

**IHETS/IPSE 2002-2003 Course and Module Development Grant Program
Proposal Cover Page**

Applicant's Institution and Campus:		
Ivy Tech State College – Bloomington Campus		
Number (if applicable) and Title of Course or Module:		
CRJ 133 – Legal Issues in Corrections (e-Learning)		
Project Director's Name:	Email Address:	Campus Address:
Kathryn M. Reed	kat.reed@insightbb.com	Criminal Justice Dept Ivy Tech – Region 14 200 Daniels Way Bloomington, IN 47404
Project Director's Title:	Phone Number:	
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Grants/Contracts Contact Name:	Email Address:	Campus Address:
Michael Carroll	mcarroll@ivytech.edu	Ivy Tech – Region 14 Office # A112 200 Daniels Way Bloomington, IN 47404
Grants/Contracts Contact Title:	Phone Number:	
Executive Director for Administration	812-330-6066	
Date by which course or module will be made available:	Project Start Date:	Project End Date:
Spring 2006	January 1, 2005	June 1, 2006
Amount Requested from IHETS/IPSE:	Amount of Institutional Match:	
\$19,983.15	\$36,072.00	
Signature of Project Director:		Date:
_____		_____
Name of Authorizing Administrator:	Title of Authorizing Administrator:	
John Whikehart	Chancellor	
Signature of Authorizing Administrator:		Date:
_____		_____
For IHETS Use Only		
Signature of Institutional IPSE Representative:		Date:
_____		_____

ABSTRACT

In the past two years, dramatic investments have been made by the Ivy Tech – Bloomington campus that are reflected in both structure and ideology. The newly built campus and facility are illustrative of a continuing commitment to improving the educational experience of its students. With the increasing popularity of e-Learning, the College is enthusiastically supporting the development of online courses that provide flexible, enjoyable, and effective learning options for students throughout the state. Ivy Tech – Bloomington illustrates a commitment to reaching distance learners through its recent investments in additional faculty to develop and teach online courses. In addition to the purchase of the necessary hardware and software, this campus has already begun to create a planned Instructional Technology Center, which will host the sophisticated technical equipment necessary to create, maintain, and update the multitude of online courses slated for development. Coupled with feedback from beta testing, the basis for all future online courses will be the newly created technology components developed specifically for the proposed course. As a template, the proposed course will be instrumental to the College and its goals; however, this specific course was chosen as it will appeal to and benefit a substantial number of people.

The corrections industry is growing at a rate faster than many professions and the need for knowledgeable and competent staff is evident. Many of those employed by correctional institutions, however, receive little, if any, formal training and find themselves learning through trial and error or on-the-job training. Due to their generalized criminal justice degree programs, many of the state's colleges and universities provide little practical training and support. On the other hand, Ivy Tech State College does offer a corrections specialty with a predetermined curriculum targeting relevant issues. However, enrollment in this specialty has suffered from an inability to consistently offer a sufficient number of corrections courses to make graduating within this specialty possible. The reduced number of classes has also decreased the visibility of this academic option thereby inhibiting a general awareness on this campus and others.

Additional training is essential to prepare those students interested in securing employment in the corrections industry for the challenges they will face in their field as well as to provide information and new perspectives to current employees so they may affect positive change through critical thought. To achieve this goal though, the development of online courses is key; educational offerings that are flexible and convenient are more attractive learning options for currently employed corrections personnel and interested students from across the state, who need not be discouraged by schedule conflicts and having to commute to the Bloomington campus.

The target market then for this course includes several groups:

- Employed corrections personnel, of which there are over 9,000 in the state of Indiana alone, and individuals with an existing degree who are seeking employment in this field but wish to make themselves more marketable. Members of correctional associations are also in this group and represent a national audience for this course whenever comparable alternatives are unavailable locally.
- Ivy Tech students (all campuses) interested in graduating with an AAS within the Corrections specialty.
- Ivy Tech students (all campuses) enrolled in a pre-law or paralegal specialty as well as any student looking for an interesting elective that offers convenience and flexibility.
- Students from other universities in Indiana who are pursuing degrees in Criminal Justice with a corrections emphasis but are unable to find this course at their institution.

