**Syllabus: CJ 231 (Fall 2014 Version)**

**Introduction to Corrections**

**Criminal Justice & Criminology| College of Science**

**Dr. Gordon A. Crews**

*Please visit the "****Schedule****" link on this course’s homepage for the course schedule with dates for specific discussions, quizzes and exams. For course start and end dates, as well as other deadlines such as add/drop and withdrawal, go to the* [*Marshall University Academic Calendar*](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.marshall.edu%2fcalendar%2facademic%2f)*.*

**DUE DATES:**

**WATCH THE DUE DATES, NO EXCUSES WILL BE ACCEPTED IN THIS COURSE. This is taken directly from my traditional classroom syllabus … it applies to you as well!**

* There will be no excused absences on exam days and no assignments can be made up! Any paper/project/in class work not turned in/completed on the date and time specified in the syllabus will receive a zero. Only documented medical emergencies will be considered as reasonable excuses for allowing a paper/project to be turned in late, an exam made up, or a presentation delayed, all others will be given a zero. Due dates are set in the course schedule for turning in projects and for giving presentations ~ due to the nature of these requirements, they cannot be made up. If you miss any of the assignments in this class, you are to go have your excuse evaluated by the Dean of Students, only excuses accepted by the university and mandated upon me will be accepted. **THIS MUST OCCUR WITH IN 48 HOURS OF THE MISSING OF THE ASSIGNMENT (UNLESS A LENGTHY MEDICAL STAY IS REQUIRED DUE TO AN EMERGENCY). IF I AM NOT GIVEN SAID NOTICE FROM THE UNVERSITY WITHIN 48 HOURS OF YOUR MISSING OF AN ASSIGNMENT, THE ZERO YOU HAVE BEEN GIVEN WILL REMAIN. (You can then file a grade appeal and we will have others review my decision and actions at that point).**

**Office Hours**

When communicating with me, you should email me using the *Mail Tool* from within the course **AND** to my university email at [crewsg@marshall.edu](mailto:crewsg@marshall.edu) ~ this will guarantee I respond in a timely fashion. Under normal circumstances, I will get back to you within 24-48 hours. However, there may be times when I am out of town and it may take me a little longer to respond. **IF there is an emergency, or if you do not receive a timely response, then please email me at** [**gordon\_crews@yahoo.com**](mailto:gordon_crews@yahoo.com) **or** [**crewsg@marshall.edu**](mailto:crewsg@marshall.edu)**.** Should you ever find yourself on campus, you can also look me up in person. My office is in Smith Hall 740D, and my phone number is 304-696-3083.

**Brief Faculty Member/Researcher Biographical Sketch**

**Dr. Gordon A. Crews** is a *Professor of Criminal Justice & Criminology* in the Department of Integrated Science and Technology at *Marshall University* (WV). Dr. Crews began his teaching career in 1990 as department head of the Criminal Justice & Paralegal program at *Sumter Area Technical College* (SC) at twenty five years old while still in graduate school working towards his Master of Criminal Justice Degree. He would complete his first seven years of teaching at the community college level by then moving to *Midlands Technical College* (SC). Since 1997, Dr. Crews has served as a faculty member and/or academic administrator at the *University of South Carolina Beaufort* (SC), *Valdosta State University* (GA), *Jacksonville State University* (AL), *Roger Williams University* (RI), *Cameron University* (OK), and *Washburn University* (KS).

In addition to over 23 years of post-secondary education experience, Dr. Crews has conducted POST certified training in South Carolina, Georgia and Alabama in the areas of proper police practice. He has also worked with the *Turkish National Police* and *Ghana National Police* on community policing initiatives. Most recently he has begun communication with the *Japan National Police Academy* on a comparison of police practices between Japan and the United States.

He earned a Ph.D. in Education/Criminal Justice, a Graduate Certificate in Alcohol & Drug Studies, a Bachelor of Science in Criminal Justice, and Masters of Criminal Justice, from the *University of South Carolina* (SC). He served as Executive Counselor for the Juvenile Justice Section of the *Academy of Criminal Justice Sciences* and as former President and member of the Board of Directors for the *Southern Criminal Justice Association*. In 2008 he was appointed for a three year term as the Executive Director of the Secretariat for this same organization. In 2010 he had the honor of being appointed the first President of the charter *Phi Kappa Phi* National Honor Society Chapter at *Marshall University* (WV).

Prior to teaching, Dr. Crews worked in law enforcement (in South Carolina at *Richland Country Sheriff’s Department* and *University of South Carolina Police Department* and in Georgia at *Floyd Country Sheriff’s Department*/*Mount Berry College Police Department*) as a bloodhound/narcotics k-9 officer & trainer, field-training officer, and criminal investigator (*crimes against persons/sexual assault*); in corrections as a training and accreditation manager; and in insurance fraud as a private licensed investigator.

