



INSTRUCTIONAL PACKAGE

CRJ 283
Police Science III

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 283

COURSE TITLE: Police Science III

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: Report Writing, Interviewing, Officer Survival, Drug Enforcement, and Crime Scene and Physical Evidence. 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 283 – Police Science III 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 – ACTIVE SHOOTER

- **Student Outcome:** Student Identify the terms and definitions: active shooter, barricaded suspect, traditional deployment, rapid deployment, and timeline of violence and incident transition.
- **Student Outcome:** Identify the difference between active shooter vs. hostage/barricaded suspect(s).
- **Student Outcome:** Identify ways of preparing for an active shooter situation.
- **Student Outcome:** Identify and demonstrate initial deployment procedures to include en-route tasks and procedures when arriving on scene.
- **Student Outcome:** Identify and demonstrate one, two, three, and four officer deployment, movement, and searching/clearing and discuss breaching techniques.
- **Student Outcome:** Identify and demonstrate proper tactics and techniques when coming into contact with a suspect(s).
- **Student Outcome:** Identify the survival mindset.
- **Student Outcome:** Identify improvised explosive device procedures.
- **Student Outcome:** Demonstrate an understanding of these concepts through practical application exercises.

UNIT II – PREJUDICE AND PERSONALITY

- **Student Outcome:** List the characteristics of culture.
- **Student Outcome:** Explain the differences between prejudice, intolerance, and stereotypes and recognize examples of each.
- **Student Outcome:** Explain why it is important for a police officer to understand hate crimes, why people commit them, and how the officer should properly handle a call involving a hate crime.

- **Student Outcome:** Describe the various personality types based on the True Colors test.
- **Student Outcome:** Discuss the three generations and describe how understanding each can assist law enforcement officers in working together.
- **Student Outcome:** Discuss various personality and prejudicial issues in a group setting.
- **Assessment:** Quiz #1

UNIT III – REPORT WRITING

- **Student Outcome:** Describe the elements of a law enforcement report.
- **Student Outcome:** Identify the components of a good report.
- **Student Outcome:** List steps of successful report writing.
- **Student Outcome:** Discuss the importance of field notes.
- **Student Outcome:** Identify the elements of the report writing checklist.
- **Student Outcome:** Identify the parts of the incident report.
- **Student Outcome:** Demonstrate the ability to complete an incident report by participating in an in-class practical exercise.
- **Assessment:** Quiz #2

UNIT IV - INTERVIEWING

- **Student Outcome:** Define terms associated with law enforcement street encounters.
- **Student Outcome:** Identify categories of persons interviewed by law enforcement.
- **Student Outcome:** Recognize the significance of providing detailed physical descriptions and list identifying characteristics.
- **Student Outcome:** Identify the three classifications of interviews.
- **Student Outcome:** Identify physical and physiological reactions of the interviewee.
- **Student Outcome:** Identify some methods of detecting untruthful behavior.
- **Student Outcome:** Discuss specific considerations that affect the interview process.
- **Student Outcome:** Identify additional resources that could provide information relevant to conducting an interview.
- **Student Outcome:** Identify best practices while conducting the field interview.
- **Student Outcome:** List methods of taking statements.
- **Student Outcome:** Identify the recommended order of progression for an initial interview.
- **Student Outcome:** Demonstrate through practical exercise the correct methods and techniques for conducting a field interview and documenting information on a report (practical exercise done in conjunction with report writing).
- **Assessment:** Quiz #3

UNIT V – VULNERABLE ADULT

- **Student Outcome:** Identify the purpose of the Omnibus Adult Protection Act and where it is located in the South Carolina Code of Laws.
- **Student Outcome:** Identify the definitions listed in the Omnibus Adult Protection Act specific to Abuse, Caregiver, Exploitation, Facility, Investigative Entity, Neglect, Physical Abuse, Psychological Abuse, and Vulnerable Adult.
- **Student Outcome:** Explain four dynamics of vulnerable adult victimization.
- **Student Outcome:** Identify investigative and reporting requirements for law enforcement officers when responding to vulnerable adults and the associated penalties for abuse, neglect, and exploitation.
- **Student Outcome:** Explain how to properly apply emergency protective custody to vulnerable adults.
- **Assessment:** Quiz #4