The course proposed is specifically *e-Learning CRJ 133 – Legal Issues in Corrections*. It is intended to be a 16-week, 3-credit online course; however, it will also be modified to be an 8-

week online summer course. A set of compact discs will be used as the vehicle for delivery, thus avoiding many of the problems associated with video and audio streaming, and will include weekly modules consisting of digital lectures, learning supplements (ex. guest lectures, conference presentations, virtual tours, and/or interviews), interactive tests and attendance log. The course will explore prisoner rights as they relate to such issues as access to courts, postal mail, visitation, privacy, education, inmate discipline, and health care. Students are expected to spend 2-3 hours reviewing each week's module and other course materials and 1-2 hours engaged in online activities, such as the discussion board and an online chat. Students will also be expected to complete reading assignments and work incrementally on final projects.

The total budget for the delivery of this course is \$56,055.15 with \$19,983.15 being requested from IHETS. Ivy Tech State College (Bloomington) is contributing the remaining \$36,072, which markedly exceeds the 50% match requirement and further demonstrates its commitment to online learners in general and the preparation of knowledgeable and competent corrections personnel in particular.

PROJECT NARRATIVE

1. Market Analysis (Need, Audience, and Demand) –

Of the seven Ivy Tech campuses across the state that offer Distance Education courses in Corrections, only two different classes were available this past spring to students interested in this specialty, CRJ 131 (Community Based Corrections) and HMS 105 (Intro to Correctional Rehabilitation Services). In the past year, no more than five different Corrections courses have been offered. This is certainly frustrating to students who wish to complete their degree within a Corrections specialty but are unable to obtain the required 25 credits for this major from either Ivy Tech or other universities in the area. Unfortunately, only these same courses are offered across campuses.

It is understandable then that few students are enrolled in the Corrections specialty statewide despite the fact that Corrections (which includes an increasing number of alternative solutions to incarceration) is growing at a rate faster than a vast majority of professions. As evidence, Indiana Department of Corrections (IDOC) is the largest employer in the State of Indiana with over 9,000 employees, many of whom would benefit from the increased availability of educational opportunities within the Corrections specialty.

In recent years, students have begun to seek alternatives that allow them to continue academic pursuits that fit into busy and full lifestyles. Online course offerings provide a great deal of flexibility and are more attractive to full and part time employees who require more learning options than what on-campus courses can provide. Increasing the breadth of topics available in the Corrections specialty would also be useful to these individuals since many county correctional facilities have correctional officers who have little, if any, formal training or education beyond the mandated one week correctional officer school. As the face of the Corrections field continues to evolve, it is important to expose current and potential Corrections personnel to the issues and challenges prevalent in this field. There is a real need then to increase course offerings for distance learners in the Corrections specialty, as there currently exists an insufficient number of online alternatives.

The specific course proposed, *e-Learning CRJ 133 – Legal Issues in Corrections* will accomplish two important tasks. First, it serves to increase the number of offerings in the Corrections specialty. This particular course is expansive in its range of topics and moves beyond the basic information covered in HMS 105 (Intro to Correctional Rehabilitation Services) and gives students the information necessary to think critically about the nature of

the current system and how or where improvements can be made. So armed, currently employed students or those interested in seeking employment in the field, are better equipped to deal with challenges they may face, offer more to the institutions for whom they work, and can contribute more productively to the task of making the system of tomorrow better than it is today.

A second important task accomplished by this course is to help develop additional learning options for those with either academic or practical goals. On-campus courses have not always attracted a sufficient number of students to justify their continued offering. Students who are pursuing a two year degree from Ivy Tech with a Corrections specialty would be able to take an additional Corrections course without concerns of conflicting job or class schedule times or in many cases, concerns about commuting to a particular campus. CRJ 133– Legal Issues in Corrections, as a credit-bearing course then, would allow many students to complete their degree in this area of interest.

Additionally, whereas on-campus courses are often inconvenient for employed individuals, potential students are more likely to take advantage of online courses. Indeed, Janalee Kovacs, Personnel Officer, Employment and Recruitment Section of the Indiana Department of Corrections (IDOC), concurs that the IDOC is an ideal target market for online correctional courses. Individuals that are currently employed by a Corrections institution could participate in an increased number of Corrections courses as a way to certify their job skills and knowledge of the field, justify internal promotions or merit wage increases, or make their qualifications more attractive or marketable to future Corrections employers. The development of an online CRJ 133 – Legal Issues in Corrections course would fill the current void that exists in correctional offerings in such a way as to make it “in demand” to those students and practitioners looking for flexible and interesting educational opportunities in the Corrections field.

