



# **INSTRUCTIONAL PACKAGE**

CRJ-125  
Criminology

Effective Term  
AY 2020/2021  
Spring 2021

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: 2021

COURSE PREFIX: CRJ-125

COURSE TITLE: Criminology

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

### **RATIONALE FOR THE COURSE:**

The course provides students with a basic understanding of the social science called criminology. Exploring the principle criminological theories and perspectives, the course provides a basis for understanding crime.

### **COURSE DESCRIPTION:**

This course is a study of the various theories of criminal causation and control, the identification of criminal typologies and the reaction of society to crime and criminals.

### **PREREQUISITES/CO-REQUISITES:**

None

\***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

### **REQUIRED MATERIALS:**

Akers, R. L., & Sellers, C. S. (2016). *Criminological theories: Introduction, evaluation, and application*. New York: Oxford University Press.

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: Author.

Please visit the [BOOKSTORE](#) online site for most current textbook information. Use the direct link below to find textbooks.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **ADDITIONAL REQUIREMENTS:**

CRJ-125 – Criminology does not have additional costs other than textbook, tuition, and fees.

## **TECHNICAL REQUIREMENTS:**

All criminal justice courses whether traditional, hybrid or online, require students to access the course in D2L through a personal computer. Therefore, students should have a reliable access to a computer with a dependable Internet connection to be successful in this course or any criminal justice course. Students will be required to access, download, and/or print material from the course in D2L, which is accessible through My Courses and the student's WaveNet account. Students should pay particular attention to the course outline under Content as well as the course calendar. Students will be able to monitor grades and attendance through the course in D2L.

Criminal justice courses, whether traditional, hybrid, or online ***require*** students to complete some, if not all, course work – assignments, exams, and other activities - through an online environment in D2L. Traditional in the classroom and hybrid require students to complete a portion of the required work online. The amount of online activity depends on the format of the course; therefore, students should pay particular attention to the course information and documents. Courses with an online component move very rapidly with graded requirements typically due each week. Students ***must*** be aware of the calendar and mindful of updates and announcements; therefore, a student ***must*** have access to a reliable computer and a dependable Internet connection. Criminal justice courses use D2L as a platform for course activities.

When having technology problems find another computer. Computers are open to students at numerous locations on all three campuses including open computer labs and the libraries. There are computers available for use in other public locations including the public libraries. A final option would be to contact a friend or relative to borrow a computer. When technology issues are related to the system (i.e., D2L and WaveNet), and not the result of a broken computer or server connection, you should contact Student Online Support OIT Help Desk at (843) 349-5340 or through their link on the WaveNet homepage. Technology issues or technical problems are not an acceptable excuse should there be a course requirement that ***must*** be completed through D2L. When having difficulty with accessing the course or its components, or e-mail function, it is a good idea to notify your professor about the problem or difficulty.

## **STUDENT IDENTIFICATION VERIFICATION**

Students registered for this hybrid course are verified as attending during the first week of class through both attending (1) scheduled classroom session and the completion of Quiz #1 in D2L. Students not attending class or completing Quiz #1 as scheduled during the first week of class will be considered as not attending and will be dropped from the class as not being verified.

**Students dropped from the class cannot be re-enrolled in the class regardless of reason or excuse.**

## **COURSE ETIQUETTE AND ETHICAL BEHAVIOR:**

According to the Student Code for the South Carolina Technical College System (3-2-106.1), there are numerous forms of academic misconduct including, but not limited to, **cheating on tests, plagiarism, collusion, and fabrication of information** (HGTC Catalog, 2020, p. 35).

Furthermore, as described under Section III, Student Conduct Regulations, inappropriate behavior can include but is not limited to (1) abuse of the privilege of freedom of speech or assembly, (2) falsification of information and other acts intended to deceive, (3) actions which endanger students and the college community, (4) infringement of rights of others, and (5) other acts which call for discipline (HGTC Catalog, 2020, p. 35).

