

HGTC

Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

CRJ 224

Police Community Relations

Effective Term

Fall 2026/Spring 2027/Summer 2027

Part I: Course Information

Effective Term: Fall 2026/Spring 2027/Summer 2027

COURSE PREFIX: CRJ-224

COURSE TITLE: Police Community Relations

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

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, with a C or better

CRJ-224– Police Community Relations, with a C or better

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

ATTENDANCE VERIFICATION:

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

IDENTIFICATION VERIFICATION:

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

STUDENT COURSE EVALUATIONS:

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

CLASSROOM ETIQUETTE AND STUDENT RIGHTS AND RESPONSIBILITIES:

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

To ensure a positive College experience, guidelines exist in numerous areas of campus life. The Student Code for The South Carolina Technical College System "The Student

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

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

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Week 1	EXPLORING EARLY/MODERN POLICE-COMMUNITY RELATIONS Material Covered: 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: https://openoregon.pressbooks.pub/ccj230/ Chapters 1.8, 3.1, 3.2, 3.3, 6.1, 6.2, 6.3, and 6.8 -12 • Student Outcome: Describe the historical development of local law enforcement. • Student Outcome: Describe the status of policing in the U.S. • Student Outcome: Compare and contrast early police-community relations to current police-community relations. • Student Outcome: Describe law enforcement legitimacy
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	• Assessment: Assignment #1
Week 2	EXPLORING EARLY/MODERN POLICE-COMMUNITY RELATIONS Material Covered: 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: https://openoregon.pressbooks.pub/ccj230/ Chapters 1.8, 3.1, 3.2, 3.3, 6.1, 6.2, 6.3, and 6.8 -12 • Student Outcome: Describe the status of policing in the U.S. • Student Outcome: Describe the historical development of local law enforcement. • Student Outcome: Compare and contrast early police-community relations to current police-community relations. • Student Outcome: Describe law enforcement legitimacy • Assessment: Assignment #2
Week 3	NEIGHBORHOOD AND STRATEGIC POLICING • Material Covered: Neighborhood Watch Manual- https://bja.ojp.gov/sites/g/files/xyckuh186/files/Publications/NSA_NW_Manual.pdf President Obama Video- https://www.youtube.com/watch?v=2PTb30JPAQQ • Student Outcome: Define Neighborhood Policing (NOP). • Student Outcome: Define Strategic-oriented Policing (SOP). • Student Outcome: Define Problem-oriented Policing (POP). • Student Outcome: Compare and contrast advantages of Neighborhood Watch programs. • Student Outcome: Discuss the 2012 death of Trayvon Martin and its effect on neighborhood watch programs. • Assessment: Quiz #1
Week 4	NEIGHBORHOOD AND STRATEGIC POLICING • Material Covered: Neighborhood Watch Manual- https://bja.ojp.gov/sites/g/files/xyckuh186/files/Publications/NSA_NW_Manual.pdf President Obama Video- https://www.youtube.com/watch?v=2PTb30JPAQQ • Student Outcome: Define Neighborhood Policing (NOP). • Student Outcome: Define Strategic-Oriented Policing (SOP). • Student Outcome: Define Problem-oriented Policing (POP). • Student Outcome: Compare and contrast advantages of Neighborhood Watch

	programs. • Student Outcome: Discuss the 2012 death of Trayvon Martin and its effect on neighborhood watch programs. • Assessment: Assignment #3
Week 5	COMMUNITY ORIENTED POLICING • Material Covered: Violent Crime Control and Law Enforcement Act of 1994- https://www.congress.gov/bill/103rd-congress/house-bill/3355/text • Student Outcome: Define Community Oriented Policing. • Student Outcome: Describe the Broken Windows Hypothesis. • Student Outcome: Describe SARA and its law enforcement use. • Student Outcome: Describe COP implementation methods and mechanisms. • Student Outcome: Discuss the 1994 Violent Crime Control and Law Enforcement Act. • Assessment: Assignment #4
Week 6	COMMUNITY ORIENTED POLICING • Material Covered: Violent Crime Control and Law Enforcement Act of 1994- https://www.congress.gov/bill/103rd-congress/house-bill/3355/text • Student Outcome: Define Community Oriented Policing. • Student Outcome: Describe the Broken Windows Hypothesis. • Student Outcome: Describe SARA and its law enforcement use. • Student Outcome: Describe COP implementation methods and mechanisms. • Student Outcome: Discuss the 1994 Violent Crime Control and Law Enforcement Act. • Assessment: Assignment #5
Week 7	IDENTIFY AND DISCUSS SIGNIFICANT LAW ENFORCEMENT EVENTS THAT INFLUENCED POLICE-COMMUNITY RELATIONS • Material Covered: DOJ INVESTIGATION INTO THE SHOOTING DEATH OF MICHAEL BROWN, https://www.justice.gov/sites/default/files/opa/press-releases/attachments/2015/03/04/doj_report_on_shooting_of_michael_brown_1.pdf • Student Outcome: Discuss the 1991 arrest of Rodney King and subsequent events. • Student Outcome: Define double jeopardy and vicarious liability • Student Outcome: Discuss the 2009 arrest of Professor Henry Louis Gates and