The intended audience for the proposed course would include the 9,000+ individuals already employed by the Indiana Department of Corrections, and all students already attending one of Ivy Tech’s 23 campuses who are interested in a Corrections specialty. Additionally, the students who are currently enrolled in a paralegal or prelaw specialty will find this class useful to their studies with its emphasis on legal interpretation and the case law that has affected the nature of prisoner rights. There are also more than 71,500 students currently attending Ivy Tech that may find this to be an interesting elective that does not conflict with other courses in their major or is a convenient alternative to on-campus courses. As a general educational elective, it offers the public an opportunity to become more aware of the issues that arise from trying to punish while rehabilitating offenders.

- Though indirectly, it is important to note that the development of the proposed course also addresses the programmatic priorities for 2004-2005. Our goals for development are two-fold; the Corrections field would indeed benefit from an additional course offering. The content, however, is only the first part of what we plan to achieve. The other important part, which would result from IHETS funding, would be a *template* that would be used in the future as a model for other distance learning courses offered by Ivy Tech. The technology discussed in this proposal would be a part of this template and would make many of the introductory college courses more accessible in terms of learning as well as personal schedule. This is particularly useful for *high school students* who would not be required to switch completely from dynamic classroom learning to the quasi-isolated and independent learning on the Internet. The proposed technology use would create a bridge for these students that maintains the visual interaction with the teacher and classroom

environment while introducing Internet tools that may be new to them - such as interactive testing and online discussion boards – and valuable for future learning.

Based on the size of the potential audience, it is estimated that 40 distance learners would enroll in this course in its first year, with anticipated increases each semester as awareness of the Corrections specialty and availability of the related classes continues to grow. As Ivy Tech's Criminal Justice department furthers its expansion, *formal* partnerships with Corrections Associations would be anticipated, which will greatly increase the demand for these courses. This past year saw a 6% increase in enrollment at Ivy Tech Bloomington and, though the numbers for the entire College have not yet been released, it is certain that any additional increases will only benefit enrollment in this course.

As the state's second-largest post-secondary institution in Indiana, Ivy Tech is comprised of 23 campuses and 65 instructional sites. This already existing network is a prime candidate for the first steps in a simplified marketing campaign. Every existing student at Ivy Tech has a school based e-mail address and most of these students register for classes either through an advising session with a staff or faculty member or through a web-based system. Many departments also have their own newsletters in place to keep the student body informed of changes and points of interest. Therefore, e-mail announcements to students, staff, and faculty, insertions in campus postings on Internet home pages, and articles in online campus newsletters offer easy and very inexpensive options for making students aware of the availability of this course. Additionally, Ivy Tech already conducts marketing programs directed at attracting new students, such as flyers and postcards in the mail. It would be possible then to join this effort in marketing this new class to prospective students.

Employees of the Indiana Department of Corrections and other correctional institutions could be made aware of this course through the marketing materials provided to existing contacts in their Learning and Development or Human Resource departments.

2. **Instructional Design and Delivery Plan –**

One of the largest concerns for an Internet instructor is an inability to effectively teach students who learn better through interactive visual and audio stimulation. The overall structure of the proposed course would incorporate both Internet and multimedia technology in an effort to integrate elements of a classroom environment and improve upon this medium with individualized learning tools. In order to avoid many of the problems associated with video and audio streaming at the beginning of the semester, students would receive, in addition to the textbook, a set of CDs that include modules for each of the sixteen weeks of the semester. A tutorial module would also be included on the first CD to help facilitate student use. Each module would consist of the following:

- **Lectures:** Three 30-60 minute digitally recorded lectures by an experienced faculty member about the topics covered that week. These lectures would sinuously integrate websites, pictures, photos, overheads, presentations, charts, graphs, and figures by splitting the audio and visual inputs of the digitized lecture where necessary such that the screen will cut from the professor to an image while maintaining the professor's ability to narrate or provide information about what the student is viewing on screen.
- **Learning supplements:** Guest lectures, video clips, interviews, and narrated scenarios will also be incorporated in these modules where appropriate to facilitate student learning of a particular topic.
- **Interactive testing and feedback:** Embedded within the lectures will be 2-3 sections of comprehension questions that will test a student's understanding of the material covered. Markers will be placed within the lectures themselves such that if a student answers the

question(s) on a particular topic incorrectly, upon completion of the quiz, he/she will be directed back to the section of the lecture that discussed that topic.

