rationale Project-based learning methods are used when current events in the justice system necessitate a longer pedagogical review, for instance assigning a high profile case presentation, reviewing new crime data, case briefs, assigning groups to develop a project around community relations, and more. Example: Students will develop a power point presentation for the class on Youth Gangs. The presentation should be 10-15 slides in length providing an overview of the selected topic. The presentation should cover the history of the topic, current events, use in the criminal justice system, and legal issues created by, or facing, the topic. The presentation is individual and have a video recorded at 8-10 minutes in length submit through Canvas (with slides attached). Superior presentations will be sufficiently developed and correctly cited with few or no spelling and grammatical errors.

Outside reading

Rationale

Outside Reading includes: Students will read and analyze case briefs and academic research that relates to the submission of evidence in a variety of court proceedings. Example: How specific laws change the use of force for juveniles in detention.

Assignments

- Textbook reading to prepare the student for class discussion on the applicable chapter. Case law reading example: read the landmark case In re Gault, prepare a case brief, and be prepared to discuss how the Gault decision impacted the rights of juvenile offenders in reference to the juvenile justice process.

Methods of Evaluation	Rationale
Participation	Participation in class discussions including debates, tabletop exercises and active learning lessons with real crime data. Evaluations are made based on the ability to actively participate in the conversations surrounding course topics. Example: Students analyze local crime data and make determinations on type of policing methods to combat the crime.
Final Exam	Final comprehensive exam including true/false, short answer, and multiple choice that directly correspond to the subjects covered in the course, constitutional amendments, case law, current trends, data and police practices.
Research Paper	Completion of a 3-5 page research paper describing the benefits and concerns of alternative sentencing programs, such as juvenile boot camps, used in the juvenile justice system. The student will provide examples in the form of historical landmark court cases and civil litigation that has been associated with the aforementioned alternative sentencing programs. The student should identify the political, social, and ideological pressures that may be involved in the continued use of alternative sentencing programs. The student will then provide their opinion on the use of such programs. Paper should be 3-5 pages in length not including the title, abstract, or reference page. Paper should follow APA format and be free of grammatical and spelling errors. Superior papers will be sufficiently developed and correctly cited with few or no spelling and grammatical errors.
Tests	Formative quizzes are conducted with frequency to help students evaluate and develop their understanding of the SLOs. Typical formative quizzes are conducted via true/false, multiple choice, or reflection writings about current events, constitutional law application and laws. Summative quizzes are conducted to review and assess SLO achievement at the conclusion of learning modules (i.e. chapters 4- 6).
Distance Education Description: how outcomes are evaluated	Outcomes are assessed via the LMS assignment tools that are similar to on-ground and hybrid programs. Video recorded project presentation that covers a minimum of one SLO and the final research paper are major assignments that demonstrate a critical analysis of the justice system, these are graded via a rubric and feedback is provided to students. Additional formative (i.e.

knowledge assessments) and summative (i.e. quizzes and final

exam) assessments are evaluated through active instructor feedback and grading.

Equipment

No Value

Textbooks Author	Title	Publisher	Date	ISBN
Larry J. Siegel and Brandon C. Welsh	Juvenile Delinquency: The Core, 6th Edition	Cengage	2017	9781305577411
Other Instructional Materials No Value				

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Compare and contrast the crime reporting methodologies used by the Uniform Crime Report and the National Crime Victimization Survey and discuss the strengths and weaknesses of both.

Discuss the different theories concerning juvenile justice and their respective importance to the study of juvenile crime and delinquency.

List and discuss the various categories of theoretical approaches used to explain crime and identify two emerging theories of crime causation.

Compare and contrast the different types of juvenile court dispositions, including nominal, conditional, and custodial sanctions.

Discuss the get-tough movement and the policies advocated toward violent juveniles

Contrast the differences between aggravating and mitigating circumstances that affect an offender's punishment.

Describe differences between probation and parole; debating the advantages and disadvantages of each.

Differentiate between non-secure and secure confinement and discuss the programs associated with non-secure treatment of juvenile offenders.

Critically evaluate Constitutional protections extended to juveniles thru judicial decisions.

Critically appraise the Juvenile Court Dispositions.

CSLOs

Analyze and describe the juvenile justice system and its context in the criminal justice system to include the distinctions between the adult and juvenile justice systems. Expected SLO Performance: 70.0

Distinguish between legal terms and applications such as delinquency, status offenses, and dependency. Expected SLO Performance: 70.0

Expected SLO Performance: 70.0

Discuss the role of the parens patriae doctrine and how it impacts the juvenile justice system.