His publications include refereed journal articles dealing with juvenile and school violence, Occult/Satanic involvement and youth, and various law enforcement and correctional issues. His books include *Faces of Violence in America* (1996), published by Simon & Schuster; *The Evolution of School Disturbance in America: Colonial Times to Modern Day* (1997), published by Praeger; *A History of Correctional Violence: An Examination of Reported Causes of Riots and Disturbances* (1998), published by the American Correctional Association; *Chasing Shadows: Confronting Juvenile Violence in America* (2001), published by Prentice Hall; *Living in Prison: A History of the Correctional System with an Insider’s View* (2004), published by Greenwood Publishers; and, his most recent book is entitled, *In the Margins: Special Populations and American Justice* (2008), published by Prentice Hall.

Dr. Crews has myriad current research interests/efforts in the areas of violence and resulting societal reactions. A primary project as of late 2012 is the interviewing and surveying of 78 incarcerated school violence (K-12) offenders across the United States. A secondary effort is in working on a new book with a convicted murderer on death row in South Carolina dealing with the realities of living in prison and being incarcerated in the United States. A third, and ongoing, focus is on an international comparison of police and societal response to individuals involved in alternative belief practices (e.g., Satanism, Wicca, Goth, etc.). Through these efforts, he currently has three manuscripts in process, *School Shooters Speak: Incidents, Perpetrators, and Findings* (Carolina Academic Press), *Juvenile Delinquency and Violence: Examining International Police and Societal Response* (CRC Press), and *The Complete Idiot’s Guide to Living and Dying in Prison* (Alpha Books).

Since 2000, he has conducted extensive field research in these areas across the United States, United Kingdom, Middle East, Netherlands, Central Europe, Scandinavia, Turkey, Ghana, Central and Eastern Europe (Greece, Macedonia, Bulgaria, Romania, Hungry, Slovakia, Austria, Czech Republic, Slovenia, Serbia, and Croatia). His most recent research was conducted in Brazil (2010), Japan (2011), and in the United Kingdom and the Republic of Ireland (2012).

Perhaps his most relevant experience which speaks to his ability as an effective expert witness in policing and correctional matters is his role as a lead police/correctional expert in a grant-funded review of police and correctional training curricula (state, county, and municipal) from more than 60 academies across the United States. This 3 year project involved evaluating all academy curricula and noting what courses were offered, their length and content, and other characteristics of the curricula, instructors, and academies. This work resulted in a complex statistical evaluation and recommendations to improve curricula and make training more effective. The results of this work have been presented at various regional and national conferences and are being developed into manuscripts for publication review in respected criminal justice journals.

Dr. Crews has also appeared as a consultant on national and international programming such as *CNN, MSNBC, Good Morning America, Anderson Cooper 360◦, The Abrams Report, Nancy Grace, Gloria Van Susteren, Ghana, African National Television,* and *Due Diligence on Voice of Russia Radio Network.*

**Course Materials and Cost**

Siegel, L. & Bartollas, C. (2013). Corrections Today (2nd. Ed.). Independence, KY: Cengage Learning.

The textbook is ***required*** and can be ordered online at [The Marshall University Bookstore](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.bkstr.com%2fwebapp%2fwcs%2fstores%2fservlet%2fStoreCatalogDisplay%3fstoreId%3d10587%26langId%3d-1%26catalogId%3d10001) or at the [Stadium Bookstore](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.stadiumbookstore.com%2f).

**Technical Requirements**

* For minimum hardware/software requirements please see: [http://www.marshall.edu/muonline/hardwaresoftwarecheck.asp](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.marshall.edu%2fmuonline%2fhardwaresoftwarecheck.asp)
* You will need to have several plugins (software) installed on your computer. These plugins are all free. You will need **Windows Media Player, Adobe Acrobat Reader** and **Shockwave Player** to experience the streaming video and audio clips that are part of the course as well as to read the assigned articles and other course materials. You can easily check your computer to see if you have these programs (and if you don't install them for free), by running the browser tune-up available at [http://www.marshall.edu/muonline/support/tuneup.asp](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.marshall.edu%2fmuonline%2fsupport%2ftuneup.asp)
* The free plugins, if you need them, are available at our **Download Center** at [http://www.marshall.edu/muonline/downloadcenter.asp](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.marshall.edu%2fmuonline%2fdownloadcenter.asp)
* If you have technical problems, please go to the Help Desk: [http://www.marshall.edu/ucs/cs/helpdesk/](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.marshall.edu%2fucs%2fcs%2fhelpdesk%2f)
* ***HELP DESK PHONE NUMBERS:***

304-696-3200 (Huntington, WV)

304-746-1969 (Charleston, WV)

877-689-8638 (Toll free)

**Course Details**

***Course Description from University Catalog:***

Designed to examine the philosophical and historical background of law enforcement in the United States. This course also addresses constitutional limitations on law enforcement, objectives of law enforcement, and processes of law enforcement.