All criminal justice students are expected to conduct themselves in a **professional and ethical** manner at all times in word or action. The standards of professional and ethical behavior will be enforced. Any violation associated with inappropriate behavior including but not limited to statements or remarks made in class, during internships, or through emails, postings including Facebook or social media sites, text messages, or other communications will **not** be tolerated.

At the discretion of the professor of record, academic misconduct or inappropriate behavior may be reported in writing as a violation of the Student Code under Section IV, which could result in disciplinary action (HGTC Catalog, 2020, p. 37).

All alleged acts of sexual violence or sexual harassment **must** be reported to the Title IX Coordinator or designee. Per the South Carolina Technical System Student Code Procedures for Addressing Alleged Acts of Sexual Violence and Sexual Harassment (3-2-106.2), "students may also contact any responsible employee, who has an obligation to report any claim of sexual harassment or sexual assault to the Title IX Coordinator, or designee" (HGTC Catalog, 2020, p. 40).

**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\*:**

<b>Week # 1</b>	<b>UNIT I – INTRODUCTION; EARLIER EXPLANATIONS; BIOLOGICAL AND BIOSOCIAL</b>
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	<ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 1-3, Akers &amp; Sellers (2016).</li> <li>• <b>Student Outcome:</b> Describe social structure, social interaction, and social conflict.</li> <li>• <b>Student Outcome:</b> Describe the major principles of the Classical School of Criminology.</li> <li>• <b>Student Outcome:</b> Describe the historic of the biological explanations of crime.</li> <li>• <b>Student Outcome:</b> Describe Cesare Lombroso's theory of the throwback.</li> <li>• <b>Assessment:</b> Quiz #1 (Chapters 1-3)</li> </ul>
<b>Week #2</b>	<p><b>UNIT I – INTRODUCTION; EARLIER EXPLANATIONS; BIOLOGICAL AND BIOSOCIAL</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 1-3, Akers &amp; Sellers (2016).</li> <li>• <b>Student Outcome:</b> Describe social structure, social interaction, and social conflict.</li> <li>• <b>Student Outcome:</b> Describe the major principles of the Classical School of Criminology.</li> <li>• <b>Student Outcome:</b> Describe the historic of the biological explanations of crime.</li> <li>• <b>Student Outcome:</b> Describe Cesare Lombroso's theory of the throwback.</li> <li>• <b>Assessment: Assignment #1</b> Using the Internet as a resource, research and respond to the following statement: <b>Thomas Hobbs (1588-1678), John Locke (1632-1704), Charles de Secondat or “Montesquieu” (1689-1755), François-Marie d'Arouet or “Voltaire” (1694-1778), Jean-Jacques Rousseau (1712-1778) Jeremy Bentham (1748–1832), and Cesare Beccaria (1738-1994) are social philosophers who addressed the concept of a “social contract” in their writings. Using Internet sources, or resources, compare and contrast the thoughts of the philosophers above regarding the “social contract” and its connection or relationship to crime causation.</b></li> </ul>
<b>Week #3</b>	<b>UNIT I – INTRODUCTION; EARLIER EXPLANATIONS; BIOLOGICAL</b>

