



# **INSTRUCTIONAL PACKAGE**

CRJ-224

Police Community Relations

Effective Term

Spring2021

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Spring 2021

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.

\***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:**

None- this course is based on an Open Educational Research (OER) format.

### **ADDITIONAL REQUIREMENTS:**

None

### **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

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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.

- Access to Desire2Learn (D2L), HGTC's student portal for course materials.
- WaveNet and D2L email access.

### **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><b>Week 1</b></p>	<p><b>EXPLORING EARLY/MODERN POLICE-COMMUNITY RELATIONS</b></p> <p><b>Material Covered:</b> Burke, A., Carter, D., Fedora, B., Morey, T., Red-Berry, L., and Sanchez, S. (2019) <i>Introduction to the American Criminal Justice System</i>. Retrieved from: <a href="https://openoregon.pressbooks.pub/ccj230/">https://openoregon.pressbooks.pub/ccj230/</a> Chapters 1.8, 3.1, 3.2, 3.3, 6.1, 6.2, 6.3, and 6.8 -12</p> <ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe the historical development of local law enforcement.</li> <li>• <b>Student Outcome:</b> Describe the status of policing in the U.S.</li> <li>• <b>Student Outcome:</b> Compare and contrast early police-community relations to current police-community relations.</li> <li>• <b>Student Outcome:</b> Describe law enforcement legitimacy</li> <li>• <b>Discussion Post# 1:</b> Self-Introduction</li> <li>• <b>Assessment:</b> Assignment #1- consist of two (2) parts, first complete the PRAC-24 Pre-test under quizzes, secondly, send Professor Muncey a professional email at <a href="mailto:larry.muncey@hgtc.edu">larry.muncey@hgtc.edu</a> advising that you have completed the assignment.</li> </ul>
<p><b>Week 2</b></p>	<p><b>EXPLORING EARLY/MODERN POLICE-COMMUNITY RELATIONS</b></p> <p><b>Material Covered:</b> Burke, A., Carter, D., Fedora, B., Morey, T., Red-Berry, L., and Sanchez, S. (2019) <i>Introduction to the American Criminal Justice System</i>. Retrieved from: <a href="https://openoregon.pressbooks.pub/ccj230/">https://openoregon.pressbooks.pub/ccj230/</a> Chapters 1.8, 3.1, 3.2, 3.3, 6.1, 6.2, 6.3, and 6.8 -12</p> <ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe the status of policing in the U.S.</li> <li>• <b>Student Outcome:</b> Describe the historical development of local law enforcement.</li> <li>• <b>Student Outcome:</b> Compare and contrast early police-community relations to current police-community relations.</li> <li>• <b>Student Outcome:</b> Describe law enforcement legitimacy</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Discussion Post #2:</b> Research and explain where law enforcement officers receive their authority to make lawful arrests.</li> <li>• <b>Assessment:</b> Assignment #2- from your perspective explain the general status of police and community relations in the U.S. today.</li> </ul>
<b>Week 3</b>	<p><b>NEIGHBORHOOD AND STRATEGIC POLICING</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Neighborhood Watch Manual- <a href="https://bja.ojp.gov/sites/g/files/xyckuh186/files/Publications/NSA_NW_Manual.pdf">https://bja.ojp.gov/sites/g/files/xyckuh186/files/Publications/NSA_NW_Manual.pdf</a> President Obama Video- <a href="https://www.youtube.com/watch?v=2PTb30JPAQQ">https://www.youtube.com/watch?v=2PTb30JPAQQ</a></li> <li>• <b>Student Outcome:</b> Define Neighborhood Policing (NOP).</li> <li>• <b>Student Outcome:</b> Define Strategic-oriented Policing (SOP).</li> <li>• <b>Student Outcome:</b> Define Problem-oriented Policing (POP).</li> <li>• <b>Student Outcome:</b> Compare and contrast advantages of Neighborhood Watch programs.</li> <li>• <b>Student Outcome:</b> Discuss the 2012 death of Trayvon Martin and its effect on neighborhood watch programs.</li> <li>• <b>Discussion Post #3:</b> In a professional manner (void of opinions) research and explain in detail what happened to Trayvon Martin and by whom.</li> <li>• <b>Assessment:</b> Quiz #1</li> </ul>
<b>Week 4</b>	<p><b>NEIGHBORHOOD AND STRATEGIC POLICING</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Neighborhood Watch Manual- <a href="https://bja.ojp.gov/sites/g/files/xyckuh186/files/Publications/NSA_NW_Manual.pdf">https://bja.ojp.gov/sites/g/files/xyckuh186/files/Publications/NSA_NW_Manual.pdf</a> President Obama Video- <a href="https://www.youtube.com/watch?v=2PTb30JPAQQ">https://www.youtube.com/watch?v=2PTb30JPAQQ</a></li> <li>• <b>Student Outcome:</b> Define Neighborhood Policing (NOP).</li> <li>• <b>Student Outcome:</b> Define Strategic-Oriented Policing (SOP).</li> <li>• <b>Student Outcome:</b> Define Problem-oriented Policing (POP).</li> <li>• <b>Student Outcome:</b> Compare and contrast advantages of Neighborhood Watch programs.</li> <li>• <b>Student Outcome:</b> Discuss the 2012 death of Trayvon Martin and its effect on neighborhood watch programs.</li> <li>• <b>Discussion Post #4:</b> After reading the BJA Neighborhood Watch Manual, discuss the pros and cons of the manual, and identify if George Zimmerman would or would not have been in compliance of the BJA’s recommendations.</li> <li>• <b>Assessment:</b> Assignment #3- After the death of Trayvon Martin President Obama released several statements about the event. In a respectful and professional manner</li> </ul>