- **Attendance Log:** To be submitted at the end of the semester.

In this format, students would be able to start, stop, and pause a lecture when necessary to accommodate personal rates of learning and schedules while allowing the professor to interact with distance learners more effectively - focusing their studies, explaining difficult concepts introduced in the readings each week, and evaluating learning in a more interactive manner than has been previously available.

Student learning would be assessed by the instructor through discussion board responses, online short answer and essay exams that require recall and application of class material, and the presentation and content of a final project that explores the legal aspects of a hypothetical case.

A large majority of the content for the proposed course would be identical to the materials and topics examined in an on-campus version of this course. The following topics would most likely be included: overview of American law, Corrections' place in the justice system, habeas corpus and torts, prisoner rights as it relates to their access to courts, postal mail, visitation, religion, privacy and search and seizure, due process and inmate discipline, health care, conditions of confinement, equal protection clauses, rights of juvenile offenders and jail inmates, voting rights, and legal issues relating to the privatization of Corrections.

However, the instructional techniques and strategies would differ with the integration of new technologies that allow the student and teacher to easily step out of the "classroom" and view the topic in action. For example, the following segments could easily be inserted into the lecture file for optimized learning:

- Interviews with various correctional staff and inmates that provide students with a range of perspectives on a particular issue.
- Tours of different correctional facilities to allow for a comparison of structure, policies, accommodations, etc and demonstrate how institutions meet requirements in different ways.
- Conference lectures and faculty presentations that contribute academic research on a topic.
- Guest speakers, such as advocacy lawyers who can respond to questions concerning legal interpretation of hypothetical cases.
- Clips of public demonstrations that exemplify another point of view.

As a result of this educational mobility, the professor can illustrate concepts through a variety of means allowing students to think more critically about the material and participate as active learners.

To encourage the added learning that occurs between students, this class would also make use of the following tools offered by E-learning (powered by Blackboard) to facilitate student, as well as instructor, interaction:

- **Discussion Forum:** Weekly discussion questions would be posed to the class by the instructor for students to respond to in an asynchronous threaded discussion board. Students would be expected, as part of their final grade, to participate and respond to other students' comments.
- **Online Chat:** Each week, a period of time would be made available for interested students to interact with the professor and their peers in a real-time format.

- **Virtual Classroom:** This feature can be used for office hours and incorporates a chat room environment with a sophisticated drawing program that allows the instructor to demonstrate concepts on a “whiteboard.”
- **E-mail:** Regular interaction will occur through e-mail and a listserv will be used by the instructor to communicate information and announcements to all students.

3. **Institutional Capacity and Commitment –**

The support for this grant application comes in many forms but extends from the common desire to create a reliable, consistent, and compelling template for accommodating the various learning styles of distance education students. Not only does the proposed course fulfill a vital role for students within the Corrections specialty, it also serves as a test case for other departments. Many of the necessary resources for the development of this course are already available, including (but not limited to):

- The use of existing audiovisual equipment (digital video cameras, tripods, microphones, etc)
- The use of existing networks and computer hardware (CD/DVD reader/writer, High-speed (multiple) CD writer) and software licenses and products (such as Microsoft Office, Camtasia, Adobe Premier, Sorenson Squeeze, etc.)
- The use of conference rooms, classrooms, computer labs, and office space for planning, implementation, and beta testing.
- The use of an existing library of video lectures, audio tracks, and narrated PowerPoint presentations.
- Involvement of full-time faculty and staff from several departments (Criminal Justice, Distance Learning, Computer Services, Office of the Academic Dean, Marketing & Communications)
- The use of existing marketing materials, campaigns, and media contacts for advertisement purposes.

In addition to the existing resources pledged to this project, Ivy Tech State College-Bloomington further demonstrates its dedication to improving the experience of distance learners through its plans to create a facility dedicated to interactive technology. The College’s commitment is also evidenced by recent and extensive upgrades in the E-learning website that hosts all of our online classes. In the past year alone, the Criminal Justice Department of Ivy Tech has hired seven new instructors and has increased the number of online offerings by 300%. This parallels the 139% increase in online courses by the College in general in the past year.

All of the above resources would be committed to this project, as well as a portion of the salaries of two full-time employees of the College, to meet or exceed the required 50% match.