	<p><b>AND BIOSOCIAL</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 1-3, Akers &amp; Sellers (2016).</li> <li>• <b>Student Outcome:</b> Describe social structure, social interaction, and social conflict.</li> <li>• <b>Student Outcome:</b> Describe the major principles of the Classical School of Criminology.</li> <li>• <b>Student Outcome:</b> Describe the historic of the biological explanations of crime.</li> <li>• <b>Student Outcome:</b> Describe Cesare Lombroso's theory of the throwback.</li> <li>• <b>Assessment:</b> Exam #1 (Chapters 1-4)</li> </ul>
<p><b>Week #4</b></p>	<p><b>UNIT II - PSYCHOLOGICAL AND PSYCHOSOCIAL FACTORS; SOCIAL LEARNING AND CONTROL</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 4-6, Akers &amp; Sellers (2016).</li> <li>• <b>Student Outcome:</b> Describe the areas of psychology applicable to behavior.</li> <li>• <b>Student Outcome:</b> Describe the psychopathic or sociopathic.</li> <li>• <b>Student Outcome:</b> Describe the assumptions of Edwin Sutherland's differential association</li> <li>• <b>Student Outcome:</b> Describe the principles of Travis Hirschi's social bonding [control] theory.</li> <li>• <b>Assessment:</b> Quiz #2 Chapters (4-6)</li> </ul>
<p><b>Week #5</b></p>	<p><b>UNIT II - PSYCHOLOGICAL AND PSYCHOSOCIAL FACTORS; SOCIAL LEARNING AND CONTROL</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 4-6, Akers &amp; Sellers (2016).</li> <li>• <b>Student Outcome:</b> Describe the areas of psychology applicable to behavior.</li> <li>• <b>Student Outcome:</b> Describe the psychopathic or sociopathic.</li> <li>• <b>Student Outcome:</b> Describe the assumptions of Edwin Sutherland's differential association</li> <li>• <b>Student Outcome:</b> Describe the principles of Travis Hirschi's social bonding [control] theory.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Assessment:</b> Assignment #2-Using the Internet as a resource research and respond to the following question: <b>Explain or describe Social Control Theory (1969) authored by Travis Hirschi and General Theory of Crime (1990) proposed by Michael Gottfredson and Travis Hirschi. Using your research compare and contrast the two (2) theories focusing on what are the differences and what are the similarities.</b></li> </ul>
<p><b>Week #6</b></p>	<p><b>UNIT II - PSYCHOLOGICAL AND PSYCHOSOCIAL FACTORS; SOCIAL LEARNING AND CONTROL</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 4-6, Akers &amp; Sellers (2016).</li> <li>• <b>Student Outcome:</b> Describe the areas of psychology applicable to behavior.</li> <li>• <b>Student Outcome:</b> Describe the psychopathic or sociopathic.</li> <li>• <b>Student Outcome:</b> Describe the assumptions of Edwin Sutherland’s differential association</li> <li>• <b>Student Outcome:</b> Describe the principles of Travis Hirschi’s social bonding [control] theory.</li> <li>• <b>Assessment:</b> Exam #2 (Chapters 4-6)</li> </ul>
<p><b>Week #7</b></p>	<p><b>UNIT III – SOCIAL REACTION AND LABELING; SOCIAL STRUCTURE AND SOCIAL DISORGANIZATION; ANOMIE</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 7-9, Akers &amp; Sellers (2016).</li> <li>• <b>Student Outcome:</b> Describe the social interactionist view of criminal behavior.</li> <li>• <b>Student Outcome:</b> Describe the Labeling Theory.</li> <li>• <b>Student Outcome:</b> Describe the Social Structure paradigm in criminology.</li> <li>• <b>Student Outcome:</b> Describe the Social Ecology and Concentric Zone theories.</li> <li>• <b>Student Outcome:</b> Describe Emile Durkheim’s Theory of Anomie</li> <li>• <b>Student Outcome:</b> Describe Robert K. Merton’s theoretical application of anomie to strain.</li> <li>• <b>Assessment:</b> Quiz #3 (Chapters 7-9)</li> </ul>

