



INSTRUCTIONAL PACKAGE

CRJ-224

Police Community Relations

Spring 2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Spring 2020

COURSE PREFIX: CRJ-224

COURSE TITLE: Police Community Relations

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

The course is designed as a second-year course. The course provides students with a conceptual and practical understanding of police-community relations including community policing, strategic-oriented policing, neighborhood-oriented policing, problem-oriented policing, and team policing. This course through the material presented provides students with the conceptual and practical understanding to develop a community relations program within local law enforcement agencies.

COURSE DESCRIPTION:

This course is a study of the importance of two-way communication between the criminal justice system and the community to foster a working relationship to control crime. A variety of topics are studied, including citizen involvement in crime prevention and police officer interpersonal relations.

PREREQUISITES/CO-REQUISITES:

CRJ-101– Introduction to Criminal Justice **AND** CRJ-130 – Police Administration with a “C” or better.

REQUIRED MATERIALS:

Oliver, W.M. (2008). *Community-oriented policing: A systematic approach to policing*. Upper Saddle River, NJ: Pearson Publishing.

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

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

ADDITIONAL REQUIREMENTS:

CRJ-224 – Police Community Relations 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, coursework – 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 enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

All students are expected to conduct themselves in a **professional and courteous** manner at all times, and toward all members of the class, whether online or in a traditional classroom setting. The standards of professional behavior will be enforced. Any violation associated with inappropriate behavior including statements or remarks in class or e-mails as well as postings or other communications will **not** be tolerated. At the discretion of the professor of record, the inappropriate behavior may be reported in writing as a violation of the Student Code of Conduct under Proscribed

Conduct, which could result in disciplinary action as described in College Catalog and Student Handbook (HGTC, 2017-2018, pp. 31-37).

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 for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

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*:

<p>Week 1</p>	<p>UNIT I - EXPLORING/DEFINING HISTORIC/MODERN POLICE-COMMUNITY RELATIONS</p> <ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing.</i>, Chapters 1-2 • Student Outcome: Describe the current status of policing in the U.S. • Student Outcome: Describe the historical development of local law enforcement. • Student Outcome: Compare and contrast police-community relations and community-oriented policing (COP). • Student Outcome: Describe the Broken Windows Hypothesis. • Assessment: Quiz #1 (Chapters 1-4)
<p>Week 2</p>	<p>UNIT I - EXPLORING/DEFINING HISTORIC/MODERN POLICE-COMMUNITY RELATIONS</p> <ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing.</i>, Chapters 1-2 • Student Outcome: Describe the current status of policing in the U.S. • Student Outcome: Describe the historical development of local law enforcement. • Student Outcome: Compare and contrast police-community relations and community-oriented policing (COP). • Student Outcome: Describe the Broken Windows Hypothesis. • Assessment: Assignment #1-Explain/describe how the concept of community policing was affected by the Broken Window Hypothesis.
<p>Week 3</p>	<p>UNIT II – STRATEGIC- AND NEIGHBORHOOD-POLICING</p>

	<ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing</i>, Chapters 3-4 • Student Outcome: Define and/or describe Strategic-Oriented Policing (SOP). • Student Outcome: Compare and contrast aggressive patrol with saturation patrols. • Student Outcome: Describe Neighborhood-Oriented Policing (NOP). • Student Outcome: Describe the process of initiating NOP. • Assessment: Assignment #2- Compare and contrast Neighborhood-Oriented Policing (NOP) with Strategic-Oriented Policing (SOP).
Week 4	<p>UNIT II – STRATEGIC- AND NEIGHBORHOOD-POLICING</p> <ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing</i>, Chapters 3-4 • Student Outcome: Define and/or describe Strategic-Oriented Policing (SOP). • Student Outcome: Compare and contrast aggressive patrol with saturation patrols. • Student Outcome: Describe Neighborhood-Oriented Policing (NOP). • Student Outcome: Describe the process of initiating NOP. • Assessment: Exam #1 (Chapters 1-4)
Week 5	<p>UNIT III - PROBLEM-ORIENTED POLICING; IMPLEMENTING COMMUNITY-ORIENTED POLICING</p> <ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing</i>, Chapters 5-6 • Student Outcome: Describe Problem-Oriented Policing (POP). • Student Outcome: Describe SARA and its use in local or municipal law enforcement. • Student Outcome: Describe how strategic planning is involved in implementing COP. • Student Outcome: Identify and describe the implementation stages of COP • Assessment: Quiz #2 (Chapters 5-6)
Week 6	UNIT III - PROBLEM-ORIENTED POLICING; IMPLEMENTING COMMUNITY-

