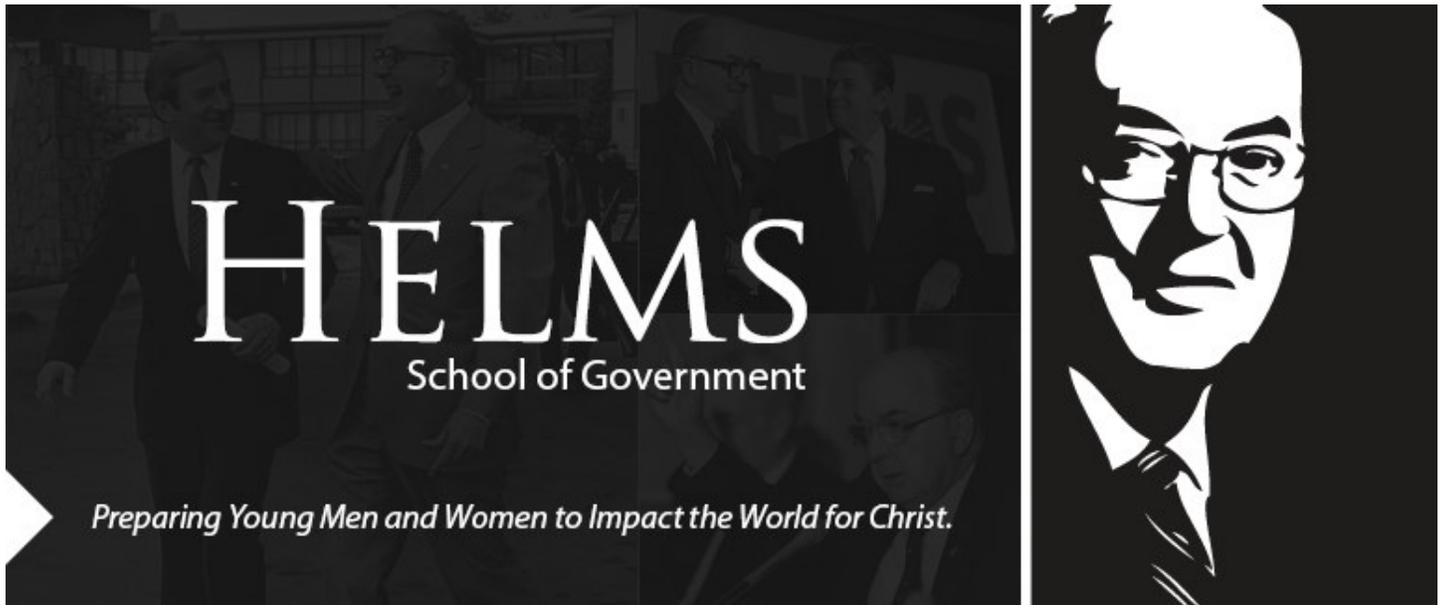


Advising Guides

- ◆ How Much Time Will Classes Require?
- ◆ Time Per Assignment Matrix
- ◆ Common Pitfalls and How to Avoid Them
- ◆ Resource Toolbox



Preparing Young Men and Women to Impact the World for Christ.

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Pre-Requisites:: None

Course Description:

An introductory course covering an overview of the whole criminal justice system in America, including discussion of law enforcement generally, the court systems, correctional organizations, the history of law enforcement in the U.S. and some other nations, and the ethics and philosophy of criminal justice generally.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	3 Hrs.
Course Requirements Checklist	15 Mins.
Discussion Board Post (5)	1 Hr.
Discussion Board Replies (2 per)	1 Hr.
Bill of Rights Pre-Test	1 Hr.
Bill of Rights Post-Test	1 Hr.
LearnSmart Quizzes (13)	30 Mins. Per
Application Essay Forums (2)	1 Hr.
Reflection Paper	1 Hr.

*Students can retake quizzes

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.

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School of Government

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CJUS

200

Hitting the Mark

Overcoming the Most Common Pitfalls

Lack of time management

You cannot complete these assignments the night they are due! Be sure to start the semester by familiarizing yourself with the course content and assignment due dates. Then, use a calendar to mark deadlines in advance. For the online student, an electronic calendar, with reminders for due dates, may work well.

The latest research suggests that for every one credit hour in which you enroll, you will spend approximately two to three hours studying.

3 credit hours (1 course) = 6-9 hours study time per week.

12 credit hours (4 courses) = 24-36 hours study time per week.

The course load that is best for you depends on a variety of factors, such as other commitments, study skills, time management skills, and self discipline. To determine the course load which is most appropriate for you, please refer to the guidelines

- ◆ 40 hrs per week -- 3-5 credit hours
- ◆ 30 hrs per week -- 3-9 credit hours
- ◆ 20 hrs per week -- 6-12 credit hours
- ◆ Less than 20 hrs -- 12-18 credit hours



Toolbox

Resources for Success

Liberty University Online Writing Center

<http://www.liberty.edu/academics/graduate/writing/index.cfm?PID=17176>

Writing Web Resources

<http://www.liberty.edu/academics/graduate/writing/index.cfm?PID=12076>

Writing Aids

<http://www.liberty.edu/academics/graduate/writing/index.cfm?PID=12268>

Time Management Tools

http://www.mindtools.com/pages/main/newMN_HTE.htm#

Tutoring

<http://www.liberty.edu/online/index.cfm?PID=23274>

Virtual Career Center

<http://www.liberty.edu/academics/general/career/index.cfm?PID=153>

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CJUS
230

Pre-Requisites:: None

Course Description:

This course is an introductory course to research in the social sciences, both in traditional and online venues. It covers plagiarism, APA formatting, case briefing, academic writing, formal reporting, and memoranda. A major research paper is required (4-5 pages of content).