Discuss the discretion available to those imposing punishment within the juvenile justice system and legal issues with the death penalty as a method of punishment in certain circumstances where the juvenile has committed capital murder. Expected SLO Performance: 70.0

Outline

Course Outline

1.Introduction to Juvenile Justice in the United States
a.Juvenile justice system
i.A process or system
b.History of Juvenile Courts
i.Workhouse and poor laws
ii.Indentured servants
iii.Hospital of Saint Michael iv.Quakers and Walnut Street Jail
iv.Child savers and houses of refuge
v.Ex Parte Crouse
vi.Reform schools and People ex rel. O'Connell v. Turner
vii.Community-based private agencies
viii.Truancy statutes
ix.Juveniles as chattel
x.Children's tribunals
xi.Informal welfare agencies and emerging juvenile courts
xii.Lack of juvenile court uniformity
xiii.Specialized juvenile courts
xiv.Kangaroo courts in action
xv.Increasing bureaucratization and criminalization of juvenile justice
c.Parens Patriae
d.Modern interpretations of Parens Patriae
i.Get-tough movement
2. Measuring Delinquency: types of offenders and trends
a.Who are juvenile offenders
i.Juvenile offenders defined
ii.Age jurisdiction of juvenile courts
b.Juvenile delinquents and delinquency

i.Juvenile delinguency ii.Juvenile delinguency c.Status offenders i.Runaways ii.Truants and curfew violators iii.Juvenile and criminal court interest in status offenders d.Deinstitutionalization of status offenses i.Juvenile Justice and Delinguency Prevention Act (JJDPA) of 1974 ii.Changes and modifications in the JJDPA iii.Deinstitutionalization of Status Offenses (DSO) defined iv.Potential outcomes of DSO e.The Uniform Crime Reports (UCR) and National Crime Victimization Survey (NCVS) i.Uniform Crime Reports ii.National Crime Victimization Survey iii.Strengths of these measures iv.Weaknesses of these measures f.Other sources i.Self-report information g.Violence and non-violence: career escalation i.School violence ii.At-risk youths and the Pittsburgh Youth Study iii.Gang violence iv.Kids who kill iv.Juvenile violence trends v.Career escalation h.Female versus male delinguency: cataloging the differences i.Profiling female juveniles ii.Trends in female juvenile offending iii.Myths and misconceptions: changing views of juvenile females 3. Theories of Delinquency a. Classical and Biological Theories i.Classical Theory ii.Biological Theories b.Psychological Theories i.Psychoanalytic Theory ii.Social Learning Theory c.Sociological Theories i.Concentric Zone Hypothesis and Delinquency ii.Subculture Theory of Delinquency iii.Anomie Theory of Delinquency iv.Labeling Theory v.Bonding Theory iv.Agnew's General Strain Theory d.Extraneous factors e.Evaluation of explanations of delinquent conduct f.Models for dealing with juvenile offenders i.Rehabilitation Model ii.Treatment or Medical Model iii.Noninterventionist Model iv.Due Process Model iv.Just-Deserts /Justice Model v.Crime Control Model g.Delinquency prevention programs and community interventions 4. Overview of the Juvenile Justice System a.Criminal justice system i.Legislatures ii.Law enforcement iii.Prosecution and the courts iv.Corrections b.Important distinctions between juvenile and criminal courts c.Overview of the juvenile justice system i.Ambiguity of adolescence and adulthood ii.Being taken into custody and being arrested iii.Juveniles in jails iv.Referrals v.Intake iv.Alternative prosecutorial actions d.Adjudicatory proceedings e.Juvenile dispositions i.Nominal dispositions ii.Conditional dispositions