4. **Utilization Potential –**

The proposed course is CRJ 133 – Legal Issues in Corrections and is one of eight specialty courses in Corrections that are required for students pursuing an Associate of Applied Science degree (AAS). Only one class in this group is currently taught as an online course from Bloomington’s campus. Unless interest demands an additional on-campus version, this course will only be offered online. Therefore, students from other campuses, as well as Bloomington, who wish to graduate within this specialty will need to register for this course.

Once developed, the template created for this course will be used by the Criminal Justice department and other departments school-wide to convert or add offerings to the list of online courses available to distance learners. Indiana University and Ivy Tech continue to broaden

the number of courses that can be transferred to the former for credit; once developed this course may be added to that list.

Currently, the American Correctional Association (ACA) does not have a course in their “Online Corrections Academy” that explores the legal issues included in the proposed course; therefore, the developed course would complement current educational offerings rather than compete with them. Additional nationwide publicity will derive from contacts with the International Association of Correctional Officers (IACO). Janalee Kovacs, Personnel Officer, Employment and Recruitment Section of the Indiana Department of Corrections (IDOC) has agreed to send a request to the IDOC commissioner asking for permission to refer employees to this course as part of a commitment to learning and development.

Upon completion, template objects and selected modules developed for this course will be submitted to MERLOT to be used by other criminal justice faculty, law professors, and Corrections personnel. The expectation is that the contributed materials will be also used by other faculty, lecturers, and presenters as a guideline for creating technologically sophisticated interactive tools to enhance the delivery of their message.

5. Marketing Plan –

- **E-mail** College Announcement (Every enrolled student has an Ivy Tech e-mail address and could receive an advertisement about the course in a mass e-mail).
- **Online Announcements** (Web-based departmental and college newsletters and college announcement boards) and **Banner Advertising** (through appropriate venues, such as the American Correctional Association’s website)
- **Verbal Announcements** and **Word of Mouth** – Faculty will receive a memo and/or e-mail requesting that they announce the new offering to students in their classes to encourage enrollment.
- **Course Catalog** – Offering will be advertised in the Schedule of Classes for all campuses
- **Paper Flyers** will be posted on departmental bulletin boards, in student commons, and other highly visible and trafficked areas on campus.
- **Articles** written for publication in departmental (hard-copy) newsletters and a **Press Release** would be prepared for the media
- **Mailings** – Postcards could be included or sent separately from the course catalog to members of the community who have yet to take a course at Ivy Tech.
- **External Advertising** materials (Letter describing the course, paper and digital flyers) will be sent to contacts at the IDOC, Indiana Correctional Association (ICA), Association of Correctional Officers (IACO), American Correctional Association (ACA), and the Correctional Education Association (CEA) for dissemination and posting to membership and employees.
- **Magazine Advertising** – Purchased ads for placement in *Corrections Today* and *Corrections Compendium*.

Once additional introductory courses are created utilizing the developed template, additional tools could be employed to market to additional audiences. For instance:

- Advertising through demonstration at local high schools
- Designating a liaison between high schools and the College to facilitate registration and decrease student apprehension.

6. Evaluation Plan –

At each stage of development, a panel of Corrections, criminal justice, prelaw, and paralegal faculty members, Corrections personnel, and on-campus students will be asked to evaluate

the content of each module with appropriate revisions being made based on their feedback. Advisors from the member boards of the IDOC, ICA, IACO, ACA, and CEA will also be consulted. Technical aspects will be monitored and tested by Ivy Tech staff that specializes in working with such interactive technology. Before offering the course, beta testers will be retained to determine the usability of course features, technical problems that may arise, additional components necessary for improving a student's online experience, and overall educational effectiveness of the course. Additionally, more in-depth course evaluations will be provided to the students who take the course in its first semester. These surveys will be anonymous and will facilitate further revisions for improving the course prior to offering it again in the Fall semester.