	<p>explain if President Obama’s statements had a positive or negative influence on community and police relations; remember to support your position.</p>
<p><b>Week 5</b></p>	<p><b>COMMUNITY ORIENTED POLICING</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Violent Crime Control and Law Enforcement Act of 1994- <a href="https://www.congress.gov/bill/103rd-congress/house-bill/3355/text">https://www.congress.gov/bill/103rd-congress/house-bill/3355/text</a></li> <li>• <b>Student Outcome:</b> Define Community Oriented Policing.</li> <li>• <b>Student Outcome:</b> Describe the Broken Windows Hypothesis.</li> <li>• <b>Student Outcome:</b> Describe SARA and its law enforcement use.</li> <li>• <b>Student Outcome:</b> Describe COP implementation methods and mechanisms.</li> <li>• <b>Student Outcome:</b> Discuss the 1994 Violent Crime Control and Law Enforcement Act.</li> <li>• <b>Discussion Post #5:</b> Community policing is dead! After recent events citizens have lost their trust in the government at all levels, prove me wrong with facts and examples.</li> <li>• <b>Assessment:</b> Assignment #4- using the internet as a research tool, describe the Broken Window’s Hypothesis in detail, and identify the positive and negative aspects of the hypothesis.</li> </ul>
<p><b>Week 6</b></p>	<p><b>COMMUNITY ORIENTED POLICING</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Violent Crime Control and Law Enforcement Act of 1994- <a href="https://www.congress.gov/bill/103rd-congress/house-bill/3355/text">https://www.congress.gov/bill/103rd-congress/house-bill/3355/text</a></li> <li>• <b>Student Outcome:</b> Define Community Oriented Policing.</li> <li>• <b>Student Outcome:</b> Describe the Broken Windows Hypothesis.</li> <li>• <b>Student Outcome:</b> Describe SARA and its law enforcement use.</li> <li>• <b>Student Outcome:</b> Describe COP implementation methods and mechanisms.</li> <li>• <b>Student Outcome:</b> Discuss the 1994 Violent Crime Control and Law Enforcement Act.</li> <li>• <b>Discussion Post #6:</b> Community policing is the greatest tool law enforcement has ever developed to build and maintain trust with the community, prove me wrong with facts and examples.</li> <li>• <b>Assessment:</b> Assignment #5- the 1994 Violent Crime Control and Law Enforcement Act was applauded as a great tool to reduce crime in the mid-1990s; however, recently some groups have argued the Act is harmful to communities. Your assignment is to research the 1994 Act and determine if it is good or bad for communities. Remember, to defend your answer with facts.</li> </ul>
<p><b>Week 7</b></p>	<p><b>IDENTIFY AND DISCUSS SIGNIFICANT LAW ENFORCEMENT EVENTS THAT INFLUENCED POLICE-COMMUNITY RELATIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> TBA</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Discuss the 1991 arrest of Rodney King and subsequent events.</li> <li>• <b>Student Outcome:</b> Define double jeopardy and vicarious liability</li> <li>• <b>Student Outcome:</b> Discuss the 2009 arrest of Professor Henry Louis Gates and subsequent events.</li> <li>• <b>Student Outcome:</b> Discuss the 2014 police shooting of Michael Brown and subsequent events.</li> <li>• <b>Student Outcome:</b> Discuss the 2015 police shooting of Walter Scott and subsequent events.</li> <li>• <b>Student Outcome:</b> Discuss the 2019 death of Eric Garner and subsequent events.</li> <li>• <b>Discussion Post #7:</b> Discuss the Media's role in the 2014 police shooting of Michael Brown and their potential influence on police and community relations.</li> <li>• <b>Assessment:</b> Exam #1</li> </ul>