***Credit Hours:*** 3

***Prerequisites:*** None

***Desired Learner Outcomes:***

**Course Objectives:** Upon completion of this course, the successful student will be able to:

**COURSE LEARNING OBJECTIVES MATRIX**

|  |  |  |
| --- | --- | --- |
| **Course Objectives** | **How *Practiced* in this Course** | **How *Assessed* in this Course** |
| 1. Students will critically *analyze* and *evaluate* the historical development and evolution of contemporary correctional policies and processes in the U.S. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the political ideology and prevailing social, legal, and ethical values impact corrections in the U.S. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the basic elements of correctional trends including retribution, deterrence, rehabilitation, incapacitation and restoration. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the correctional practices in the United States in relation to philosophies of punishment, sentencing practices, victim’s rights and institutional limitations. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the social, political, economic, and cultural factors that influence the development of criminological theory and its application to criminal behaviors. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the ethical issues in criminal justice, and how to use ethical reasoning to formulate decisions and promote positive organizational and professional trust. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |

***Schedule:***

As this is an online course, you have some flexibility to work at your own pace within the course start and end dates. However, quizzes, exams, and discussions must be completed by the dates posted. For more specifics, please see the *Schedule* link on the course homepage. Even though you have the flexibility to work at your own pace, please do not underestimate the amount of time necessary to go through the online content as well as thoroughly read the chapters from the text. You should be prepared to spend at least 15 hours (or more) per week both online and offline to successfully complete the course.

***Readings and Organization of the Course****:*

It is expected that ***students will*** ***read the textbook chapters in their entirety***. Each chapter in the text corresponds to the respective chapter in the course (although sometimes the titles may not be the same).

The course is divided into four units:

1) Unit 1

2) Unit 2

3) Unit 3

4) Unit 4

Within each unit there are three to four chapters, one discussion session, and one exam (however, the exams will not be made available until the dates listed on the course schedule). Each chapter contains an outline and summary of the textbook chapter, a lecture corresponding to the topic at hand, and a PowerPoint slideshow from the book chapter. Furthermore, many lectures contain valuable web links to outside sources to enhance student learning about the topic, and it is strongly encouraged that students explore these sites in depth.

***NOTE:*** *The PowerPoint presentations have been developed by the textbook publisher and enhanced by the course instructor. Therefore, the slideshows are copyrighted. You may print and use these lectures only while taking this course. Furthermore, while every effort has been made to ensure that the slides are correct, every once in a while an error or inconsistency between the slides and the textbook may be present. If you notice such an error, please let the instructor know so that it can be corrected. The bottom line is that you should rely on PowerPoint slides as a study aid only. The textbook and lectures are of most importance.*

**Course Grading**

The final grade for the course will be computed by taking your total points earned and adding them together. The following scale will determine what letter grade you will receive:

**A= 90.0-100.0**

**B= 80.0-89.0**

**C= 70.0-79.0**

**D= 60.0-69.0**

**F= 59.0 and Below**

There are four exams in this course. Each **exam** is worth **200 points** (800 points total).

You are required to “actively participate” in all four discussion sessions. Each **discussion** is worth **50 points** each (200 points total). This is explained in further detail below under the heading “Discussions.”

You may check your grades at any time by clicking the ***My Grades*** tool from the course homepage.

**Exams and Quizzes**

Exams are taken with the *Assessments Tool*. However, once a particular quiz/exam is made available to take, it also can be accessed from within the respective “Unit” page. The dates within which each assessment must be completed can be found on the course schedule. A proctor will not be required, nor will any other special arrangements be required. There are four exams (60 minutes each), one at the end of each unit. Each exam consists of 50 multiple choice and true/false questions. The exams need to be completed by the dates listed on the schedule, and you are allowed only one attempt at each exam, so make sure you are well prepared. Keep in mind when taking the exams that they are timed.