7. **Project Schedule –**

Spring 2005	Organize project staff and create a timeline for the development of each module; Generate syllabus and outlines for all modules; Submit licensing applications for additional software; Construct initial technical components and code
Summer 2005	Film and integrate modules; Complete technical components and process; Review and evaluate completed modules; Begin marketing efforts
Fall 2005	Beta test with necessary revisions; Final review; Continue marketing efforts
Spring 2006	Class made available to registrants
Summer 2006	Review evaluations and make any additional revisions

8. **Key Development Personnel –**

- Course Development:
 - Kathryn Reed, Adjunct Professor, Criminal Justice Department, Ivy Tech State College – Bloomington
- Instructional Design and Technical Support:
 - Angela Maitland, Chairperson, Criminal Justice Department, Ivy Tech State College – Bloomington
 - Brett Pfingston, Distance Education Coordinator, Ivy Tech State College – Bloomington
 - John T. Rucker, J.D., Criminal Justice Department, Ivy Tech State College - Bloomington
 - Technical Consultants, Ivy Tech State College – Bloomington (Specific personnel to be determined)

BUDGET NARRATIVE

Salaries and Wages

Since the project director is not presently considered a full-time employee, project salary for the development of course content and design was calculated to be \$22,800 through an approximation of the number of hours to be worked over the course of three semesters, Spring 2005 (640 hours), Summer 2005 (640 hours), Fall 2005 (320 hours), and multiplying by the current wage of \$24.75 for adjunct faculty with 4 semesters seniority in the College. This equates to \$39,600 of which a negotiated percentage of 57.5% (\$22,800) was allocated for the salary of the project director in consideration of the absence of additional duties to the department for the duration of this project. The College is contributing 25% of the salary costs (\$5,700) as part of an institutional match with the remaining \$17,100 being requested from IHETS. An undergraduate student will be employed periodically over the course of the project for no more than 100 hours to

conduct web research, make phone calls, and assist with setup and use of filming equipment. The wage for this student will be contributed by the College as necessary; however, if the student is work study, the College pays a percentage of the wage he/she receives and therefore actual costs to the College are not calculated here.

Fringe Benefits

Fringe benefits for the project director were determined as 7.65% of the salary calculated. This percentage is predetermined by the College for part-time employees and equates to \$1,744.20 of which twenty-five percent (\$436.05) is being contributed by the College with the remaining \$1,308.15 being requested from IHETS.

Consulting Services

Instructional Design Consultants

Two individuals already employed by the college have also committed a portion of their time to this project in order to assist in the development of module content. Their contributions were calculated from an hourly rate derived from an analysis of current salary and fringe benefits. For each of the sixteen modules, ten hours are anticipated for consult, review, and feedback; therefore, the Criminal Justice (CJ) department is contributing \$9,814.95 for the involvement of its chairperson (\$5,220.67) and a current CJ professor with a law degree (\$4,594.28).

Technological Consultants

A large portion of the project costs will derive from video production and the design and testing of technical components within the College's Instructional Technology Center. All of the following expenses (\$12,601) are being contributed by the College, as part of a commitment to matching grant funds.

- 2.5 hours, per module (16 modules total), of studio usage for filming lectures at \$100 per hour, videographer time at \$25.50 per hour, and technical staff time at \$18.50 per hour to set up and remove equipment and format video and audio feeds.
- On average, 2 hours, per module, of videographer time at \$25.50 per hour and technical staff time at \$18.50 per hour to film additional learning supplements, such as guest speakers, interviews, and clips of prison tours.
- 2 hours, per module, of technical director time at \$25.50 per hour and technical staff time at \$18.50 per hour to capture and organize multimedia (pictures, figures, PowerPoint slides, video/audio clips, charts, graphs, etc.) and make the files compatible.
- 20 hours of technical director time at \$25.50 per hour and senior technical staff time at \$28.00 per hour to develop portions of the underlying technical components necessary for interactive testing and an attendance log.
- 5 hours, per module, of editorial staff time at \$25.50 per hour to collect, format, and integrate multimedia and learning supplements into a master file that includes the digital lecture components.
- 25 hours of editorial staff time at \$25.50 per hour to create the tutorial module and overall CD formatting.
- 15 hours of technical staff time at \$18.50 per hour to burn and label CD packs for students.

In order to accomplish the interactive testing component of each module, it will be necessary to retain the services of an external technical consultant who will *assist* in the development of a computer program that will allow for updates in testing content without requiring a reintegration of markers and test structure in each module. This consultant will also contribute briefly to the creation of an attendance log embedded within the modules. Fifteen hours for consulting and development at \$75.00 per hour yields a total of \$1,125 for external technical support. This amount is being requested from IHETS and is justified by the absence of technical staff at Ivy Tech who are currently familiar with writing computer programs of this kind.

Supplies and Expenses

All of the following will be required for recording and integrating modular content and for the creation of the CDs.

