



# **INSTRUCTIONAL PACKAGE**

CRJ 224

Police Community Relations

Effective Term

Fall 2022/Spring 2023/Summer 2023

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Spring 2022/2023

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 Orientation Video](#) prior to enrolling in an online course.

### **REQUIRED MATERIALS:**

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

### **ADDITIONAL REQUIREMENTS:**

None

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC’s student portal for course materials. myHGTC and college email access. Please review the Technical Requirements listed in the Instructor’s Addendum.

### **STUDENT IDENTIFICATION VERIFICATION:**

2022-2023

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 criminal justice students are expected to conduct themselves in a **professional and courteous** manner and toward all class members, 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 emails as well as postings or other communications, will be investigated and reported to Student Affairs for appropriate action. At the discretion of the professor of record, academic misconduct may be reported in writing as a violation of the Student Code of Conduct. Reporting inappropriate behavior or academic misconduct could result in disciplinary action, as described in *College Catalog and Student Handbook* (HGTC, 2022, pp. 36-37). Please see the Instructor's Addendum for further information.

**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> </ul> <p>• <b>Discussion Post# 1:</b> Self-Introduction</p> <p>• <b>Assessment:</b> Assignment #1- consist of two (2) parts, first complete the PRAC-24 Pretest 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.</p>
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<b>Week 2</b>	<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>
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	<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>
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<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>
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<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>
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	<p>explain if President Obama's statements had a positive or negative influence on community and police relations; remember to support your position.</p>
<b>Week 5</b>	<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> </ul> <p><b>Student Outcome:</b> Discuss the 1994 Violent Crime Control and Law Enforcement Act.</p> <ul style="list-style-type: none"> <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> </ul> <ul style="list-style-type: none"> <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>
<b>Week 10</b>	<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>
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	<p>of immunity. Lastly, indicate what you believe the ramifications would be if officers were stripped of immunity protections.</p>
<p><b>Week 12</b></p>	<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>

<p><b>Week 13</b></p>	<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>
<p><b>Week 14</b></p>	<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>
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***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## **Part III: Grading and Assessment**

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*:**

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

#### **EVALUATION\***

Discussion Posts	49%
Assignments	30%
Exams	15%
<u>Quizzes</u>	<u>6%</u>
	100%

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

### **GRADING SYSTEM:**

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean’s approval if changes in the scale are made.

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.**

**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, contact the SSTC at [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). 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.



## 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, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **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), Option #1.

## 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 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)