Suggested Time Per Assignment	
Task	Time Per Assign-
Course Reading (Per Week)	20 hours total dur-
Course Requirements Checklist	1/2 Hr.
Class Introductions	1 Hr.
Discussion Board Post (2)	3 Hrs. Per
Discussion Board Replies (1 per)	1 Hr. Per
Thesis Statement & Outline	5 Hrs. Total
Research Paper – First Draft	15 Hrs.
Investigation Project	10 Hrs.
Case Brief	10 Hrs.
Research Paper – Final Draft (Edits to	10 Hrs.
Quizzes (4)	1 Hr. Per

*Students can retake quizzes

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.

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CJUS

230

Hitting the Mark

Overcoming the Most Common Pitfalls

- Students who perform well in the class work on the research paper in stages (as suggested during the course) and complete all assignments.
- Students who perform well on the course's Investigation Project read the fact pattern carefully with a critical eye. It is important to pay close attention to the details included in the fact pattern and to present the facts in an objective manner.
- Many students do not recognize the importance of submitting the Research Paper First Draft, and doing so by the assignment deadline. For those who submit late, less time is available to apply First Draft feedback to the Final Paper (plus there is a point penalty). And, many students who fail to submit the First Draft do quite poorly on the Final Paper (or do not submit the final at all). Students can avoid this pitfall by submitting a First Draft, using the assignment instructions and the grading rubric to make sure the paper meets the requirements for that assignment. This will allow the student to be well on their way to a quality Final Paper, that can be "polished up" by applying First Draft feedback.
- One of the biggest pitfalls in this course is the lack of a strong thesis statement. Listen to your professor's feedback and ask questions if you need to clarify. You may need to revise your thesis statement several times but it will be worth it when you come to the point of writing your paper.

Lack of time management

You cannot complete these assignments the night they are due! Be sure to start the semester by familiarizing yourself with the course content and assignment due dates. Then, use a calendar to mark deadlines in advance. For the online student, an electronic calendar, with reminders for due dates, may work well.

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Virtual Career Center

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Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course is designed to familiarize the student with the theoretical and practical management perspectives embraced by the American criminal justice system. This will include nature of criminal justice organizations, individual and group behavior within those organizations, processes inherent in those organizations, and areas of criminal justice reform

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	3 Hrs.
Course Requirements Checklist	10 Mins.
Discussion Board Post (5)	3 Hrs. Per
Discussion Board Replies (2 per)	1 Hr. Per
Article Review	5 Hrs.
Research Paper	25 Hrs.
Quizzes (4) (Including Study and Prep)	3 Hrs. Per

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.

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CJUS 300

Hitting the Mark

Overcoming the Most Common Pitfalls

- Instructors only see one major trouble spot. And it probably has more to do with student's individual capabilities prior to coming to LU than any LU course content, etc.
- I estimate that a minimum of 25% of any given class has problems with distinguishing between scholarly references and web trash (Wikipedia, blogs, media, etc.). As CJUS230 CJ writing/research is a prerequisite for CJUS300 students apparently have chosen to totally forget the information required to pass CJUS230 when they are enrolled in CJUS300. The current CJUS230 Syllabus appears to adequately address the necessary skills needed to complete CJUS300 assignments however it is difficult to determine from the CJUS320 syllabus the degree of emphasis placed on the use of scholarly quality references such as scholarly journals, government data bases, etc. in that courses research paper assignment.
- Student's minimal knowledge of what actually constitutes an acceptable scholarly source of information. Student's inexperience in conducting online research using LU Online systems to locate academic/scholarly quality references. Both of these issues appear to be the major items relating to the quality of discussion board, article review and research paper assignments.

Lack of time management

You cannot complete these assignments the night they are due! Be sure to start the semester by familiarizing yourself with the course content and assignment due dates. Then, use a calendar to mark deadlines in advance. For the online student, an electronic calendar, with reminders for due dates, may work well.

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**CJUS
310**

Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course is designed to provide an in-depth study of the juvenile justice system in the United States. The student will study the general principles of juvenile delinquency, overview of the juvenile criminal justice system, theories of delinquency, and other issues dealing with juveniles in the justice system from a Christian perspective.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	2 Hrs. Per Week
Course Requirements Checklist	10 Mins.
Discussion Board Post (8)	1 Hr. Per
Discussion Board Replies (2 per)	30 Mins. Per
Research Paper	15 Hrs.
Quizzes (3)	1 Hr. Per

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.

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CJUS

310

Hitting the Mark

Overcoming the Most Common Pitfalls

In reviewing the course, the hardest assignment for students appears to be the rough draft. It appears to be a time management issue and for some critical thinking and writing issues. From the feedback I have gotten, some students appear to underestimate the time it takes to gather resources and some have the information but cannot critically think through how to write it in a concise manner. In addition, a few student's wait to "the last minute" to post a discussion board or assignment.

To be successful in completing the discussion boards, the quizzes, and the research paper parts, is time management and understanding the basics to writing. For example, when reading for the week's discussion board, students should highlight and/ or take notes on statistical information, major ideas, and etc. These are used in the quizzes and will allow them quicker access to looking for information for the quizzes. Students need to make sure they review the lecture notes provided as well. Each week's notes and readings build on the next week and will allow for students to get a head start on the next week's discussion and be better prepared for the quizzes. Moreover, the readings gives insight into various topics for the research paper. For instance, I list several topic choices that are discussed in-depth in the readings to give students a head start on the research paper. Students also have the choice to present a topic of their own choosing related to juvenile justice. Also, students should write down their perceptions of what they are reading and if it makes sense to them. This allows for more critical thinking.

As for the research paper, the research paper is broken down into parts. For example, the second week is for them to develop a topic, the fourth week is for them to develop an outline, the fifth week is for them to put together a rough draft, and then the seventh week is for the final paper. It is important for students to start gathering and reviewing resources once they have developed a topic. I send out a handout on how to find and gather research, as well as the basics to APA formatting. Moreover, I advocate them using the writing center. This gives them time to get a working idea of how they want to proceed. This lends itself to the outline. By this phase the student should have a good idea on what needs to be in the rough draft. In essence, it all comes down to how students allocate their time and how they organize their research.