- Canon GL2 Digital Video Camera (\$2,200)
 - Wireless microphone for Canon GL2 (\$300)
 - Video Tripod for Canon GL2 (\$200)
 - Canon Powershot G2 Digital Camera (\$500)
 - Digital Video Capture Card & Digital Multimedia Software Bundle (Adobe Premiere, Adobe Audition, Adobe Encore DVD) (\$850)
 - JVC MiniDV/Super VHS Professional Dual Deck with Firewire/DV in/out (\$850)
 - High-speed CD Duplicator (\$600)
 - Flatbed Scanner (\$200)
 - Elmo Document Camera EV 4400 AF (\$950)
 - Canon DVM-E80 MiniDV Cassettes \$14/each X 24 ~ (\$340)
 - Sony DVD R/RW +/-R Drive (\$300)
 - CDRW Drive (\$100)
 - Sorensen Squeeze Compression Suite Software (\$400)
 - 150 CDs to store course content and create CD packs for beta testers (\$50)
- Total Value - \$7,840

The College has already purchased this equipment and 50% of its total value (\$3,920) is being dedicated to this project. The College is also committed to making future purchases as necessary to accomplish project goals and therefore no money is being requested from IHETS for the expenses in this category.

Travel

A total of \$200 is being requested from IHETS to cover any necessary costs incurred from travel within the state, to places such as prisons, conferences, or other colleges and universities, for the purposes of acquiring additional learning supplements (i.e. clips of virtual tours, workshops, interviews, and guest lectures).

In order to promote the developed course to our Indiana correctional audience, the project director plans to attend the Indiana Correctional Association's Annual Conference next fall at the Radisson Star Plaza in Merrillville, IN (October 5-7, 2005).

Other Direct Costs

A majority of the expenses to market this course (\$1,850) will be paid by the College, including the costs of developing all online and print announcements (\$800). The costs for the publication of flyers (\$500), postcards (\$300), press packets (\$150), and information packets for industry contacts (\$100) will be absorbed by the College. However, \$250 is being requested from IHETS to offset the cost of mailings and external advertising in correctional magazines and Association websites.

Additionally, as an incentive, the College will offer the course free of charge to the students and corrections personnel selected to beta test the developed course in Fall 2005. This equates to \$1,750 for seven people and serves as an in-kind contribution by the College.

Summary

The total cost to design, develop, implement, and evaluate the proposed online course (CRJ 133 – Legal Issues in Corrections) is \$56,055.15. Ivy Tech – Bloomington is contributing a substantial amount (\$36,072.00) to this project and is committed to future acquisitions as needed in order for the project team to achieve their goal of improving the educational experience of distance learners. Our request of \$19,983.15 from IHETS will provide the additional resources necessary for success in this endeavor.

Appendix A: Project Director's Qualifications and Experience

Kathryn M. Reed

Education:

- **Master of Arts Degree** – Criminal Justice
Indiana University, Bloomington, Indiana. November 2003
Theses titles: Reserving Judgment: Difference or Discrimination?
Plea-Bargaining: Necessary Justice or Jocosity?
- **Bachelor of Arts Degree** – *Magna Cum Laude*, Communication Sciences/Marketing.
University of Connecticut, Storrs, Connecticut. May 1998

Research:

- Research on Racial Disparity in the Monroe County Justice System – Report Publication, October 2003
- Research on Situational Crime Prevention – ASC Conference Presentation, Nov. 2001

Teaching:

- CRJ 105 – Introduction to Criminology - Online Course Instructor, Ivy Tech State College, Spring 2004-Present
- HMS 215 – Juvenile Delinquency - Online Course Instructor, Ivy Tech State College, Spring 2004-Present
- CRJ 105 and HMS 215 – Online Course Development, Ivy Tech State College, Fall 2003
- P375 – American Juvenile Justice – Correspondence Course Instructor, Indiana University, Fall 2000-2003

- E104 – Crime, Mass Media, and Society – Associate Instructor, Indiana University, Spring 2002
- P100 – Introduction to Criminal Justice – Associate Instructor, Indiana University, Fall 2001
- P200 – Theories of Crime and Deviance – Associate Instructor, Indiana University, Fall 2000-Spring 2001

Recent Appointments/Positions:

