



Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

CRJ 120

Constitutional Law

Effective Term

Fall 2026/Spring 2027/Summer 2027

Part I: Course Information

Effective Term: Fall 2026/Spring 2027/Summer 2027

COURSE PREFIX: CRJ 120

COURSE TITLE: Constitutional Law

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

The purpose of this course is to acquaint the students with basic constitutional guarantees enumerated in the Bill of Rights. The course is designed to familiarize the student with the use of the Fourteenth Amendment to apply constitutional rights to the States. The course includes not only reading and understanding the meanings and implications of Supreme Court decisions but also researching previous decisions and studying their application and effect on the criminal justice system

COURSE DESCRIPTION:

This course covers the analysis of the historical development of the U.S. Constitution and the relationship of rights contained therein to the State and the individual. The application of the Bill of Rights to federal and state systems is examined.

PREREQUISITES/CO-REQUISITES:

((SAT Critical Reading 300) or (ACT Reading 12 and ACT English 10) or (Multiple Measures English 1) or (Writing Sample ENG101 1 or WS ENG101 with Lab 1 or Writing Sample ENG155 1) or (Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of TC or Credit level [ENG 155](#) Minimum Grade of TC)) and Background Check Form 1

REQUIRED MATERIALS:

This course uses available online education resources (OER) rather than a textbook. The resources used are from verifiable, reliable, and trustworthy websites, webpages, and library databases that are free to the public rather than a purchased textbook.

TECHNICAL REQUIREMENTS:

- Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.
- Access to myHGTC portal for student self-services.
- College email access – this is the college's primary official form of communication.

ATTENDANCE VERIFICATION:

The Add/Drop Period is the first 7 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format classes. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly

IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to complete identity verification. Please refer to your Instructor's Course Information Sheet for information regarding this requirement.

STUDENT COURSE EVALUATIONS:

Each semester, students are provided with an opportunity to participate in course evaluation surveys. These evaluations offer crucial feedback to instructors and the College, leading to enhancement of educational quality. By completing these surveys, you play a key role in the ongoing improvement of teaching methods and course content, ensuring future students enjoy a better learning experience. Students are encouraged to complete these surveys as your active participation in this process reflects your dedication to your education and drives positive change.

CLASSROOM ETIQUETTE AND STUDENT RIGHTS AND RESPONSIBILITIES:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

To ensure a positive College experience, guidelines exist in numerous areas of campus life. The Student Code for The South Carolina Technical College System “The Student Code” (3-2-106.1) applies to all HGTC students. The Student Code sets forth rights and responsibilities of the individual student, identifies behaviors that are not consistent with the values of college communities, and describes the procedures that will be followed to adjudicate cases of alleged misconduct. Students are expected to conduct themselves in a civil manner, that is respectful of the rights of others, and that is compatible with the college’s educational mission. Students are expected to comply with all of the college’s duly established rules and regulations regarding student behavior while on campus; while participating in off-campus college sponsored activities; and while participating in off-campus clinical, field, internship, or in-service experiences. Students are expected to comply with all course requirements as specified by instructors in course syllabi and to meet the standards of acceptable classroom behavior set by instructors. For more information, login to your myHGTC account under “Student Rights and Responsibilities” card then select “Student Code of Conduct” or the “Student Catalog and Handbook.”

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

UNIT 1	HISTORY, STRUCTURE, AND CONTENT OF THE U.S. CONSTITUTION • Student Outcome: Describe each article of the U.S. Constitution. • Student Outcome: Describe the powers granted exclusively to the States. • Student Outcome: Describe the powers denied to the States.
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	• Student Outcome: Describe the Tenth Amendment to the U.S. Constitution. • Student Outcome: Describe the rights set forth in the Bill of Rights. • Student Outcome: Describe what is meant by selective incorporation. • Student Outcome: Describe the application of the Bill of Rights to the States through the 14th Amendment. • Student Outcome: Compare and contrast the due process clause and equal protection of the law clause of the 14th Amendment. • Assessment: Assignment #1
UNIT 2	FREEDOM OF SPEECH AND EXPRESSION • Student Outcome: Describe the application of freedom of religion under the First Amendment. • Student Outcome: Describe what free speech is compared to the freedom of the press under the First Amendment. • Student Outcome: Describe conduct versus message under the First Amendment. • Student Outcome: Describe the types of forums under the First Amendment. Student Outcome: Describe the situations in which the government has a compelling interest in interfering with freedom of expression. • Student Outcome: Describe the types of speech exempted from the protection of the First Amendment. • Student Outcome: Describe the major U.S. Supreme Court rulings regarding obscenity under the First Amendment. • Student Outcome: Describe the implications of prior restraint under the First Amendment. • Assessment: Assignment #2