	<p>ORIENTED POLICING</p> <ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing</i>, Chapters 5-6 • Student Outcome: Describe Problem-Oriented Policing (POP). • Student Outcome: Describe SARA and its use in local or municipal law enforcement. • Student Outcome: Describe how strategic planning is involved in implementing COP. • Student Outcome: Identify and describe the implementation stages of COP • Assessment: Assignment #3- Describe Problem-Oriented Policing (POP) and how it can be integrated into departmental planning.
<p>Week 7</p>	<p>UNIT IV - ORGANIZATION AND MANAGEMENT; THE ROLE OF THE POLICE</p> <ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing</i>, Chapters 7-8 • Student Outcome: Describe how the organization’s structure must change under COP. • Student Outcome: Describe the three (3) methods of decentralization. • Student Outcome: Compare and contrast the traditional role of police with the role in COP. • Student Outcome: Discuss the development of officers for assignment in COP. • Assessment: Quiz #3 (Chapters 7-8)
<p>Week 8</p>	<p>UNIT IV - ORGANIZATION AND MANAGEMENT; THE ROLE OF THE POLICE</p> <ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing</i>, Chapters 7-8 • Student Outcome: Describe how the organization’s structure must change under COP. • Student Outcome: Describe the three (3) methods of decentralization. • Student Outcome: Compare and contrast the traditional role of police with the role in COP. • Student Outcome: Discuss the development of officers for assignment in COP. • Assessment: Assignment #4- Compare and contrast the traditional role of police with the role in Community Oriented Policing (COP).
<p>Week 9</p>	<p>UNIT IV - ORGANIZATION AND MANAGEMENT; THE ROLE OF THE POLICE</p>

	<ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing</i>, Chapters 7-8 • Student Outcome: Describe how the organization's structure must change under COP. • Student Outcome: Describe the three (3) methods of decentralization. • Student Outcome: Compare and contrast the traditional role of police with the role in COP. • Student Outcome: Discuss the development of officers for assignment in COP. • Assessment: Exam #2 (Chapters 5-8)
Week 10	<p>UNIT V - ROLES OF THE COMMUNITY AND THE CHIEF OF POLICE</p> <ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing</i>, Chapters 9-10 • Student Outcome: Describe the role of the community in COP. • Student Outcome: Define what is meant by the community when discussing COP. • Student Outcome: Compare and contrast the traditional role of the police executive with the role of the police executive in COP. • Student Outcome: Identify and describe the 10 principles of a COP-style police executive. • Assessment: Quiz #4 (Chapters 9-10)
Week 11	<p>UNIT V - ROLES OF THE COMMUNITY AND THE CHIEF OF POLICE</p> <ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing</i>, Chapters 9-10 • Student Outcome: Describe the role of the community in COP. • Student Outcome: Define what is meant by the community when discussing COP. • Student Outcome: Compare and contrast the traditional role of the police executive with the role of the police executive in COP. • Student Outcome: Identify and describe the 10 principles of a COP-style police executive. • Assessment: Assignment #5- Describe the criteria and the methods you would use to evaluate strategic-oriented policing, neighborhood-oriented policing, and problem-oriented policing.
Week 12	UNIT VI - EVALUATING AND THE FEDERAL ROLE IN COMMUNITY

	<p>POLICING</p> <ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing</i>, Chapters 11-12 • Student Outcome: Describe why it is important to have an evaluation process for police departments in general and COP operations in particular. • Student Outcome: Describe the criteria and the methodology for evaluating. <ul style="list-style-type: none"> • Student Outcome: Describe the federal role in COP. • Student Outcome: Identify the types of grants used for COP and their impact on the department. • Assessment: Quiz #5 (Chapters 11-15)
<p>Week 13</p>	<p>UNIT VI - EVALUATING AND THE FEDERAL ROLE IN COMMUNITY POLICING</p> <ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing</i>, Chapters 11-12 • Student Outcome: Describe why it is important to have an evaluation process for police departments in general and COP operations in particular. • Student Outcome: Describe the criteria and the methodology for evaluating. <ul style="list-style-type: none"> • Student Outcome: Describe the federal role in COP. • Student Outcome: Identify the types of grants used for COP and their impact on the department. • Assessment: Project Due • Assessment: Project Presentation
<p>Week 14</p>	<p>UNIT VII - COMPARATIVE COMMUNITY POLICING, CAVEATS, THE FUTURE</p> <ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing</i>, Chapters 13-15 • Student Outcome: Describe comparative COP. • Student Outcome: Compare and contrast the Canadian-style of COP with Great Britain. • Student Outcome: Describe implementation caveats. • Student Outcome: Describe the probable and possible influences that Homeland Security has on COP. • Assessment: Project Presentation

Week 15	<p>UNIT VII - COMPARATIVE COMMUNITY POLICING, CAVEATS, THE FUTURE</p> <ul style="list-style-type: none"> • Material Covered: Oliver, W.M. (2008). <i>Community-oriented policing: A systematic approach to policing</i>, Chapters 13-15 • Student Outcome: Describe comparative COP. • Student Outcome: Compare and contrast the Canadian-style of COP with Great Britain. • Student Outcome: Describe implementation caveats. • Student Outcome: Describe the probable and possible influences that Homeland Security has on COP. <p>Assessment: Exam #3 (Chapters 9-15)</p>
----------------	---

****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.

Course Grading

Exams	300 (30%)
Quizzes (5 X 50)	250 (25%)
Assignments (5 X 50)	250 (25%)
Project	200 (20%)
Total.....	1,000 (100%)

Students will be able to monitor grades and attendance through the course in D2L.