Toolbox

Resources for Success

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Virtual Career Center

<http://www.liberty.edu/academics/general/career/index.cfm?PID=153>



Pre-Requisites: CJUS 200, CJUS 230

Course Description:

This course is designed to familiarize the student with the criminal correctional system in the United States. The student will review the history of corrections and procedural, statutory, and case law of American correction.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	3 Hrs.
Course Requirements Checklist	10 Mins.
Discussion Board Post (8)	1 Hr. Per
Discussion Board Replies (2 per)	30 Mins. Per
Mini Papers (2)	3 Hrs. Per
Exams (2)	2.5 Hrs. Per
Group Project (Rough and Final Drafts)	4.5 Hrs.

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



320 seems to be without pitfalls other than students learning to develop critical thinking and reasoning skills, metacognitive skills, and explanatory reasoning skills (issues in all courses).



Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

Examines the extent to which juvenile correctional interventions are used. Provides an in-depth analysis of various correctional responses to juvenile offenders including diversion, community-based, and residential programs.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	2 Hrs.
Course Requirements Checklist	10 Mins.
Discussion Board Post (3)	1 Hr. Per
Discussion Board Replies (2 per)	30 Mins. Per
Critical Article Review	4 Hrs.
Exams (2)	2-3 Hrs.
Compare/Contrast Paper	6 Hrs.
Case Study	5 Hrs.

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



321 seems to be without pitfalls other than students learning to develop critical thinking and reasoning skills, metacognitive skills, and explanatory reasoning skills (issues in all courses).



Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course introduces the student to the new philosophies within corrections to establish successful rehabilitation programs in the community and outside of traditional prison settings. Students will analyze different programs that are being implemented nationally to include electronic monitoring, boot camps, and restorative justice programs.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	2 Hrs.
Course Requirements Checklist	10 Mins.
Discussion Board Post (3)	1 Hr. Per
Discussion Board Replies (2 per)	30 Mins. Per
Case Studies (3)	5 Hrs. Per
Exams (2)	2-3 Hrs.

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



322 seems to be without pitfalls other than students learning to develop critical thinking and reasoning skills, metacognitive skills, and explanatory reasoning skills (issues in all courses).

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CJUS
323

Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

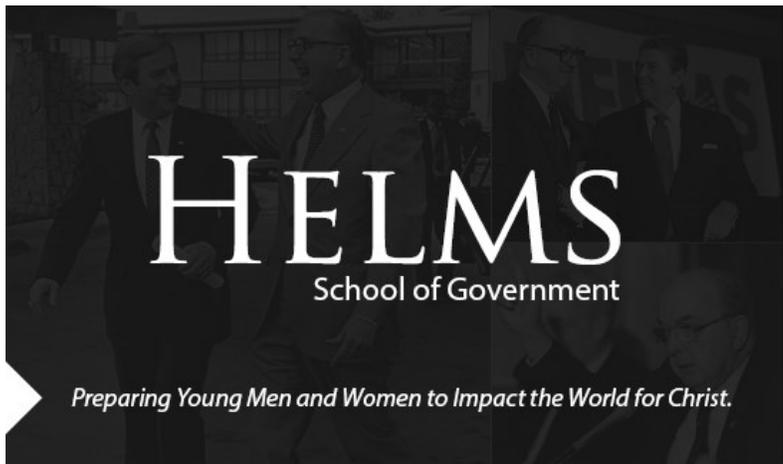
This course explores various strategies for prevention of adult and juvenile crime with particular attention to the theoretical and empirical bases for these approaches. Students will develop a crime prevention plan.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	3 Hrs.
Course Requirements Checklist	10 Mins
Discussion Board Post (5)	1 Hr. Per
Discussion Board Replies (2 per)	30 Mins. Per
Reflection Paper (4)	5 Hrs. Per
Exams (2) (Including Prep Time)	5 Hrs. Per

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



323 seems to be without pitfalls other than students learning to develop critical thinking and reasoning skills, metacognitive skills, and explanatory reasoning skills (issues in all courses).

		<h1 style="text-align: center;">CJUS</h1> <h2 style="text-align: center;">324</h2>
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Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course explores various strategies for prevention of adult and juvenile crime with particular attention to the theoretical and empirical bases for these approaches. Students will develop a crime prevention plan.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	3 Hrs.
Course Requirements Checklist	10 Mins.
Discussion Board Post (2)	1 Hr. Per
Discussion Board Replies (2 per)	30 Mins. Per
Group Paper	5 Hrs.
Reflection Papers (2)	5 Hrs. Per
Group PowerPoint Project	5 Hrs.
Exams (2) (Including Prep Time)	5 Hrs. Per

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



The main pitfall is in 324 where students have to work in group as they find this very frustrating in an online environment but with our world moving more and more to virtual teams and groups I believe this is a very important skill so I encourage them forward in that manner and they move through obstacles and team formation pains in the beginning but seem to produce good work and learn valuable skills as a result.