UNIT 3	AUTHORITY TO DETAIN AND ARREST • Student Outcome: Compare and contrast reasonable suspicion [grounds] and probable cause. • Student Outcome: Identify and describe the types of seizures. • Student Outcome: Define arrest and its types. • Student Outcome: Describe the criteria for investigatory stops and frisk for weapons under Terry V. Ohio (1968) and other decisions. • Student Outcome: Describe the constitutional authority to stop motorists, including pretextual traffic stops and roadblocks. • Student Outcome: Describe the requirements for constitutional roadblocks. • Student Outcome: Compare and contrast a warrantless arrest with an arrest with a warrant. • Student Outcome: Describe the scope of a search to execute an arrest warrant, including no announcement executions. • Assessment: Assignment #3 • Assessment: Exam #1
UNIT 4	SEARCH AND SEIZURE • Student Outcome: Describe a reasonable expectation of privacy. • Student Outcome: Describe search incidental to an arrest, including the requirements and vehicles. • Student Outcome: Describe plain view and open field. • Student Outcome: Discuss permission to search, the criteria to request permission, and the constitutional limitations on the search.

	• Student Outcome: Describe the requirements for a valid search warrant and the exceptions to the warrant requirement. • Student Outcome: Describe using informants as the basis of probable cause, including the Aguilar – Spinelli Test and the totality of circumstances in Illinois v. Gates (1983). • Student Outcome: Describe the Exclusionary Rule and Fruits of the Poisonous Tree. • Student Outcome: Describe the exceptions to the Exclusionary Rule, including Good Faith, Inevitable Discovery Rule, and Independent Source Rule. • Assessment: Assignment #4 Assessment: Assignment #5
UNIT 5	LAWS GOVERNING AND CONSTITUTIONALITY OF POLICE SURVEILLANCE AND INTERCEPTION OF COMMUNICATIONS • Student Outcome: Describe the principal laws governing interception. • Student Outcome: Describe the historical approach to the government’s interception of communication. • Student Outcome: Compare and contrast eavesdropping with electronic intrusion or interception. • Student Outcome: Describe protected conversations and an invitation to listen. • Student Outcome: Discuss how emails, voice mails, and text messages are viewed when seizing for evidence. • Student Outcome: Describe interception under Title III. • Student Outcome: Describe the emergency exceptions to Title III. • Student Outcome: Describe the implications of the USA PATRIOT Act on Title III and electronic intrusion. • Assessment: Assignment #6

UNIT 6	INTERROGATIONS AND CONFESSIONS • Student Outcome: Describe the Miranda Rule, including identifying and describing the warning and where and when the ruling does and does not apply. • Student Outcome: Describe the rules governing custodial interrogation. • Student Outcome: Describe free and voluntary, the suspect's susceptibility, and the interview environment. • Student Outcome: Describe the privilege against self-incrimination. • Student Outcome: Describe the "Public Safety Exception." • Student Outcome: Describe the use of an inadmissible confession for impeachment. • Student Outcome: Describe the requirement of corroborating a confession. • Student Outcome: Describe the case law associated with jailhouse or incarcerated informants. • Assessment: Assignment #7 • Assessment: Exam #2
UNIT 7	COMPULSORY SELF-INCRIMINATION • Student Outcome: Describe invoking the Fifth Amendment. • Student Outcome: Describe self-incrimination and compulsion. • Student Outcome: Describe the different types of immunity. • Student Outcome: Describe a Subpoena Duces Tecum and how it can be used to lawfully secure evidence in an investigation. Student Outcome: Describe non-testimonial evidence.

	• Student Outcome: Discuss the implications of <i>Schmerber v. California</i> (1966) and the other landmark cases regarding bodily self-incrimination or non-testimonial evidence. • Student Outcome: Describe the types of appearance evidence and the constitutional implications of each. • Student Outcome: Describe the legal standards for conducting strip and body cavity searches. • Assessment: Assignment #8
UNIT 8	RIGHT TO COUNSEL • Student Outcome: Discuss the Sixth Amendment right to legal counsel. • Student Outcome: Describe the landmark cases addressing the Right to Legal Counsel. • Student Outcome: Describe the “critical stage” concerning the right to counsel. • Student Outcome: Describe the defendant’s right to self-representation and discuss the ineffective assistance of legal counsel. • Student Outcome: Discuss the warning and waiver under <i>Miranda</i> regarding the right to legal representation and police responsibilities to provide legal counsel, allow counsel to participate, and intrusion upon the right of counsel. • Student Outcome: Describe the pretrial identification procedures and compare and contrast the constitutional requirements and implications when using a photographic line, a show-up, and a lineup. • Student Outcome: Describe the right to counsel during pretrial identification procedures. • Student Outcome: Describe the right to effective legal counsel. • Assessment: Research Paper • Assessment: Assignment #9