GRADING SYSTEM:

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

****Students, for the specific number and type of evaluations, please refer to the***

Instructor's Course Information Sheet.

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, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

According to the Horry-Georgetown Technical College Catalog (2018-2019), "College Students are responsible for all coursework and class assignments; so, they are expected to regularly and promptly attend all meetings of classes in which they are enrolled.

Students should limit absences to those that are unavoidable and, with professor's consent, should make up all missed work, if permitted.

Per SC Technical College Policy, HGTC maintains a general attendance policy requiring students to be present for a minimum of 80% of classes to be eligible to receive credit for any course. However, a more rigid attendance policy may be required by the program of study. At a minimum, a student may be withdrawn from a course after he/she has been absent in more than 10% of the total contact hours for a course. Professors define absentee limits for their classes at the beginning of each term. Students withdrawn from a course due to excessive absences will receive a grade of Withdraw ("W") up to the 2/3 point of the semester. Thereafter, a Withdraw ("W") or Withdraw Failure ("WF") will be assigned, depending upon his/her academic status at the time of the last date attended. Students may be

required to repay the source of financial assistance for non-attendance, excessive absences or withdrawals. Attendance records begin the first day of class for ALL students, regardless of registration date. Online and hybrid classes also require attendance and each instructor defines the method for students to indicate their class attendance by logging into the class, participating in chats and/or submitting documents. Each student is responsible for awareness of the attendance requirements for each class" (p. 48).

The attendance for **traditional** courses will be determined by each student attending and participating in a traditional classroom meeting for the scheduled amount of time. Whereas, attendance for **hybrid** criminal justice courses will be determined by each student attending and participating in a traditional classroom meeting for the amount of time scheduled as well as completing all online graded requirements and/or participating in the scheduled activities for each particular week. **Online** attendance, whether completely online or a hybrid, is demonstrated through the student completing the graded requirements and/or participating in the scheduled activities for each particular week. Participation in the scheduled activities includes but are not limited to posting an assignment to the Dropbox, responding to a question in the discussion forum, completing an exam, test, or quiz or as directed by the professor of record. **However, an e-mail cannot be counted as attendance for online criminal justice courses.**

Beginning with the first week of class, the number of class meetings online or in the classroom will be determined based on the 80% attendance requirement. If a student misses 20% of scheduled meetings, whether online or in the classroom, he/she may be withdrawn by the professor of record for excessive absences without further notice. Please remember the graded requirements or activities are recorded for a score and attendance. Any student missing more than two (2) weeks in a row without notification will be withdrawn for excessive absences. Please be advised that for an online or hybrid format, simply logging into the course does not constitute participating for the purposes of attendance.

The attendance policy and requirements are published in the instructor's addendum to course Instructional Package (IP) as well as in the course in D2L.

Again, should any student **not** follow the announced attendance guidelines, which complies with the College Attendance Policy, he/she will be withdrawn from the course. A grade of "W" or "WF" will be assigned in accordance with course withdrawal procedures of HorryGeorgetown Technical College" (HGTC, 2018-2019, p. 48). Again, students withdrawn due to excessive absences will **not** be readmitted to the course regardless of reason or excuse.

Since the College maintains an attendance policy for all courses, including program offerings through an online format, technology issues are **not** an excuse for **not** participating or missing a deadline for a graded requirement. Therefore, if for some reason access to the course or its functions is **not** available, immediately notify the Help Desk via the Live Help at <http://www.hgtc.edu/>, e-mail to HelpDesk@hgtc.edu, or telephone at (843) 349-5340. The Help Desk hours of operation are posted on WaveNet. Also, notify your course professor; so, he/she is aware of the technical problems or issues with the technology. Nevertheless, please be aware that technology issues or problems are **not** an

acceptable excuse for **not** participating as **required** for attendance, **not** completing an exam during the required time period (testing window), or failing to respond to a discussion assignment before the required due date.

Part V: Student Resources

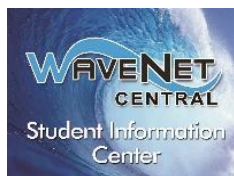


The Student Success and Tutoring Center (SSTC)

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

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, 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 any time.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
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.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

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 Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals 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.

Inquiries regarding the non-discrimination policies: Students 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. 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, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

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).

<p>Inquiries regarding the non-discrimination policies:</p>	
<p>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.</p>	<p>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.</p>
<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>