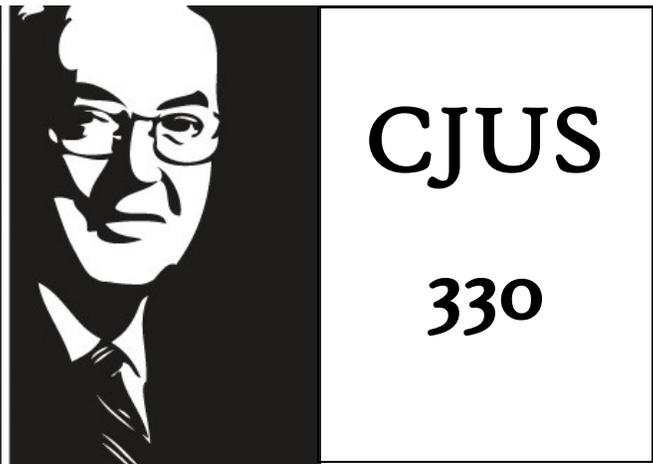
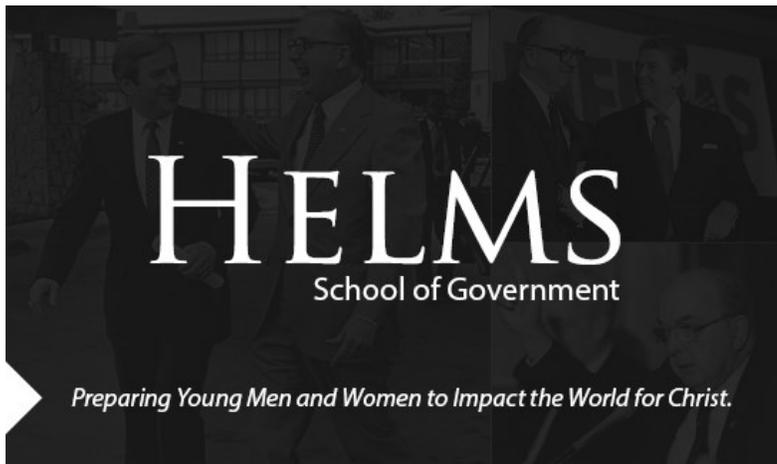
Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course is designed to increase the understanding of the criminal judicial process in the United States. It includes a study of the functioning of courts, judges, lawyers and law enforcement agencies, including judicial decision-making and the impact of court decisions on the American Republic.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	2.5 Hrs.
Course Requirements Checklist	10 Mins.
Discussion Board Post (4)	1 Hr. Per
Discussion Board Replies (2 per)	30 Mins. Per
Book Review	15 Hrs.
Terminology Test	1 Hr.
Tests (3)	1 Hr. Per
TOTAL	3-5 Hrs. Week

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



Hitting the Mark

Overcoming the Most Common Pitfalls

- Due in large part to the demands of living life while trying to compress a semester of material in eight weeks, students find themselves unable to pass the course because of low test scores. The tests are open book and the questions are drawn from the publisher's test pools. Students want easier tests, while keeping the open book format.
- Students are required to submit a book review. Two choices are offered. Despite multiple attempts to identify the limited options; a few students ask for clarification or simply submit a review of another book.
- APA is the standard writing style for criminal justice and residential CJUS students are exposed to that style in the mandatory research and writing class. Most LUO students struggle with understanding and applying the format for their research.
- Students appear to skim the chapters, but because the tests are open book/open notes, the questions are quite specific. It is imperative for each student to read each chapter thoroughly and taking notes, adding page numbers is useful in order to be successful on the tests.



Toolbox

Resources for Success

Liberty University Online Writing Center

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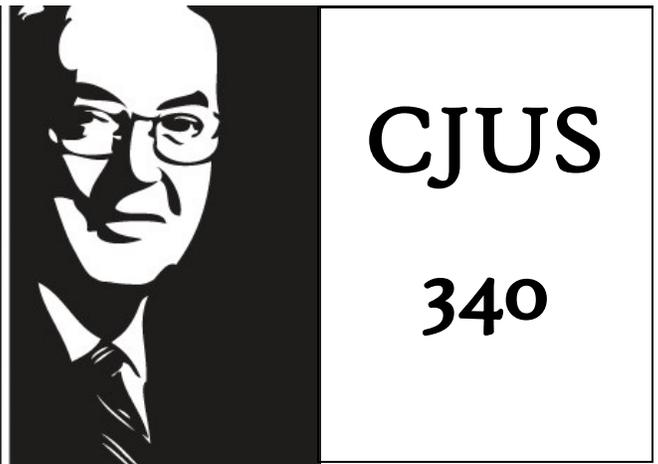
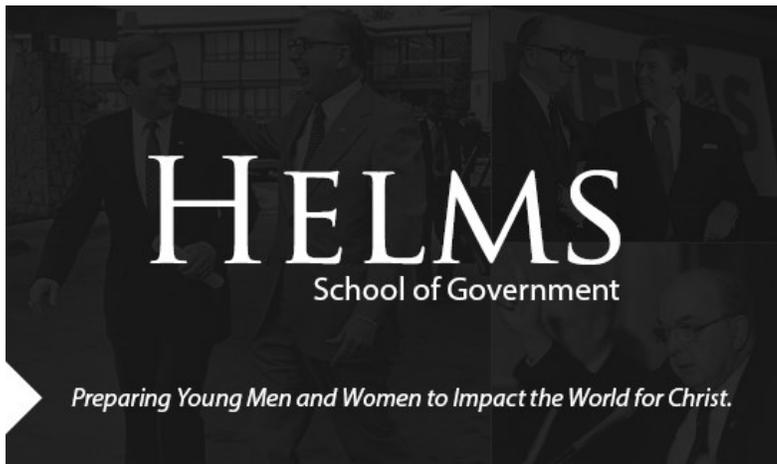
Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course is designed to examine theories regarding the nature and cause of criminal behavior and society’s response. It approaches crime from a philosophical, psychological, and sociological perspective. Most importantly, this course strives to integrate a theological perspective to crime and punishment.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	3 Hrs.
Course Requirements Checklist	15 Minutes
Discussion Board Post (4)	1 Hr. Per
Discussion Board Replies (2 per)	30 Minutes
Christian Worldview Paper	2 Hrs.
Research Paper (Proposal & Final Draft)	20 Hrs.
Tests (3) (Including study and Prep)	4 Hrs. Per

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



Hitting the Mark

Overcoming the Most Common Pitfalls

To be successful on the DB's, students should first follow the directions. Answer the question posed. Utilize scholarly resources (at least 2) for each original post. Utilizing sources other than the textbook are preferred. Some of the DB assignments even suggest authors to look up. Meet at least the minimum word count for the original posts and replies. The best replies also cite to scholarly material when discussing the original post of another student. Think through each response to make sure your response is logical.

To be successful on the Christian Worldview Paper, know APA format (see link below for my favorite APA explanatory site) and know APA reference.