	subsequent events. • Student Outcome: Discuss the 2014 police shooting of Michael Brown and subsequent events. • Student Outcome: Discuss the 2015 police shooting of Walter Scott and subsequent events. • Student Outcome: Discuss the 2019 death of Eric Garner and subsequent events. • Assessment: Exam #1
Week 8	IDENTIFY AND DISCUSS SIGNIFICANT LAW ENFORCEMENT EVENTS THAT INFLUENCED POLICE-COMMUNITY RELATIONS • Material Covered: FBI Records: The Vault, https://vault.fbi.gov/rodney-king/rodney-king-part-01-of-24/view • Student Outcome: Discuss the 1991 arrest of Rodney King and subsequent events. • Student Outcome: Define double jeopardy and vicarious liability • Student Outcome: Discuss the 2009 arrest of Professor Henry Louis Gates and subsequent events. • Student Outcome: Discuss the 2014 police shooting of Michael Brown and subsequent events. • Student Outcome: Discuss the 2015 police shooting of Walter Scott and subsequent events. • Student Outcome: Discuss the 2019 death of Eric Garner and subsequent events. • Assessment: Assignment #6
Week 9	IDENTIFY AND DISCUSS SIGNIFICANT LAW ENFORCEMENT EVENTS THAT INFLUENCED POLICE-COMMUNITY RELATIONS • Material Covered: FBI Records: The Vault, https://vault.fbi.gov/rodney-king/rodney-king-part-01-of-24/view • Student Outcome: Discuss the 1991 arrest of Rodney King and subsequent events. • Student Outcome: Define double jeopardy and vicarious liability • Student Outcome: Discuss the 2009 arrest of Professor Henry Louis Gates and subsequent events. • Student Outcome: Discuss the 2014 police shooting of Michael Brown and subsequent events. • Student Outcome: Discuss the 2015 police shooting of Walter Scott and subsequent events. • Student Outcome: Discuss the 2019 death of Eric Garner and subsequent events. • Assessment: Assignment #7

Week 10	RAMIFICATION OF LOST COMMUNITY TRUST Material Covered: Police officers' views before and after Ferguson counter accuracy of Ferguson effect, https://www.eurekalert.org/news-releases/558223 • Student Outcome: Discuss individual and group violence towards police officers. • Student Outcome: Describe the “Ferguson Effect”. • Student Outcome: Discuss officer discipline (civil and criminally). • Student Outcome: Describe typical and excessive officer turnover. • Student Outcome: Discuss defunding police and removing their qualified immunity status. • Assessment: Quiz #2
Week 11	RAMIFICATION OF LOST COMMUNITY TRUST • Material Covered: Qualified Immunity, https://www.law.cornell.edu/wex/qualified_immunity • Student Outcome: Discuss individual and group violence towards police officers. • Student Outcome: Describe the “Ferguson Effect”. • Student Outcome: Discuss officer discipline (civil and criminally). • Student Outcome: Describe typical and excessive officer turnover. • Student Outcome: Discuss defunding police and removing their qualified immunity status. • Assessment: Assignment #8
Week 12	REGAINING/GROWING/MAINTAINING COMMUNITY TRUST • Material Covered: Body-Worn Cameras: What Evidence Tells Us, https://nij.ojp.gov/topics/articles/body-worn-cameras-what-evidence-tells-us • Student Outcome: Describe negative and positive police cultures within an agency. • Student Outcome: Compare and contrast police policies with patterns and practices. • Student Outcome: Identify methods of growing community trust. • Student Outcome: Compare and contrast agency transparency with Individual rights. • Student Outcome: Describe the potential benefits of community surveys. • Assessment: Assignment #9

Week 13	REGAINING/GROWING/MAINTAINING COMMUNITY TRUST • Material Covered: NIJ Code of Silence, https://hgtc.desire2learn.com/d2l/le/content/1001672/viewContent/6339655/view • Student Outcome: Describe negative and positive police cultures within an agency. • Student Outcome: Compare and contrast police policies with patterns and practices. • Student Outcome: Identify methods of growing community trust. • Student Outcome: Compare and contrast agency transparency with Individual rights. • Student Outcome: Describe the potential benefits of community surveys. • Assessment: Exam #2
Week 14	COMMUNITY ORIENTED POLICING 2.0 • Material Covered: Community Policing: Looking to Tomorrow, https://www.masc.sc/SiteCollectionDocuments/Public%20Safety/community%20policing.pdf • Student Outcome: Discussed lessons learned from improper community interactions. • Student Outcome: Describe the future of COP and potential focuses. • Student Outcome: Describe how strategic planning and community involvement supports COP. • Student Outcome: Identify and describe core principles of positive COP efforts. • Assessments: Assignment #10
Week 15	COMMUNITY ORIENTED POLICING 2.0 • Material Covered: Community Policing: Looking to Tomorrow, https://www.masc.sc/SiteCollectionDocuments/Public%20Safety/community%20policing.pdf • Student Outcome: Discussed lessons learned from improper community interactions. • Student Outcome: Describe the future of COP and potential focuses. • Student Outcome: Describe how strategic planning and community involvement supports COP. • Student Outcome: Identify and describe core principles of positive COP efforts.

	• Assessment: Final Exam
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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*

Tests	40%
Assignments	60%
	100%

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

GRADING SYSTEM:

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

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

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 – Return to Title IV Funds, once a

student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student, and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

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

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

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

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

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

STUDENT INFORMATION CENTER – TECH Central:



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

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.

3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit the [Tech Central website](#) for more information. Live Chat and Center locations are posted on the website. You may also call (843) 349-5199.



HGTC LIBRARY:

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

STUDENT TESTING:

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

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

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

When proctoring is required and is not provided by the course instructor in the classroom, students may complete their test face-to-face at an [HGTC Testing Center](#) or another approved testing site, or online using HGTC's online proctoring provider. For more information about available proctoring options, visit the [Online Testing](#) section of the HGTC Testing Center webpage.

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

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

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

DISABILITY SERVICES:

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

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

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

COUNSELING SERVICES:

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

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

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

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's age, race, color, sex, religion, national origin, disability, and genetic

information or any other protected classes deemed unlawful under State or Federal law that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

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

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

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

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

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

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

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

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

PREGNANCY ACCOMMODATIONS

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

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

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

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

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