<p><b>Week 8</b></p>	<p><b>IDENTIFY AND DISCUSS SIGNIFICANT LAW ENFORCEMENT EVENTS THAT INFLUENCED POLICE-COMMUNITY RELATIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> TBA</li> <li>• <b>Student Outcome:</b> Discuss the 1991 arrest of Rodney King and subsequent events.</li> <li>• <b>Student Outcome:</b> Define double jeopardy and vicarious liability</li> <li>• <b>Student Outcome:</b> Discuss the 2009 arrest of Professor Henry Louis Gates and subsequent events.</li> <li>• <b>Student Outcome:</b> Discuss the 2014 police shooting of Michael Brown and subsequent events.</li> <li>• <b>Student Outcome:</b> Discuss the 2015 police shooting of Walter Scott and subsequent events.</li> <li>• <b>Student Outcome:</b> Discuss the 2019 death of Eric Garner and subsequent events.</li> <li>• <b>Discussion Post #8:</b> Discuss the 1991 arrest of Rodney King and the events that followed.</li> <li>• <b>Assessment:</b> Assignment #6- research the 2009 arrest of Professor Henry Louis Gates and describe the event in detail, to include any influence the arrest and subsequent events may have had on community and police relations.</li> </ul>
<p><b>Week 9</b></p>	<p><b>IDENTIFY AND DISCUSS SIGNIFICANT LAW ENFORCEMENT EVENTS THAT INFLUENCED POLICE-COMMUNITY RELATIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> TBA</li> <li>• <b>Student Outcome:</b> Discuss the 1991 arrest of Rodney King and subsequent events.</li> <li>• <b>Student Outcome:</b> Define double jeopardy and vicarious liability</li> <li>• <b>Student Outcome:</b> Discuss the 2009 arrest of Professor Henry Louis Gates and subsequent events.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Discuss the 2014 police shooting of Michael Brown and subsequent events.</li> <li>• <b>Student Outcome:</b> Discuss the 2015 police shooting of Walter Scott and subsequent events.</li> <li>• <b>Student Outcome:</b> Discuss the 2019 death of Eric Garner and subsequent events.</li> <li>• <b>Discussion Post #9:</b> After researching discuss the murder of Myrtle Beach Police Officer Joseph McGarry (EOW: December 29, 2002), and the events that followed.</li> <li>• <b>Assessment:</b> Assignment #7- research the 2019 death of Eric Garner and subsequent events, explain the entire case in detail, and determine if the officer(s) actions were criminal. Remember to defend your argument with facts.</li> </ul>
<p><b>Week 10</b></p>	<p><b>RAMIFICATION OF LOST COMMUNITY TRUST</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> TBA</li> <li>• <b>Student Outcome:</b> Discuss individual and group violence towards police officers.</li> <li>• <b>Student Outcome:</b> Describe the “Ferguson Effect”.</li> <li>• <b>Student Outcome:</b> Discuss officer discipline (civil and criminally).</li> <li>• <b>Student Outcome:</b> Describe typical and excessive officer turnover.</li> <li>• <b>Student Outcome:</b> Discuss defunding police and removing their qualified immunity status.</li> <li>• <b>Discussion Post #10:</b> After researching the “Ferguson effect” discuss the future impact it may have on community and police relations.</li> <li>• <b>Assessment:</b> Quiz #2</li> </ul>
<p><b>Week 11</b></p>	<p><b>RAMIFICATION OF LOST COMMUNITY TRUST</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> TBA</li> <li>• <b>Student Outcome:</b> Discuss individual and group violence towards police officers.</li> <li>• <b>Student Outcome:</b> Describe the “Ferguson Effect”.</li> <li>• <b>Student Outcome:</b> Discuss officer discipline (civil and criminally).</li> <li>• <b>Student Outcome:</b> Describe typical and excessive officer turnover.</li> <li>• <b>Student Outcome:</b> Discuss defunding police and removing their qualified immunity status.</li> <li>• <b>Discussion Post #11:</b> Research and discuss the murder of Horry County Police Officer Dennis Lyden (EOW: June 5, 2000), and the events that followed.</li> <li>• <b>Assessment:</b> Assignment #8- using the internet, research qualified and absolute immunity. Afterwards, explain in detail the meaning, history, and purpose of each type</li> </ul>