To be successful on the Research Development Proposal, students should first pick any topic in the course that interests them. The field of topics is so broad that some students have a difficult time picking a topic. Make sure it is related to Criminology. You have to do research prior to submitting the proposal to make sure that your hypothesis can be backed up by research. Some students pick a topic only to find out later that their perceptions on the issue are not supported by scholarly research

To be successful on the Research Paper, students must put in the time to develop a good paper. I will say again, investing time is important. Keep it academic—the research paper is not an editorial or an opportunity to voice opinion. Avoid using overly animated language and utilize good sources. Again, this is where the vast resources of Liberty are so helpful. Above all, do not plagiarize! Don't even use a prior work that you have submitted for another class and that stands even for a partial part of the paper like one paragraph. There is a very limited exception for using prior work that must be vetted and approved by the instructor. Follow APA format.



Toolbox

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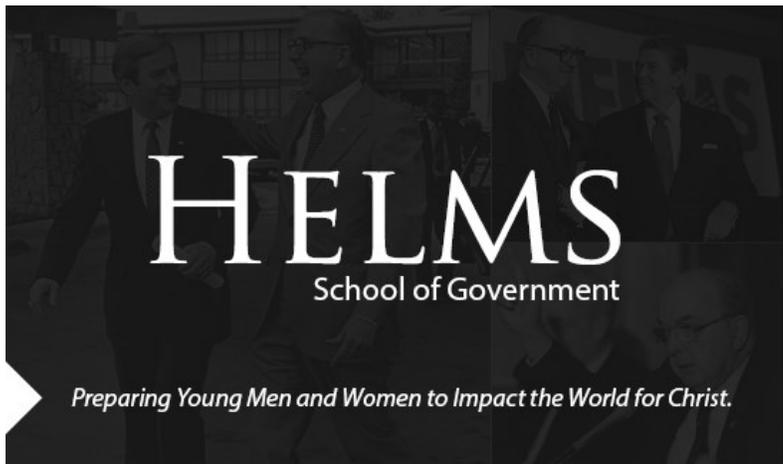
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		<h1 style="text-align: center;">CJUS</h1> <h2 style="text-align: center;">350</h2>
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Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course is designed to build upon the biblical foundations students should have developed from other courses (such as BIBL105/110 and THEO 200/201) and enhance foundational ethical considerations into more developed and practical notions of right behavior within the realm of criminal justice praxis.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	3 Hrs.
Course Requirements Checklist	10 Mins.
Discussion Board Post (8)	2 Hrs. Per
Discussion Board Replies (2 per)	30 Mins. Per
Research Paper	8 Hrs.
Worldview Pre-test and Post-test	30 Mins. Per
Class Introduction Forum	30 Mins.

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



Students need to keep up with their assignments and not wait to the last minute to complete. This is a common pitfall for any class, and it really is reflected in the quality of the blackboard discussions.

Students need to work on the research paper throughout the class and not wait until week eight to complete it.



Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

An introductory overview of forensics and how it is applied to the justice system by law enforcement agencies. This course demonstrates the importance of documenting physical evidence and identifying various kinds of evidence such as fingerprints, trace, tool marks, DNA, etc.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	5-6 Hrs.
Course Requirements Checklist	10 Mins.
Discussion Board Post (6)	1 Hr. Per
Discussion Board Replies (2 per)	30 Mins. Per
Exams (2)	45 Mins. 90 Mins.

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



Success w/ the exams will require the student to have a good grasp of a general outline of the materials covered in the required textbook reading assignments enabling them to quickly find the correct answers to questions they cannot answer. Access to personal notes taken from the video presentations will also aid the student in taking the exams.



Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

Students will learn and apply principles of photography in digital format. Within the field of forensic science, the use and understanding of photography is essential. The course will focus on the areas of aerial, underwater, and macro photography as used to document and present criminal investigations. Students must have access to a digital camera that has aperture settings (example: Sony P200) and a tripod.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	2 Hrs.
Course Requirements Checklist	10 Mins.
Discussion Board Post (6)	1 Hr. Per
Discussion Board Replies (2 per)	30 Mins. Per
Photography Assignments (4)	1.5 Hrs. Per
Research Paper	2.5 Hrs.
Reflection Paper	2.5 Hrs.
Final Project	2 Hrs.
Quizzes (4)	30 Mins. Per 1 Hr. Final Qz.
TOTAL	11-20 Hrs. Per Week

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



Students in the course usually have issues with the APA formatting for the research and reflection paper. For the quizzes, they have issues with critical and analytic thinking. For the photograph assignments, many don't purchase the camera that is recommended causing them to not fully complete all the required parts (f-stop and shutter speed) of taking a crime scene picture.



Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course will serve as a bridge between crime scene investigation and criminalistics. It will concern the proper collection of evidence at the crime scene, as well as the forensic evidence aspect of criminal investigation, identifying evidence, collecting it, preserving it, recording it, processing it, and analyzing it in the laboratory context. Modules/Weeks will give the student some insight into proper evidence collection, interpretation, and presentation in a legal setting with a foundation built upon God’s unique complexities. A detailed explanation of how to effectively manage a forensics investigation and how to preserve and present evidence will be covered.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	2 Hrs.
Course Requirements Checklist	10 Mins.
Discussion Board Post (3)	1.5 Hrs. Per
Discussion Board Replies (2 per)	30 Mins. Per
Case Study	2 Hrs.
Position Paper	10 Hrs.
Exams (3)	1 Hr. Per

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



Where the students have the most difficulty are the tests. Because the incorrect answers are fairly distributed throughout the exams, it is unlikely that they are running out of time. It is perhaps that they are not comprehending the material while reading it. I recommend that students highlight key elements of procedure as they read through the chapters. Marking the who, what, when, where, and how of each process or procedure will likely lead to a more successful score.