UNIT 9	CONSTITUTIONAL RIGHTS IN TRIAL • Student Outcome: Describe the double jeopardy prohibition. • Student Outcome: Describe the tests of double jeopardy. • Student Outcome: Describe the right to a speedy trial. • Student Outcome: Describe the right to a fair, impartial, and public trial. • Student Outcome: Describe a grand jury right under the Fifth Amendment and South Carolina law. • Student Outcome: Describe jurisdiction and venue. • Student Outcome: Describe the constitutional right to a jury, including identifying each landmark case and its significance. • Student Outcome: Describe the constitutional requirement of preservation and disclosure of evidence, including evidence favorable to the defendant and the obligation of law enforcement to preserve and disclose exculpatory evidence. • Assessment: Assignment #10
UNIT10	CONSTITUTIONAL RIGHTS IN POST-TRIAL AND CONSTITUTIONAL CONSIDERATIONS IN SENTENCING • Student Outcome: Discuss plea bargaining and constitutional implications. • Student Outcome: Describe the different types of plea bargains. • Student Outcome: Discuss the types of pleas and the constitutional implications. • Student Outcome: Describe the Eighth Amendment. • Student Outcome: Describe the death penalty landmark cases.

	• Student Outcome: Describe a Writ of Habeas Corpus and how it can be used. • Student Outcome: Describe the Antiterrorism and Effective Death Penalty Act of 1996 and its impact on appeals. • Student Outcome: Describe the path of appeal in the federal and state court systems, including a direct review. • Assessment: Exam #3
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****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students’ performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Exams	45%	
Assignments	40%	
Project	15%	
Total	100%	

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89–80, C = 79 – 70, D = 69 – 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, and Is also

negatively impact academic progression and financial aid status.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student, and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, refer to your Instructor's Course Information Sheet for any required on-site meeting times. In online courses, attendance is fulfilled through the submission of academic work. Please be aware that instructors may require exams to be proctored either online or at an approved testing site. If you choose to use a testing center other than those provided by HGTC, that center may charge a fee for its services.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers all students the following **free** resources:

1. Academic tutors for most subject areas, Writing Center support, and Academic Coaching for college success skills.
2. Online tutoring and academic support resources.
3. Professional and interpersonal communication coaching.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring or coaching, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [Online Resource Center](#) to access

on-demand resources.

STUDENT INFORMATION CENTER – TECH Central:

TECH Central offers all students the following free resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit the [Tech Central website](#) for more information. Live Chat and Center locations are posted on the website. You may also call (843) 349-5199.



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.



STUDENT TESTING:

Testing in HGTC courses may occur during regularly scheduled class time or online, with or without proctoring. Tests may be delivered in the following formats:

- Digitally through D2L
- In writing on paper
- Through a publisher platform (note: some publisher platforms carry an associated fee)

Tests may include time limits and may require proctoring depending on the course.

When proctoring is required and is not provided by the course instructor in the

classroom, students may complete their test face-to-face at an [HGTC Testing Center](#) or another approved testing site, or online using HGTC's online proctoring provider. For more information about available proctoring options, visit the [Online Testing](#) section of the HGTC Testing Center webpage.

Students testing at an HGTC Testing Center should note the following:

- **Appointments must be scheduled at least 24 hours in advance.**
- **A physical, government-issued photo ID is required to test.**

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at disabilityservices@hgtc.edu or 843-796-8818 (call or text).

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu

or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's age, race, color, sex, religion, national origin, disability, and genetic information or any other protected classes deemed unlawful under State or Federal law that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218, Jenifer.Riddei@hgtc.edu.

Student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, and Section 504 & Title II Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 HWY 501 E, PO Box 261966-6066, 843-349-5228, Melissa.Batten@hgtc.edu.

Employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Synder, Vice President, Human Resources and Employee Relations and the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 HWY 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees,

applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of sexual harassment, domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

*Faculty and Staff are required to report these incidents to the Title IX Coordinator when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218, Jenifer.Riddei@hgtc.edu.

PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).