***NOTE:*** *You should be thoroughly prepared to take the exams without the use of your notes, textbook, or other resources as they are timed assessments (i.e., you will not have time to go searching for answers). In addition, each exam is randomly generated; therefore, no two assessments will be the same.*

**Discussions**

Discussions can take place with the *Discussions Tool* or from within the “Unit” pages*.* I have posted a discussion question for each of the four units to be covered, and you must respond to either the question directly or to a point or issue that has been raised by another student. When participating in the discussions, supply your posts directly in the discussion/message area and not as an attachment. Your answer/response should be well thought out, articulate, and insightful. In formulating your posting 1) make sure to read all prior posts so that you are not repeating what has already been said, 2) you contribute substantively to the discussion and are not merely agreeing with what other students are saying, and 3) your response indicates that you have completed the readings associated with a given topic. I expect the postings to be written in a professional manner with proper grammar, spelling, and syntax. You should write it as you would any formal writing assignment and not an email or instant message. Furthermore, please refrain from using expletives, unless it is absolutely necessary (e.g., to make a point that would otherwise be hard to do without its usage). **YOU ARE TO COMMENT ON AT LEAST TWO OTHER STUDENTS’ POSTINGS AS WELL TO RECEIVE FULL CREDIT FOR EACH MODULE’S DISCUSSION!!!!**

Even though you have some flexibility to proceed at your own pace in this course, you must keep up with the discussions. It would serve no purpose for you to respond to a question from Unit 1 when the rest of the class is responding to a Unit 3 question. To assure that this does not happen, you must participate in each discussion by the dates listed on the course schedule. Moreover, each discussion topic will be switched to “read only” after the assigned date, which means new postings will not be possible after the due date. On the other hand, do not respond to a discussion until you have read the lectures and readings that pertain to a topic (i.e., do not respond to all the discussions at the beginning of the semester to simply get them “out of the way”).

In grading the discussions, I will take into account the criteria identified above as well as ***whether you are reading the other students’ postings***. I have the ability to determine exactly how many posts each student reads. For example, you may provide an excellent post, but if I see that you have read only a handful of other postings, then you will receive a low grade on that particular discussion. I may be naïve, but my expectation is that students will ***read every single posting***. If you happen to be one of those students who like to submit posts early to “beat the rush,” I still expect you to read every post that comes after yours; don’t just simply provide a post and think that your work is done. You should continue to monitor the new postings (again, I can check for this). The discussion sessions are a forum for learning from each other, not simply to make a comment and move on. To effectively do this, I encourage you to respond to each other’s posts, as this is what the sessions are all about (i.e., *“active participation”*). While I will monitor the discussions very closely, I will not participate in them or respond. That is your job!

***NOTE:*** *While I encourage you to participate in the discussions early, and not wait until the very last minute, it is inevitable that some students will do so. Therefore, I will wait at least 24 hours after a discussion has been locked to start grading them. This will give everyone enough time to catch up with the last minute posts. Again, I can’t stress enough that reading all the other postings are just as important to your discussion scores as providing and replying to posts!*

**On-Campus Requirements**

There is absolutely no requirement that you come to campus. You can communicate with me via the course *Mail* *Tool*.

**Course Policies**

***Penalties:***

You must adhere to the dates listed for completion of exams and discussions. Once a due date has expired, the item will no longer be accessible (or writeable, in the case of discussions) and you will receive a zero for that particular item. While there is some flexibility in an online course to proceed at your own pace, it is imperative that you complete the exams (a.k.a. assessments), as well as the discussion sessions by the due dates listed on the schedule to assure course completion. The assessments will become ***UNAVAILABLE*** after midnight on the due date. While you can take an assessment before the due date (as soon as it is made available), please make sure you are thoroughly prepared to complete it successfully, as you only have one attempt at each quiz/exam. At the same time, do not wait until the last available minute on the due date to complete an assessment because you never know when a technological glitch can occur (which I cannot be responsible for). You should plan to complete all activities **at least one day prior** to the scheduled due date to be on the safe side. This way, if there is a technical problem, you can contact me and I can try to remedy the situation. If you contact me on the day an activity is due, I cannot do anything about it!

***Excuses:***

I do not deal with excuses [legitimate or otherwise] in online courses for why a particular activity was not completed. In most cases, discussions and assessments are open for two to three weeks, so there is no reason not to have them completed in a timely manner. Because there is a degree of flexibility in completing items, it is your responsibility to keep track of dates and give yourself enough time for completion. If you wait until the last minute, there is no one to blame but yourself. You have more than enough time to do each module in this course therefore, there will be no make ups at all! If you miss a deadline you will receive a zero! ALL of the dates for this course are listed, therefore, write them down NOW and do not miss them!!! There are no hidden surprises in this course which would harm you!!!! **SIMPLY WATCH THE DUE DATES, A GOOD PRACTICE IS TO DO A MODULE AS SOON AS IT BECOMES AVAILABLE IN CASE SOMETHING ELSE TAKES YOUR TIME DURING ITS WINDOW OF OPPORTUNITY!!!!! NO EXAMS NOR DISCUSSIONS WILL BE REOPENNED FOR ANY REASON (ONLY IN THE EVENT OF TECHNICAL PROBLEMS IN THE COURSE ITSELF).**

***Extra Credit:***

I DO NOT offer extra credit in my courses (online or otherwise), so PLEASE DO NOT ASK!