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CJUS
363

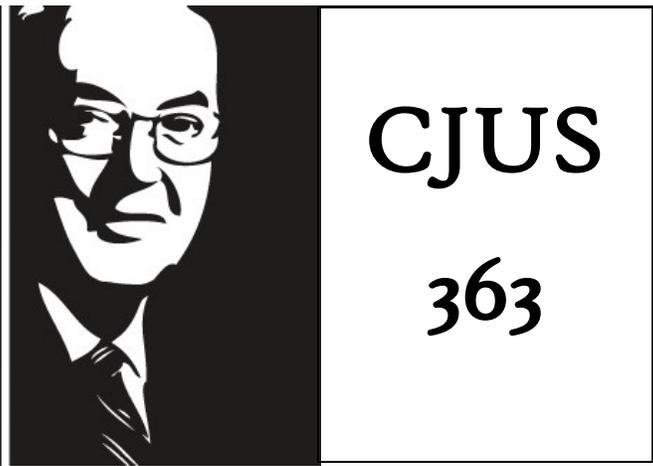
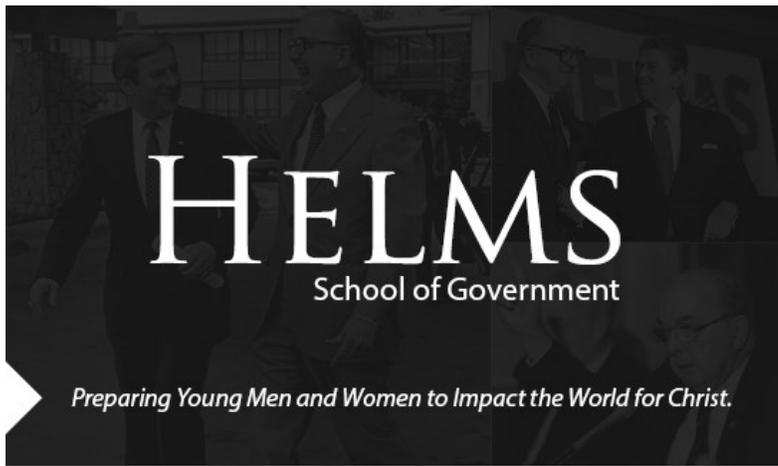
Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

The course will focus on the role of computer forensics and the methods used in the investigation of computer crimes. The course explains the need for proper investigation and illustrates the process of locating, handling, and processing computer evidence.

Suggested Time Per Assignment	
Task	Time Per Assign-
Course Reading (Per Week)	4 Hrs.
Course Requirements Checklist	10 Mins.
Discussion Board Post (2)	1-2 Hrs. Per
Discussion Board Replies (3 per)	1 Hr. Per
Group Discussion Board Scenario Response	12 Hrs.
Cover Letter & Resume	3 Hrs.
Term Paper	8 Hrs.
Case Study Report	8-10 Hrs.
Quizzes (4) (Including Study & Prep Time)	3 Hrs. Per
Tests (2) (Including Study & Prep Time)	4 Hrs. Per

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



Hitting the Mark

Overcoming the Most Common Pitfalls

- As far as the assignments, this course requires learning two separate disciplines in 8 weeks. Students have two textbooks to read and learn. The biggest complaint is that this is just too much technical material to learn in such a short amount of time. In week one, students work on a cover letter and resume. So technically, they are then forced to comprehend this material in only 7 weeks.
- The other complaint is the sheer number of quiz/test questions that cover a large amount of material in a short time frame. Most students work on the multiple choice and run out of time before even being able to try the essay questions.
- The term paper is the biggest learning tool in the class.
- There is a group discussion project; however, it requires students to be able to access a student resource CD and work from the files provided on the CD. Numerous students don't have the proper operating system, nor the technical expertise to learn how to work forensic software in just a couple of weeks. More time is spent troubleshooting IT issues with the forensic software and files by students, then having to utilize the software to extract forensic evidence.



Toolbox

Resources for Success

Liberty University Online Writing Center

<http://www.liberty.edu/academics/graduate/writing/index.cfm?PID=17176>

Writing Web Resources

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Writing Aids

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Time Management Tools

http://www.mindtools.com/pages/main/newMN_HTE.htm#

Tutoring

<http://www.liberty.edu/online/index.cfm?PID=23274>

Virtual Career Center

<http://www.liberty.edu/academics/general/career/index.cfm?PID=153>

CJUS

380

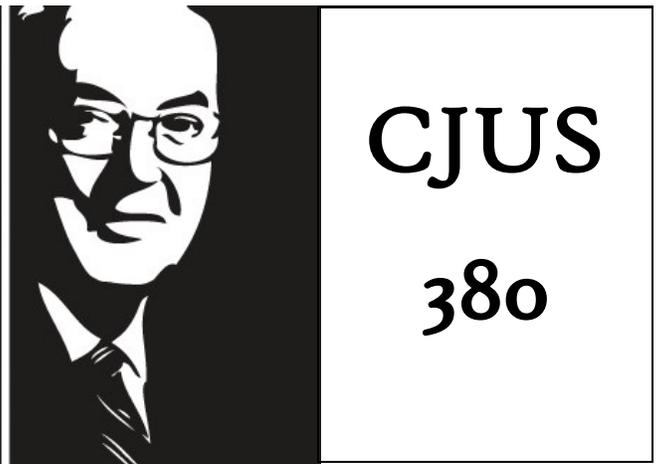
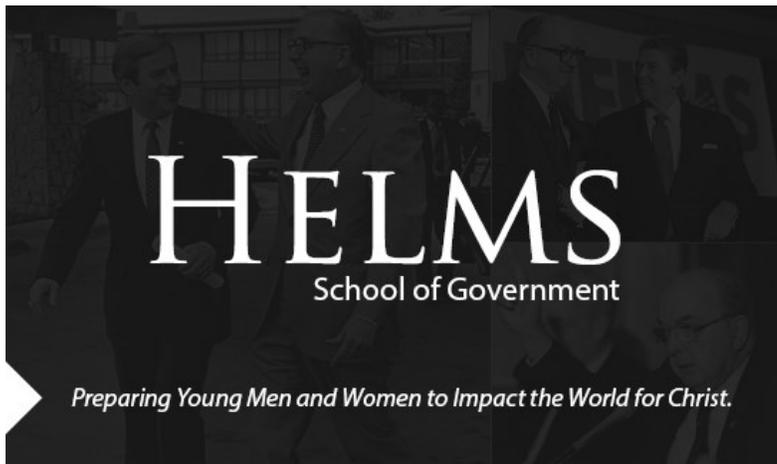
Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course is an introduction to the public and private sector dimensions of the broad range theoretical and practical aspects of homeland security and emergency management, including origins of natural and terrorist-caused disasters. This course cultivates an understanding of different cultures and international actions. It promotes an understanding of Western tradition and American historical aspects of emergency management and fosters university level competencies in writing, speaking, reading, analytical reasoning, computer literacy and research. It challenges students to acquire knowledge independently through research of the sciences and promotes the evaluation of moral and ethical decision making.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	1 Hr.
Course Requirements Checklist	10 Mins.
Discussion Board Post (8)	1.5 Hrs. Per
Discussion Board Replies (2 per)	45 Mins. Per
Position Paper 1	4.5 Hrs.
Position Paper 2	5 Hrs.