iii.Custodial dispositions f.Juvenile corrections i.Juvenile parole 5.Legal Rights of Juveniles a.Original juvenile court jurisdiction: Parens Patriae i."Hands-off" Doctrine b.Landmark cases in juvenile justice i. Kent v. United States ii. In re Gault iii. In re Winship iv. McKeiver v, Pennsylvania v. Breed v. Jones iv.Schall v. Martin c.Implications of more constitutional rights for juveniles i.Juvenile's right to waive rights ii.Continued leniency of juvenile courts adjudications and dispositions iii.Update on jury trials foe juvenile delinquents d.Death penalty for juveniles i.Reason for supporting the death penalty ii.Reasons for opposing the death penalty e.U.S. Supreme Court death penalty cases i.Eddings v. Oklahoma ii.Thompson v. Oklahoma iii.Stanford v. Kentucky iv.Wilkins v. Missouri v.Roper v. Simmons f.Public sentiment about the death penalty for juveniles g.Unification of criminal and juvenile courts i.Implications of court unification for juveniles ii.Getting tough and court unification iii.Politicizing juvenile punishments 6.Juveniles and the Police a.Police discretion: use and abuse i.Diffuseness of police officer roles ii.Juvenile gang units in police departments iii.Proactive restorative policing iv.Youth gangs, minority status, and gender v.Myths and truths about gangs iv.Female gangs v.Juvenile response to police officer contacts b.Arrests of juveniles i.Juvenile-adult distinctions ii.Ambiguity of juvenile arrests iii.Booking, fingerprintings, and photographing juvenile suspects iv.Interrogations of juvenile suspects v.Expungement and sealing policies c.Status offenders and juvenile delinguents d.Divestiture and its implications: net-widening i.Relabeling status offenses as delinquent offenses ii.Protecting status offenders from themselves iii.Parens Patriae versus due process iv.Gender stereotyping iv.Race and ethnicity e.Redefining delinquency 7.Intake and Pre-adjudicatory Processing a.What is intake i.Discretionary powers of intake officers ii.Florida assessment centers iii.Increasing formalization of intake iv.Need for greater accountability b.Intake proceedings: where do we go from here i.Intake compared with plea bargaining ii.Parens Patriae perpetuated c.Legal factors: crime seriousness, type of crime committed, evidence, and prior record i.Offense seriousness ii.Type of crime committed

iii.Inculpatory or exculpatory evidence iv.Prior record d.External factors: age, gender, race/ethnicity, and socioeconomic status of juvenile offenders i.Age ii Gender iii.Race and ethnicity iv.Socioeconomic status e.Preliminary decision making: diversion and other options i.Diverting certain juveniles from the system ii. How should we deal with chronic violent offenders iii.Inadequacy of treatment and community services iv.Getting tough with persistent offenders iv.ls there too much juvenile incarceration f.Assessment of guardianship 8. Prosecutorial Decision Making in Juvenile Justice a.Changing prosecutorial role in juvenile matters i. Modifying prosecutorial roles by changing the standard of proof in juvenile proceedinas ii.Eliminating the confidentiality of juvenile court proceedings and record keeping iii.Open juvenile court proceedings and changing judicial conduct iv.Prosecution decision beyond 2000 v.Time standards in juvenile court for prosecutors and other actors vi.Why should the juvenile justice process be accelerated b.Public defenders for juveniles c.Speedy trial rights of juveniles d.Advocacy role of defense attorneys i.Attorneys for juvenile as a matter of right ii.Defense counsel and ensuring due-process rights for juveniles iii.Are attorneys being used more frequently by juvenile defendants iv.Do defense counsel for juveniles make a difference in their case dispositions v.Defense counsel as guardians Ad Litem vi.Juvenile offender plea bargaining and the role of defense counsel vii.Parental intrusion in juvenile courts is often more damaging than attorney involvement 9. Classification and Preliminary Treatment: Waivers and Other Alternatives a.Seriousness of the offense and waiver decision making i.Seriousness of the offense ii.Separating status offenders from delinquent offenders iii.Juvenile court adjudications for status offenders iv.Use of contempt power to incarcerate non-delinquent youths v.Delinquent offenders and juvenile court dispositions vi.Transfers, waivers, and certifications vii.Waiver decision making b.Types of waivers i.Judicial waiver ii.Direct file iii.Statutory exclusion iv.Other types of waivers c.Waiver and reverse waiver hearings i.Waiver hearings ii.Reverse waiver hearings iii.Time standards governing waiver decisions d.Implications of waiver hearings for juveniles i.Positive benefits resulting from juvenile court adjudications ii.Unfavorable implications of juvenile court adjudications e.Defense and prosecutorial considerations relating to waivers i.Juvenile trial options: interstate variations ii.Implications of criminal court processing iii.Jury trials as a matter of right for serious offenses iv.Potential for capital punishment f.Blended sentencing statutes i.Juvenile-exclusive blend ii.Juvenile-inclusive blend iii.Juvenile-contiguous blend iv.Criminal-exclusive blend v.Criminal-inclusive blend vi.Jury trials as a matter of right in all court blended sentencing proceedings 10.Adjudicatory Process: Dispositional Alternatives

