



INSTRUCTIONAL PACKAGE

CRJ 281
Police Science I

Effective Term
Fall 2024/Spring 2025/Summer 2025

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

COURSE PREFIX: CRJ 281

COURSE TITLE: Police Science I

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

As a part of the statewide Police Pre-Academy Training (PPAT), this course is designed to provide the skills and knowledge equivalent to one of the first four (4) weeks of the Basic Law Enforcement Training at the South Carolina Criminal Justice Academy.

COURSE DESCRIPTION:

Course topics include but are not limited to: Basic Collision Investigation, Uniform Traffic Ticket, Vehicle Tactics, and Mind Armor. After successful completion of this course, students will be eligible to complete the SCCJA certification exam for these instructional blocks.

PREREQUISITES/CO-REQUISITES:

As required for admission to the PPAT.

REQUIRED MATERIALS:

South Carolina Criminal Justice Academy Manual

ADDITIONAL REQUIREMENTS:

CRJ 284 – Police Science IV does not have additional costs other than tuition and fees.

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.

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 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 **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, 2024-2025, pp. 36-40). Please see the Instructor's Addendum for further information.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

UNIT I – INTRODUCTION TO CRIMINAL LAW:

- **Student Outcome:** Recognize important historical events that occurred between 1776 and 1791 that significantly impacted decisions leading to the ratification of the Constitution and Bill of Rights.
- **Student Outcome:** Identify the Amendments that make up the Bill of Rights and Protections afforded by the 1st, 4th, 5th, and 6th Amendments.
- **Student Outcome:** Identify the 14th Amendment and what it means for “due process of law.”
- **Student Outcome:** Identify the separation of powers concept and determine its application to the three branches of government and their functions. Identify which branch of government law enforcement belongs to, and “Peel’s Principles of Modern Law Enforcement.”
- **Student Outcome:** Recognize the importance of the South Carolina State Constitution and the organization of the U.S. Supreme Court.
- **Student Outcome:** Define “case law” and identify which courts give us binding case law.
- **Student Outcome:** Identify sources of legal information and what is meant by the phrase “elements of an offense.”

UNIT II – FIRST AMENDMENT ISSUES:

- **Student Outcome:** Define “fighting words” and identify their relevance for law enforcement.
- **Student Outcome:** Identify the forms of speech that are protected under the First Amendment when directed at law enforcement.
- **Student Outcome:** Identify the forms of speech that are not protected under the First

Amendment when directed at law enforcement.

- **Student Outcome:** Recall what Texas v. Johnson means for First Amendment protection of expressive conduct.
- **Assessment:** Quiz #1

UNIT III - BASIC PATROL OPERATIONS

- **Student Outcome:** Identify the impact proper patrol tactics and procedures have on the community and its citizens during daily operations.
- **Student Outcome:** Identify the importance of prior preparation before beginning patrol operations.
- **Student Outcome:** Identify the duties and responsibilities of a patrol officer.
- **Student Outcome:** Identify the proper procedures when using a public safety radio.
- **Student Outcome:** Define lost or missing persons.
- **Student Outcome:** Identify different categories of lost or missing persons
- **Student Outcome:** Identify common types of reactions demonstrated by lost persons and the impact on search strategies.
- **Student Outcome:** Identify abnormal behaviors demonstrated by lost or missing persons.
- **Student Outcome:** Identify different violations of weapons law in South Carolina.
- **Student Outcome:** Identify common characteristics of armed gunmen.
- **Assessment:** Quiz #2

UNIT IV – CHILD ABUSE

- **Student Outcome:** Define “child” according to Title 63 of the South Carolina Code of Laws.
- **Student Outcome:** Define “child abuse,” “neglect,” and “excessive corporal punishment” according to Title 63 of the South Carolina Code of Laws.
- **Student Outcome:** Explain the dynamics of the maltreatment of children.
- **Student Outcome:** List the procedures to be used when investigating child abuse cases.
- **Student Outcome:** Identify initial interview techniques to be used with children.
- **Student Outcome:** Identify the legal aspects of dealing with child abuse cases.
- **Student Outcome:** Identify the various offender registries.
- **Student Outcome:** Explain “sextortion” and tactics used by offenders.
- **Assessment:** Quiz #3

UNIT V – TRAFFIC LAWS

- **Student Outcome:** Identify the processes of enacting traffic laws and the courts that have jurisdiction over each law.
- **Student Outcome:** List various traffic laws.