UNIT VI – OFFICER SURVIVAL ON AND OFF DUTY

- **Student Outcome:** Identify common statistically supported situations involving legal issues, police lawsuits, assaults, and killings.
- **Student Outcome:** Identify specialized police equipment that can be used to mitigate officer injury (soft body armor, backup guns, flashlight, etc.).
- **Student Outcome:** Identify the impact distance between the officers and their assailants has on officers killed in the line of duty.
- **Student Outcome:** Identify reasons and causes of officer deaths nationwide.
- **Student Outcome:** Identify the responsibilities of the contact officer and cover officer.
- **Student Outcome:** Identify types of officer ambushes and various countermeasures (tactics and options if assaulted).
- **Student Outcome:** Identify deadly mistakes and tactical errors that decrease officer survivability.
- **Student Outcome:** Identify proper countermeasures when attacked by an assailant with an edged weapon.
- **Student Outcome:** Identify how to respond to crimes while on-duty in plainclothes or off-duty.
- **Student Outcome:** Identify proper considerations and tactics for engaging in an incident off-duty.
- **Student Outcome:** Identify the Golden Rule when confronted by uniformed officers in plainclothes or armed off duty.
- **Student Outcome:** Students will participate in scenario-based, critical thinking exercises to stimulate thinking and demonstrate proper decision-making skills in officer survival exercises.

UNIT VII – DRUG ENFORCEMENT

- **Student Outcome:** Identify South Carolina controlled substance statutes located in SC Code of Laws Title 44 Chapter 53 related to drug enforcement and explain the use of SC Code of Laws in obtaining arrest warrants.
- **Student Outcome:** Identify common pharmaceutical and street-level drugs in terms of packaging, weights, paraphernalia, dangers, unusual odors, and explain the use of drug field kits.
- **Student Outcome:** Identify basic tactics and techniques that relate to drug enforcement, including arrest, chain of custody, preserving evidence and personal property, aiding other law enforcement agencies, investigating issues involving drugs, and referring to the SC Code of Laws for obtaining arrest warrants.
- **Student Outcome:** Demonstrate how to investigate criminal activity, gather facts and information, make an arrest, collect evidence, and document drug-related activity.
- **Assessment:** Quiz #5

UNIT VIII – CRIME SCENE AND PHYSICAL EVIDENCE

- **Student Outcome:** Understand the techniques applicable to APC regarding potential crime scenes.
- **Student Outcome:** Recognize the types of crime scene locations commonly encountered.
- **Student Outcome:** Identify and explain legal issues that govern crime scene searches.
- **Student Outcome:** Identify the duties of the first responder.
- **Student Outcome:** Define crime scene.
- **Student Outcome:** Discuss the definition of evidence and the types of evidence often encountered.
- **Student Outcome:** Discuss the value of physical evidence and preservation techniques.
- **Student Outcome:** Discuss photographic documentation, search patterns, and crime scene sketches
- **Student Outcome:** Discuss basic evidence processing techniques for common first responder incidents
- **Student Outcome:** Identify the processes for packaging and collecting evidence.
- **Student Outcome:** Explain the chain of custody, evidence integrity, and their importance.

UNIT IX – HAZMAT

- **Student Outcome:** Identify the components of fire.
- **Student Outcome:** Discuss the selection of the proper fire extinguisher.
- **Student Outcome:** Explain the PASS method of fire extinguisher use.
- **Student Outcome:** Identify hazardous materials and the risk they pose.
- **Student Outcome:** Recognize and explain the need to survey incidents from a safe location.

- **Student Outcome:** Explain and cite the role of the first responder.
- **Student Outcome:** Analyze incidents and identify the potential hazards by using the placard and label system.
- **Student Outcome:** Analyze incidents and identify the potential hazards by using the DOT **Student Outcome:** Emergency Response Guidebook.
- **Student Outcome:** Identify transportation shipping papers and the possible locations if the vehicle operator is incapacitated.
- **Student Outcome:** Identify material safety data sheets (MSDS) and where they are used.
- **Student Outcome:** Identify proper procedure to use when using Personal Protective Equipment (PPE).
- **Assessment:** Quiz #6
- **Assessment:** SCCJA Block #3 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](#).