	<p>of immunity. Lastly, indicate what you believe the ramifications would be if officers were stripped of immunity protections.</p>
<b>Week 12</b>	<p><b>REGAINING/GROWING/MAINTAINING COMMUNITY TRUST</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> TBA</li> <li>• <b>Student Outcome:</b> Describe negative and positive police cultures within an agency.</li> <li>• <b>Student Outcome:</b> Compare and contrast police policies with patterns and practices.</li> <li>• <b>Student Outcome:</b> Identify methods of growing community trust.</li> <li>• <b>Student Outcome:</b> Compare and contrast agency transparency with Individual rights.</li> <li>• <b>Student Outcome:</b> Describe the potential benefits of community surveys.</li> <li>• <b>Discussion Post #12:</b> As the Ferguson City Police Chief how would you attempt to improve community trust post Michael Brown?</li> <li>• <b>Assessment:</b> Assignment #9- welcome to the debate of body-worn cameras by police officers. In this assignment, write 150 words in support of body-worn-cameras and 150 words against the use of body-worn cameras. Both arguments must be sound and based on facts. The last 50 words of your paper should explain what you personally believe. Important note, if I know your opinion before I get to the 50-word conclusion, you missed the point of the exercise.</li> </ul>
<b>Week 13</b>	<p><b>REGAINING/GROWING/MAINTAINING COMMUNITY TRUST</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> TBA</li> <li>• <b>Student Outcome:</b> Describe negative and positive police cultures within an agency.</li> <li>• <b>Student Outcome:</b> Compare and contrast police policies with patterns and practices.</li> <li>• <b>Student Outcome:</b> Identify methods of growing community trust.</li> <li>• <b>Student Outcome:</b> Compare and contrast agency transparency with Individual rights.</li> <li>• <b>Student Outcome:</b> Describe the potential benefits of community surveys.</li> <li>• <b>Discussion Post #13:</b> Research and discuss the unofficial “code of silence” that many officers practice even today, is it good, bad, or both?</li> <li>• <b>Assessment:</b> Exam #2</li> </ul>
<b>Week 14</b>	<p><b>COMMUNITY ORIENTED POLICING 2.0</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> TBA</li> <li>• <b>Student Outcome:</b> Discussed lessons learned from improper community interactions.</li> <li>• <b>Student Outcome:</b> Describe the future of COP and potential focuses.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Describe how strategic planning and community involvement supports COP.</li> <li>• <b>Student Outcome:</b> Identify and describe core principles of positive COP efforts.</li> <li>• <b>Discussion Post #14:</b> Describe the future of COP and potential focuses.</li> <li>• <b>Assessments:</b> Assignment #10- each student will create a 3-5min video identifying and describing core principles of positive COP. The video must include the student dressed in business attire and demonstrate a positive example of COP, for example, a PowerPoint presentation showing photos of officers working with the community.</li> </ul>
<b>Week 15</b>	<p><b>COMMUNITY ORIENTED POLICING 2.0</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> TBA</li> <li>• <b>Student Outcome:</b> Discussed lessons learned from improper community interactions.</li> <li>• <b>Student Outcome:</b> Describe the future of COP and potential focuses.</li> <li>• <b>Student Outcome:</b> Describe how strategic planning and community involvement supports COP.</li> <li>• <b>Student Outcome:</b> Identify and describe core principles of positive COP efforts.</li> <li>• <b>In lieu of Discussion Post:</b> Complete PRAC-24 Post-test</li> <li>• <b>Assessment:</b> Final Exam</li> </ul>

***\*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\***

Discussion Posts	49%
Assignments	30%
Exams	15%
Quizzes	6%
	<hr/> 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. 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.**

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).

**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.

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](mailto: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 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 [sstc@hgtc.edu](mailto:sstc@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)