a.Nature of the offense b.First-offender or repeat offender i.ls the first-offender/repeat offender distinction relevant c.Aggravating and mitigating circumstances i.Aggravating circumstances ii.Mitigating circumstances d.Juvenile risk assessment and predictions of dangerousness i.Dangerousness and risk ii.Needs assessments and its measurement iii.Selective incapacitation v.Common elements of risk assessment instruments v.Functions of classification vi.Risk prediction from Arizona and Florida vii.Needs assessments e.Predisposition reports i.Predisposition report and its preparation ii.Victim-impact statements in predisposition reports 11.Nominal Sanctions: Warnings, Diversion, and Alternative Dispute Resolution a.Nominal disposition defines b.Diversion i.Functions and dysfunctions of diversion c.Diversion programs for juveniles i.Youth services bureaus ii.Youth services/diversion and community service programs, inc. iii.Diversion plus program iv.See Our Side (SOS) Program v.Community board program d.Implications of diversion programs for juveniles e.Teen courts i.Use of teen courts ii.Anchorage Youth Court iii.Teen court variations iv.Successfulness of teen courts f.Day reporting centers i.Goals and functions of day reporting centers ii.Some examples of day reporting centers g.Alternate dispute resolution 12. Juvenile Probation and Community-Based Corrections a.Standard probation for juveniles i.Standard probation defines ii.Youth-to-victim restitution project iii.Juvenile probation camps iv.Intensive aftercare program v.Sexual offender treatment program b.Successfulness of standard juvenile probation i.Probation and recidivism c.Intermediate punishments for juvenile offenders i.Intermediate punishments defined ii.Goals of intermediate punishment programs iii.Classification criteria for placement in intensive supervised probation (ISP)programs d.Juvenile intensive supervised probation i.Characteristics of juvenile intensive supervised probation programs ii.Ohio experience e.Strengths and weaknesses of juvenile intensive supervised probation programs i.Terminating one's probation program f.Case supervision planning i.Caseload assignments ii.Models of case supervision planning iii.Balanced approach g.Community-based alternatives i.Community Corrections Act h.Electronic monitoring i.Electronic monitoring defined ii.How much electronic monitoring is there in the United States iii. Types of signaling devices iv.Types of offenders on electronic monitoring v.The Speaker Identification Program vi.Criticisms of electronic monitoring

i.Home confinement of house arrest i.Functions and goals of home confinement programs ii.Advantages and disadvantages of home confinement j.Other ISP program conditions i.Restitution, fines, victim compensation, and victim-offender mediation community service 13. Juvenile Corrections: Custodial Sanctions and Parole a.Goals of juvenile corrections i.Deterrence ii.Rehabilitation and reintegration iii.Prevention iv.Punishment and retribution v.Isolation and control b.Current juvenile custodial alternatives c.Non-secure confinement i.Foster homes ii.Group homes and halfway houses iii.Camps, ranches, experience programs, and wilderness projects d.Secure confinement: variations i.Shock probation ii.Boot camps iii.Industrial schools and other juvenile institutions e.Persistent problems of non-secure and secure confinement i.Architectural improvements and officer training reforms ii.Juvenile detention resource centers iii.Short and long term facilities iv.Some criticisms of incarcerating juveniles v.Disproportionate minority confinement f.Juvenile parole i.Juvenile parole defined ii.Purpose of parole for juveniles iii.Number of juveniles on parole iv.Characteristics of juvenile parole v.Juvenile parole policy vi.Deciding who should be paroled g.Recidivism and parole revocation i.Mempa v. Rhay ii.Morrissey v. Brewer iii.Gagnon v. Scarpelli h.Selected issues in juvenile corrections i.Privatization of juvenile corrections ii.Classification of juvenile offenders iii.Juveniles held in adult jails or lock-ups

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")
- Online course with on ground testing
- iTV Interactive video = Face to face course with significant required activities in a distance modality

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.

iTV All paper assignments are identical to those in a regular onsite class. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, phone conferences, regular mail, or office hours. The instructor must provide substantive critiques of all essays, as well as some assessment of iTV class participation. Online All paper assignments are identical to those in an onsite class, except that they are submitted by e-mail attachment. Weekly class discussions are conducted by means of online discussion forums through the LMS. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays. In the online classroom, Student to Student contact is facilitated through weekly discussions, assignment feedback, video lectures, live lectures, and/or class-wide messaging and announcements.

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
- Chat/Instant Messaging
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Proctored Exam
- 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?

NA

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.

- iTV—Interactive Video only
- Learning management system
- Publisher course with learning management system interface.

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.

iTV 20 Online 45 Onsite 35

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.

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours
- Correspondence education in high school and prison facilities