***Material on this Site:***

Material and graphics on this site may be protected by federal copyright protection and may not be copied or reproduced.

***Academic Dishonesty:***

While this is an online course, the same standards used in the traditional classroom setting must be followed. That is, you are expected to do your own work. You must complete your exams and quizzes individually, without the assistance of another person. Anyone who violates this policy will receive a failing grade for the course.

***Plagiarism*:**

Everyone knows what plagiarism is and why it is not acceptable, and why the university requires stringent penalties for students who do not submit their own work---these statements below are just reminders that may also help to clarify how plagiarism is defined....if you have any questions at all please do not hesitate to ask.)

PLEASE DO NOT QUOTE OR PARAPHRASE FROM ARTICLES/BOOKS OR FROM ANY OTHER SOURCE WITHOUT PROPERLY CITING THE SOURCE. YOUR WRITING MUST BE COMPLETELY IN YOUR OWN WORDS, UNLESS OTHERWISE NOTED.

Plagiarism is a serious academic offense. This includes everything from turning in someone else's work as your own, to buying a paper and submitting it as your own, to paraphrasing (i.e., putting into your own words) ideas you got from other sources, whether books or the Internet. Please read this statement below. (We apologize if it sounds harsh, but we are concerned that some students do not understand that plagiarism is an extremely serious academic offence with extremely serious consequences.) If you do not understand what plagiarism or paraphrasing is, please read the information about Marshall's policy on plagiarism at this site:

[http://www.marshall.edu/muonline/plagiarism.asp](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.marshall.edu%2fmuonline%2fplagiarism.asp)

STATEMENT ON PLAGIARISM- As a student at Marshall University I fully understand what plagiarism is. If I have any questions whatsoever about whether or not something should be cited or whether or not using someone else's ideas or words is appropriate, I will NOT guess and will consult my course instructor or the website noted above. If I am still confused, I will ask the course instructor and follow his/her advice because I know that my instructor takes this VERY seriously. I also acknowledge that I am fully aware of the penalty in this class for plagiarism/cheating of any type: failure for the semester and referral to the administration. I further acknowledge that I know the administration will put a report on my plagiarism in my permanent record. The administration will also decide if further punishment is warranted, including academic probation and possible expulsion.

**Resources**

***Instructor:***

Don’t hesitate to contact me directly with questions or concerns. You can reach me through the *Mail Tool* or if necessary by phone at 304-696-3083. Please don't let your questions hang out there and simmer. If you are not sure about something the best thing to do is to ask about it right away! Something that may seem obvious to me may not be obvious to you at all! **For the fastest response contact me at** [**crewsg@marshall.edu**](mailto:crewsg@marshall.edu)

***The Online Writing Center:***

As a MU student, you are also entitled to individualized, one-on-one assistance from a tutor at The Writing Center in the English Department, which also provides tutoring online. They can help you with any step in the writing process, from invention to revision. The service is free. If you have access to campus and would like to use the on-campus service, you can do so by calling 304/696-6254.

For complete information on how to use the Online Writing Center, please see: <http://www.marshall.edu/muonline/writingcenter>

***Support Services:***

Marshall University offers a variety of support services to students enrolled in online courses.

* [Off-campus Library Service](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.marshall.edu%2flibrary%2foffcamp%2fdefault.asp)
* [Textbook Service](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.marshall.edu%2fmuonline%2fcoursematerials.asp)
* [Disabled Student Services](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.marshall.edu%2fdisabled%2f)
* [Tips for Succeeding in the Online Environment](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.marshall.edu%2fmuonline%2ftipsforsuccess.asp)
* [Study Guides](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.marshall.edu%2fmuonline%2fstudyguides.asp)
* [Technical Help](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.marshall.edu%2fmuonline%2ftechnicalfaq.asp)
* [VISTA Help](http://marshall.blackboard.com/webct/urw/Documents%20and%20Settings/Gordon/My%20Documents/redir.aspx?C=69663b737ec144c2818ded6bfd334706&URL=http%3a%2f%2fwww.marshall.edu%2fmuonline%2fvistahelp.asp)

Marshall University  
College of Science  
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