- Adjunct Faculty – Ivy Tech State College, Bloomington, IN, Fall 2003-Present
- Career Consultant (Part-time) – Indiana University, Bloomington, IN, Fall 2003-Present
- Monroe County Racial Justice Task Force – Executive Committee Member, Bloomington, IN, Spring 2002-Present
- Criminal Justice Guest Lecturer Committee – Indiana University, Bloomington, IN, Fall 2000-2001
- Criminal Justice Colloquium Committee – Indiana University, Bloomington, IN, Fall 2000 - Spring 2001

Appendix B: Qualifications and Experience of Primary Project Support Staff

Instructional Design Consultants

Angela Maitland

Program Chair: Criminal Justice, Ivy
Tech State College - Bloomington

Ph.D. Criminal Justice (Minor: Public
Management Administration)
Indiana University, Bloomington, Indiana.
Expected Graduation: Spring, 2006
Dissertation Concept: The Use of Force in
Prison

Education Specialist Degree: Human
Services, Criminal Justice.
Central Missouri State University.
Warrensburg, Missouri.
Thesis title: Adaptation in Prisons: A Study of
Factors Related to the General Well-
Being of Female Inmates.
Degree conferred: May, 1997

Master of Science Degree: Criminal Justice.
Central Missouri State University.
Warrensburg, Missouri.
Thesis title: A Study of Factors Related to the
General Well-Being of Inmates.
Degree conferred: December, 1995

Bachelor of Arts Degree: *Cum Laude*,
Psychology.
Christopher Newport University. Newport
News, Virginia.
Degree conferred: December, 1992

Primary Technical Consultant

Brett Pfingston

**Director of Instructional Technology &
eLearning:** Ivy Tech State College
-Bloomington, 1999 - 2004

Computer Systems Librarian, University
City Public Library, St. Louis,
Missouri, 1998 - 1999

**Reference & Electronic Information
Librarian,** Vigo County Public
Library, Terre Haute, Indiana,
1996 - 1998

John T. Rucker

Instructor: Criminal Justice & Paralegal
Studies, Ivy Tech State College -
Bloomington

Director of Court Services, Monroe Circuit
Court,
1998-2000

Army Judge Advocate General's Corps, 1976-
1998

Associate, Phelps, Dunbar, Marks, Claverie &
Sims, 1974

Law Clerk, First Circuit Court of Appeals,
State of Louisiana, 1973

Member of Bar of Louisiana (Inactive) and
District of Columbia

Juris Doctor (J.D.)
Louisiana State University
Degree conferred: 1973

Bachelor of Arts Degree
University of North Carolina at Chapel Hill
Degree conferred: 1970

Master of Library Science (MLS)
Concentration in Computers in Libraries
School of Library & Information Science
Indiana University, Bloomington
Degree conferred: 1995

Bachelor of General Studies (BGS)
Minor: History & Philosophy of Science
Indiana University, Bloomington
Degree conferred: 1994

IPSE 2004-2005 Course and Module Development Grant Program
Budget Form

Project Title: **CRJ 133 – Legal Issues in Corrections**

Institution: **Ivy Tech State College – Bloomington**

Project Director: **Kathryn M. Reed, M.A.**

Grants/Contracts Contact Person: **Michael Carroll**

Grants/Contracts Telephone Number: **812-330-6066**

Project Start Date: **January 1, 2005** **End Date:** **June 1, 2006**

Projected Expenses	IHETS/IPSE	Institutional Match	Other Funding	Totals
Salaries and Wages:	\$17,100	\$5,700	\$0.00	\$22,800
Fringe Benefits:	\$1,308.15	\$436.05	\$0.00	\$1,744.20
Consulting Services:	\$1,125	\$22,415.95	\$0.00	\$23,540.95
Supplies and Expenses:	\$0.00	\$3,920	\$0.00	\$3,920
Travel:	\$200	\$0.00	\$0.00	\$200
Other Direct Costs:	\$250	\$3,600	\$0.00	\$3,850
Totals:	\$19,983.15	\$36,072.00	\$0.00	\$56,055.15

4. Utilization Potential Addendum:

Per our request, Janalee Kovacs contacted Bill Kromann and the IDOC Commissioner.

After speaking with the Commissioner, Mr. Bill Kromann, Director of Human Resources for IDOC, provided the following statement on September 15, 2004;

The IDOC agrees to provide marketing support for e-Learning CRJ 133 - Legal Issues in Corrections, by posting announcements, encouraging personnel to enroll, and to provide overall support for the proposed course.