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



Hitting the Mark

Overcoming the Most Common Pitfalls

- Unquestionably, the most significant issue is that students do not closely read the syllabus or instructions. The first thing a student should do when gaining access to a class is to read the syllabus, instructions, and announcements. I had several students who lost points and admitted they did not read these documents—they just scanned over them.
- Students do not use MSWord Spell and Grammar Checker. It is an easy step but some do not use it, and lose valuable points.
- Unfortunately, some students either do not read the comments in their returned assignment or they refuse to make noted corrections. Some students have lost one to two letter grades because they keep making the same errors.
- Some students tend to disappear without notice, and they do not respond to the instructors attempt to contact them. No matter the problem, students should contact the instructor if they feel that they cannot complete their work. I am saddened when I must post a FN. It makes me wonder if we could have worked out something. (380, 381, 382, 383)



Toolbox

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Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course is an introduction to the basic tasks of emergency preparedness and disaster mitigation, including planning, response, and recovery. Special emphasis will be placed on command arrangements, coordination, and budgetary issues among emergency responders (law enforcement, firefighters, transportation, public works, and health care system officials), and within and between federal, state, and local governments.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	1 Hr.
Course Requirements Checklist	10 Mins.
Discussion Board Post (8)	1.5 Hrs. Per
Discussion Board Replies (2 per)	45 Mins. Per
Individual Field Experiment	3.5 Hrs.
Field Experiment Group Discussion Board	2 Hrs.
Homeland Security Assessment Report	4 Hrs.

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



- Failure to use scholarly and academic sources.
- Failure to use APA style.
- Failure to include a Biblical perspective.
- Failure to include all the assignment elements.
- Lack of involvement on the team assignments.
- Failure to start working on the team assignment early Some students do not start until week 3 or 4. This gives them in a short timeframe to finish.



Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course encompasses identification, prioritization, and protection of critical infrastructure including agriculture, cyber and information technology, telecommunications, chemical, transportation, energy, water, medical, emergency services, and postal and shipping. Impact on personal safety, structural integrity and security, and economic performance.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	1 Hr.
Course Requirements Checklist	10 Mins.
Discussion Board Post (8)	1.5 Hrs. Per
Discussion Board Replies (2 per)	45 Mins. Per
Airport Assessment Part 1	4.5 Hrs.
Airport Assessment Part 2	5 Hrs.

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



- Failure to use scholarly and academic sources.
- Failure to use APA style.
- Failure to include a Biblical perspective.
- Failure to include all the assignment elements.



Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course focuses on the sociological, psychological, and physiological human responses to natural and human-made disasters. Students will examine normal and abnormal psychological reactions, the recovery process, and principles of mental health care for victims and responders of disasters. Differences between natural and human-made disasters are examined and factors that mitigate post-traumatic effects are reviewed. Response of the public and individuals to disaster-related issues including: disaster warning, evacuations, relations, civil unrest, loss of family and property, and recovery activities are examined. Sociological and psychological aspects of Weapons of Mass Destruction (WMD) disasters are also considered. Students develop an awareness of the effect of human influence and behavior on disaster response and recovery.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	1 Hr.
Course Requirements Checklist	10 Mins.
Discussion Board Post (8)	1.5 Hrs. Per
Discussion Board Replies (2 per)	45 Mins. Per
Disaster Analysis Paper	4.5 Hrs.
Research Assessment Paper	5 Hrs.

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



- Failure to use scholarly and academic sources.
- Failure to use APA style.
- Failure to include a Biblical perspective.
- Failure to include all the assignment elements.



Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course is designed provide an overview of the legal elements that apply to criminal law, procedure, and evidence, including proof, intent, conspiracy, classifications of crimes and related punishments, culpable mental states, defenses, rules of evidence (including the exclusionary rule), and rights and procedures in the gathering of evidence.

Suggested Time Per Assignment	
Task	Time Per As-
Course Reading (Per Week)	2.5 Hrs.
Course Requirements Checklist	15 Minutes
Discussion Board Post (6)	1.5 Hrs. Per
Discussion Board Replies (2 per)	30 Minutes per
Christian Worldview Essay	1 Hr.
Research Paper (Topic, Thesis and Outline, Final Draft)	6 Hrs.
Tests (4)	1 Hr. Per

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



The tests seem to trip some students up. Part of the problem has been not reading the questions correctly and not looking for the best answer.

There have been some who have trouble with some of the DB assignments, but much of that comes down to not reading the question or their work correctly and not reading my posts and emails (or at least not reading them closely).



Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course is designed to study the constitutional provisions and Supreme Court decisions affecting law enforcement procedure, including due process of law generally, arrest, charges, right to counsel, search and seizure, identification, bail, trial and post-trial proceedings, and post-conviction appeals. The course also investigates civil liability for acts of law enforcement personnel.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	4 Hrs.
Course Requirements Checklist	10 mins.
Discussion Board Post (4)	4 Hrs. Per
Discussion Board Replies (2 per)	1 Hr. Per Reply
Exams (4)	5 Hours Per

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.

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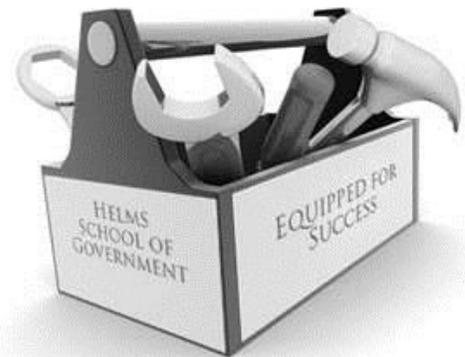
CJUS

410

Hitting the Mark

Overcoming the Most Common Pitfalls

- The best way to study for the exams, in CJUS 410 is to read the chapters and “memorize” the general rules of law. Then begin to “understand” the exceptions, memorizing the more important ones. Understand how the courts crafted the rules and exceptions, according to the facts of the cases. Try to think of other examples or how you have seen the rules applied, in cases you are familiar with. Don’t waste time memorizing case names, except it might help for the big cases, i.e. *Terry v. Ohio*, *Miranda v. Arizona*.
- For the discussion boards, make sure to read the article or case assigned. For the initial post, read the instructions and the questions in the assignment. Then specifically answer ALL the questions given. It may help to put a heading above your answer for each question, in order to show you are answering that question. Don’t waste time providing the information given from the article or the case, in your discussion board post. Everybody will have read that information, already. Stick to answering the questions.
- For your reply posts, make sure you are not just telling the other student your opinion. Make sure to analyze several of their comments; listing those comments is greatly beneficial to show that you are indeed responding to their post. And, while you can agree with the other student, go beyond that. Try to find areas of conflict in their logic; point out the existence of counter research or case law; point out any scriptural conflict you see; acknowledge any points where you disagree, as well. Remember, you are analyzing the other student’s post, which takes a thoughtful response, not just a lecture of your opinion on the matter (which was your initial post) or a general “agreement” with the other student’s comments.



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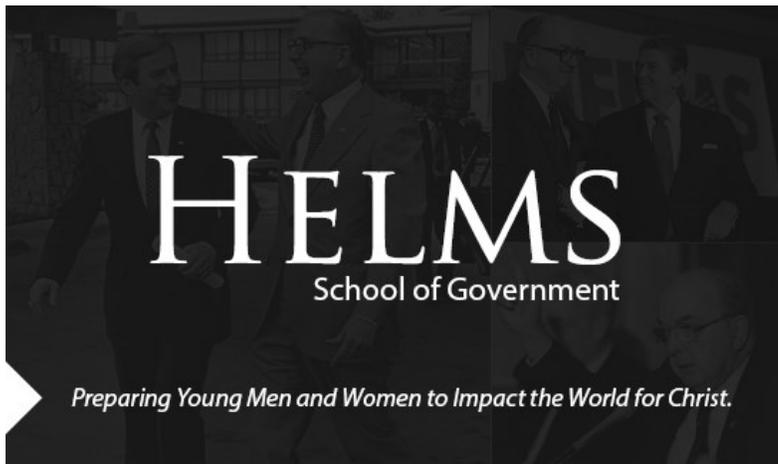
Pre-Requisites:: CJUS 200, CJUS 230

Course Description:

This course will address the constitutional requirements for conducting criminal investigations, essential techniques for processing a crime scene, and methodology for collecting evidence via subpoenas and interviews.

Suggested Time Per Assignment	
Task	Time Per Assignment
Course Reading (Per Week)	4 Hrs. Per Week
Course Requirements Checklist	10 Mins.
Discussion Board Post (7)	1.5 Hrs. Per
Discussion Board Replies (2 per)	45 Mins. Per
Research Paper Topic	2 Hrs.
Research Paper	20 Hrs.
Exams (2)	2.5 Hrs. Per

Please note: All times provided are ESTIMATES of time that it may take a typical student to complete an assignment. Times will vary depending on circumstances.



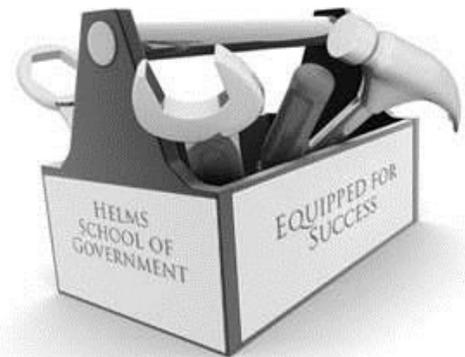
CJUS

420

Hitting the Mark

Overcoming the Most Common Pitfalls

- The exams come verbatim from the textbook.
- Discussion responses should be thorough, well thought out and researched and fully cited in APA format. It is best to also cite references in responses to others. The student needs to think about each discussion prompt deeply and critically. Include a word count on each post. The student should discuss (answer) each prompt fully by including what the research says, what the student thinks, and why the student thinks that way. When responding to others the student needs to fully discuss the other student's work and must be more than "good job" or "I agree".
- Research paper topics must focus on a criminal investigation matter. For instance, while a topic such as "Patrol Supervision" is a good topic it would not be appropriate for this course. Whereas a topic relating to crime scene investigation such as "Managing the Investigation" or "Managing the criminal investigative Unit" would be more appropriate. Students should consider the field they are interested in and or examine the textbook for topic ideas. Students should attempt to do more than the bare minimum when writing a paper. Also, quality and quantity are both important. If five full pages of content are called for then four pages and one line on the fifth page would not be five full pages. Students should follow APA closely and include multiple references to bolster a point when possible. Students should attempt to use more scholarly references when possible. Using the textbook itself as one reference is fine.



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