<p><b>Week #8</b></p>	<p><b>UNIT III – SOCIAL REACTION AND LABELING; SOCIAL STRUCTURE AND SOCIAL DISORGANIZATION; ANOMIE</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 7-9, Akers &amp; Sellers (2016).</li> <li>• <b>Student Outcome:</b> Describe the social interactionist view of criminal behavior.</li> <li>• <b>Student Outcome:</b> Describe the Labeling Theory.</li> <li>• <b>Student Outcome:</b> Describe the Social Structure paradigm in criminology.</li> <li>• <b>Student Outcome:</b> Describe the Social Ecology and Concentric Zone theories.</li> <li>• <b>Student Outcome:</b> Describe Emile Durkheim’s Theory of Anomie</li> <li>• <b>Student Outcome:</b> Describe Robert K. Merton’s theoretical application of anomie to strain.</li> <li>• <b>Assessment:</b> Assignment #3-Using the Internet as a resource research and respond to the following question: <b>Describe how Robert Merton’s Strain Theory can explain why crime occurs in a modern capitalistic society.</b></li> </ul>
<p><b>Week #9</b></p>	<p><b>UNIT III – SOCIAL REACTION AND LABELING; SOCIAL STRUCTURE AND SOCIAL DISORGANIZATION; ANOMIE</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 7-9, Akers &amp; Sellers (2016).</li> <li>• <b>Student Outcome:</b> Describe the social interactionist view of criminal behavior.</li> <li>• <b>Student Outcome:</b> Describe the Labeling Theory.</li> <li>• <b>Student Outcome:</b> Describe the Social Structure paradigm in criminology.</li> <li>• <b>Student Outcome:</b> Describe the Social Ecology and Concentric Zone theories.</li> <li>• <b>Student Outcome:</b> Describe Emile Durkheim’s Theory of Anomie</li> <li>• <b>Student Outcome:</b> Describe Robert K. Merton’s theoretical application of anomie to strain.</li> <li>• <b>Assessment:</b> Exam #3</li> </ul>
<p><b>Week #10</b></p>	<p><b>UNIT IV – SOCIAL CONFLICT; MARXIST THEORIES; RADICAL AND CRITICAL CRIMINOLOGY</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 10-12, Akers &amp; Sellers (2016).</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe the Social Conflict in criminology.</li> <li>• <b>Student Outcome:</b> Describe the Marxist view of crime.</li> <li>• <b>Student Outcome:</b> Describe the principals of Critical Criminology.</li> <li>• <b>Student Outcome:</b> Describe the principals of Radical Criminology.</li> <li>• <b>Student Outcome:</b> Describe the theoretical areas of modern Social Conflict.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Assessment:</b> Quiz #4 (Chapters 10-12)</li> </ul>
<b>Week #11</b>	<p><b>UNIT IV – SOCIAL CONFLICT; MARXIST THEORIES; RADICAL AND CRITICAL CRIMINOLOGY</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 10-12, Akers &amp; Sellers (2016).</li> <li>• <b>Student Outcome:</b> Describe the Social Conflict in criminology.</li> <li>• <b>Student Outcome:</b> Describe the Marxist view of crime.</li> <li>• <b>Student Outcome:</b> Describe the principals of Critical Criminology.</li> <li>• <b>Student Outcome:</b> Describe the principals of Radical Criminology.</li> <li>• <b>Student Outcome:</b> Describe the theoretical areas of modern Social Conflict.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Assessment:</b> Assignment #4-Using the Internet as a resource research and respond to the following question: <b>Two conflict theorists who studied the application of criminal law were Austin Turk and Donald Black. The “Theory of Criminalization” was proposed by Turk in 1969 and the “Behavior of Law” was published by Donald Black in 1976. Both theorists were concerned the different variations and applications of the criminal laws across the United States. Using sources, or resources, from the databases available through the College Library and reliable Internet Websites, identify the principal points in each theory. Taking the principal points for each theory, compare and contrast the two (2) theories, focusing on what are the differences and what are the similarities.</b></li> </ul>
<b>Week #12</b>	<p><b>UNIT IV – SOCIAL CONFLICT; MARXIST THEORIES; RADICAL AND CRITICAL CRIMINOLOGY</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 10-12, Akers &amp; Sellers (2016).</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe the Social Conflict in criminology.</li> <li>• <b>Student Outcome:</b> Describe the Marxist view of crime.</li> <li>• <b>Student Outcome:</b> Describe the principals of Critical Criminology.</li> <li>• <b>Student Outcome:</b> Describe the principals of Radical Criminology.</li> <li>• <b>Student Outcome:</b> Describe the theoretical areas of modern Social Conflict.</li>   <li>• <b>Assessment:</b> Easter Weekend-<b>Term Paper due and MUST be dropped in the proper dropbox by the deadline.</b></li> </ul>