UNIT VI – STRATEGIES OF ARREST

- **Student Outcome:** Identify criminal activity and arrest situations frequently encountered in South Carolina.
- **Student Outcome:** Describe a suspect's potential reactions to an arrest.
- **Student Outcome:** Identify the three elements of planning a successful arrest.
- **Student Outcome:** Identify the proper use of contact and cover officer principles.
- **Student Outcome:** Describe the three stages of an arrest.
- **Student Outcome:** Describe different types of searches and their applications.
- **Student Outcome:** Identify various types of restraining devices and their application when transporting a prisoner.
- **Student Outcome:** Identify locations and situations from which prisoners are transported.
- **Student Outcome:** Identify preparatory steps for transporting a prisoner.
- **Student Outcome:** Identify general considerations to employ during prisoner transport.
- **Student Outcome:** Identify when the patrol vehicle is the primary means of transport.
- **Student Outcome:** Identify the recommended seating arrangements for officers and prisoners.
- **Student Outcome:** Demonstrate understanding of strategies and tactics of arrest.
- **Assessment:** Quiz #4

UNIT VII – MENTAL ILLNESS

- **Student Outcome:** Define mental illness.
- **Student Outcome:** Identify stigma as it relates to law enforcement and discuss its significance for responding officers.
- **Student Outcome:** Cite the history of handling those with mental illness.
- **Student Outcome:** Describe the major mental health conditions.
- **Student Outcome:** Identify behavioral indicators of persons suffering from certain forms of mental illness.
- **Student Outcome:** Describe intervention considerations when handling a call involving someone who is mentally ill.
- **Student Outcome:** List recommended intervention and de-escalation techniques for

dealing with an individual experiencing a mental health crisis.

- **Student Outcome:** List disposition considerations when handling a mental health crisis.
- **Student Outcome:** List applicable statutes identified in the SC Code of Laws for law enforcement handling persons with mental illness.
- **Student Outcome:** Identify common disorders that affect memory and special considerations for a response.
- **Student Outcome:** Identify disorders commonly diagnosed during childhood and special considerations for response.
- **Assessment:** Quiz #5

UNIT VIII - SEXUAL ASSAULT AND DNA

- **Student Outcome:** Describe the historical evolution of rape.
- **Student Outcome:** Discuss motives and objectives associated with a rapist assailant.
- **Student Outcome:** Identify definitions and terms associated with South Carolina sexual assault statutes.
- **Student Outcome:** List other behaviors related to sexual contact and criminal activity as it relates to sexual assaults.
- **Student Outcome:** List common myths associated with the crime of sexual assault.
- **Student Outcome:** List specific types of sexual assaults.
- **Student Outcome:** Identify South Carolina's statutes that relate to marital rape.
- **Student Outcome:** Identify substances used during drug-facilitated sexual assaults.
- **Student Outcome:** Identify the emotional stages of a sexual assault victim.
- **Student Outcome:** Discuss the elements of Rape Trauma Syndrome.
- **Student Outcome:** Describe the emotions of family members of a sexual assault survivor.
- **Student Outcome:** Identify the responsibilities of the first responder and list suggested interviewing techniques.
- **Student Outcome:** Define Deoxyribonucleic Acid (DNA).
- **Student Outcome:** Discuss South Carolina's DNA database statute.
- **Student Outcome:** Identify SLED guidelines for collection and preservation of crime scene evidence in sexual assault cases.
- **Student Outcome:** List considerations and processing procedures of the physical location, victim's body, and suspect's body in sexual assault cases.
- **Student Outcome:** Discuss the significance of the "Medicolegal" exam as defined by the South Carolina statute.
- **Student Outcome:** Discuss the SC Sex Offender Registry and requirements for registration.
- **Student Outcome:** Participate in critical thinking scenarios.

- **Assessment:** Quiz #6

UNIT IX - Oleoresin Capsicum Utilization for Law Enforcement

- **Student Outcome:** Identify historical developments in chemical agents.
 - **Student Outcome:** Identify the physiological and psychological effects of OC chemical agents.
 - **Student Outcome:** Identify post-exposure care and first aid for OC.
 - **Student Outcome:** Identify the risk factors for Sudden In-Custody Death (SIDS) and the primary causes.
 - **Student Outcome:** Identify the various canister configurations, spray patterns, and target effectiveness.
 - **Student Outcome:** Identify Scoville Heat Units (SHUs) and how they relate to the intensity of an OC aerosol.
 - **Student Outcome:** Identify the effects of the concentration levels of OC aerosols.
 - **Student Outcome:** Identify the general guidelines for using an OC aerosol.
 - **Student Outcome:** Demonstrate proper grip of the OC canister.
 - **Student Outcome:** Demonstrate the proper defensive position when spraying OC.
 - **Student Outcome:** Demonstrate the methods of carrying OC spray.
 - **Student Outcome:** Demonstrate the proper methods of drawing OC spray from the carrier.
 - **Student Outcome:** Demonstrate proper engagement and targeting techniques.
 - **Student Outcome:** Demonstrate countermeasures that can be used to effectively prevent or survive a direct exposure of OC from a suspect.
 - **Student Outcome:** Demonstrate the ability to function after a live exposure to OC spray.
 - **Student Outcome:** Demonstrate the ability to decontaminate an individual who has received a live agent exposure to OC spray.
- **Assessment:** SCCJA Block #1 Test

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*

Quizzes	30%
SCCJA Test	<u>70%</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 or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email 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.



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 are equipped with computers to support academic research and related school work; printing is available as well. Visit the

[Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, 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 Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to 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. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

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:

Horry-Georgetown Technical College shall not discriminate in employment or personnel decisions or in student admissions or in student decisions, or in all other segments of the College community 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 the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, tamatha.sells@hgtc.edu or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: OCR@ed.gov).

Other 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 & 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.

Other 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, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, melissa.batten@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 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).

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, tamatha.sells@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](#).