<b>Week #13</b>	<p><b>UNIT V – FEMINIST CRIMINOLOGY; DEVELOPMENTAL AND LIFE-COURSE THEORIES; INTEGRATED CRIMINOLOGICAL THEORIES</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 13-15, Akers &amp; Sellers (2016).</li>   <li>• <b>Student Outcome:</b> Describe the principal theoretical views and leading theorists in Feminist Criminology.</li> <li>• <b>Student Outcome:</b> Describe policy implications of Feminist theories of crime.</li> <li>• <b>Student Outcome:</b> Describe the Development and Life-Course Theories of crime.</li> <li>• <b>Student Outcome:</b> Describe the relationship between juvenile crime and career criminals.</li> <li>• <b>Student Outcome:</b> Describe the conceptual integration of criminological theories.</li> <li>• <b>Student Outcome:</b> Describe the propositional integration of criminological theories.</li>   <li>• <b>Assessment:</b> Quiz #5 (Chapters 13-15)</li> </ul>
<b>Week #14</b>	<p><b>UNIT V – FEMINIST CRIMINOLOGY; DEVELOPMENTAL AND LIFE-COURSE THEORIES; INTEGRATED CRIMINOLOGICAL THEORIES</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 13-15, Akers &amp; Sellers (2016).</li>   <li>• <b>Student Outcome:</b> Describe the principal theoretical views and leading theorists in Feminist Criminology.</li> <li>• <b>Student Outcome:</b> Describe policy implications of Feminist theories of crime.</li> <li>• <b>Student Outcome:</b> Describe the Development and Life-Course Theories of crime.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe the relationship between juvenile crime and career criminals.</li> <li>• <b>Student Outcome:</b> Describe the conceptual integration of criminological theories.</li> <li>• <b>Student Outcome:</b> Describe the propositional integration of criminological theories.</li> <li>• <b>Assessment:</b> Assignment #5- Using the Internet as a resource research and respond to the following question: <b>Describe the age-crime curve? What do you think causes the variation in offending by age? Which life-course theory do you think best explains the age-crime curve?</b></li> </ul>
<p><b>Week #15</b></p>	<p><b>UNIT V – FEMINIST CRIMINOLOGY; DEVELOPMENTAL AND LIFE-COURSE THEORIES; INTEGRATED CRIMINOLOGICAL THEORIES</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Chapter 13-15, Akers &amp; Sellers (2016).</li> <li>• <b>Student Outcome:</b> Describe the principal theoretical views and leading theorists in Feminist Criminology.</li> <li>• <b>Student Outcome:</b> Describe policy implications of Feminist theories of crime.</li> <li>• <b>Student Outcome:</b> Describe the Development and Life-Course Theories of crime.</li> <li>• <b>Student Outcome:</b> Describe the relationship between juvenile crime and career criminals.</li> <li>• <b>Student Outcome:</b> Describe the conceptual integration of criminological theories.</li> <li>• <b>Student Outcome:</b> Describe the propositional integration of criminological theories.</li> <li>• <b>Assessment:</b> Final Exam (Chapters 13-15)- <b>MUST</b> be completed in-class.</li> </ul>

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

**GENERAL EDUCATION OUTCOMES:**

This course fulfills the following General Education Outcomes through the **(Term Paper)**. Upon completion of this course, students will be able to:

- Communicate effectively;
- Think critically;
- Self and professional development.

## 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\*

Assignments	250 Points
Quizzes	200 Points
Exams	225 Points
Term Paper	225 Points
<u>Final Exam</u>	<u>100 Points</u>
	100%

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

#### GRADING SYSTEM:

90-100.....	A
80- 89.....	B
70- 79.....	C
60- 69.....	D
Below 60.....	F

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, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of 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.

## 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 in order 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**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## Part V: Student Resources



### THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

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

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

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring appointments using TutorTrac, visit the Student Services tab in WaveNet. Email [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



### CENTRAL STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) including scheduled technology training, Office 365 support, password resets, and username information.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

5. **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. Or please call (843) 349 – TECH (8324).

## **STUDENT TESTING:**

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

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. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

## **TITLE IX REQUIREMENTS:**

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators 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).

## **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**Student and prospective student** inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

*Title IX Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*EEO and Title IX Coordinator*

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)