



One College Drive, Blythe CA 92225
(760) 921-5500

Course Control Number: CCC000396996		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	3/14/2019	4/16/2019
Correspondence Ed.		
Distance Ed.	3/14/2019	4/16/2019

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: William J. Smith			
CB01 - Subject and Course #: CRJ 130			
CB02 - Course Title: Alcohol, Narcotics and Drug Abuse			
New Course: <input type="checkbox"/>		Non-Substantial: <input checked="" type="checkbox"/>	
		Substantial: <input type="checkbox"/>	
Articulation Request: <input type="checkbox"/> UC		<input checked="" type="checkbox"/> CSU	
		<input type="checkbox"/> CSU-GE	
		<input type="checkbox"/> IGETC	
Lecture Hours: 54		Laboratory Hours:	
		Clinical/Field Hours:	
CB06/CB07: Course Units: 3.0			
Prerequisites:			
Co-requisites:			
Advisories:			
CB03 - TOP Code:		2105.00 - Administration of Justice	
CB04 - Credit Status:		D - Credit - Degree Applicable	
CB05 - Transfer Status:		B - Transferable to CSU only	
CB08 - Basic Skills Status:		N - Course is not a basic skills course	
CB09 - SAM Priority Code:		B - Advanced Occupational	
CB10 - Cooperative Work:		N - Is not part of Cooperative Work Experience Education Program	
CB11 - Course Classification:		Y - Credit Course	
CB13 - Approved Special:		N - Course is not a special class	
CB21 - Prior Transfer Level:		Y - Not Applicable	
CB22 - Noncredit Category:		Y - Credit Course	
CB23 - Funding Agency:		Y - Not Applicable	
CB24- Program Status:		1 - Program Applicable	
Transfer Request:		A= UC and CSU	

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

- Face-to-Face – Section B
- Correspondence Education – Section C
- Distance Education – Section D

JUSTIFICATION OF NEED:

CRJ 130 satisfies a requirement for the AS in Criminal Justice.

CATALOG DESCRIPTION:

Introduction to the problems of substance abuse. History and classification of drugs and abuse. Designed to equip human service workers and the general public to gain knowledge of the issues involved in drug abuse. This course may be offered as Pass/No Pass.

COURSE OBJECTIVES:

1. Define the different behaviors that are created by taking different drugs.
2. Discuss licit drugs: alcohol, nicotine, caffeine, and prescription and counter drugs.
3. Distinguish the different types of illicit drugs by their packaging and appearance.
4. Define and differentiate the symptoms of a person that is under the influence of a central nervous stimulant and/or narcotic.
5. Analyze the different symptoms a person displays when under the influence of the different types of drugs.
6. Describe the long term effects of illicit and licit drugs.

STUDENT LEARNING OUTCOMES:

1. Analyze the different symptoms a person displays when under the influence of the different types of drugs, e.g., barbiturates.
2. Describe the long-term effects of legal and illegal drugs.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

1. Drugs and Behavior Today
 - a. Basic terminology concerning drugs
 - b. Present-day statistics of drug use in the United States
 - c. The origins and history of drugs
 - d. Reasons for drug taking behavior
2. How Drugs Work in the Body and on the Mind
 - a. The ways drugs enter and exit the body
 - b. Tolerance effects and psychological dependence
3. The Major Stimulants: Cocaine and Amphetamines
 - a. The history of cocaine and amphetamines
 - b. Patterns of cocaine and amphetamines
4. The Major Narcotics: Opium, Morphine and Heroin
 - a. The history of opium and opium-derived
 - b. Patterns of heroin abuse
 - c. Treatment strategies for heroin dependence
5. LSD and Other Hallucinogens
 - a. The history of LSD
 - b. Facts and fiction about LSD effects
 - c. Prominent hallucinogens other than LSD

6. Marijuana
 - a. The history of marijuana and other cannabis products
 - b. Long term effects of marijuana
 - c. Patterns of marijuana abuse

7. Anabolic Steroids and Drug Abuse in Sports
 - a. The history of drug abuse in sports
 - b. How anabolic steroids work
 - c. Patterns of steroid abuse

8. Alcohol: Social Beverage, Social Drug
 - a. How alcoholic beverages are produced
 - b. History of alcohol
 - c. Acute physiological and behavioral effects of alcohol
 - d. Strategies for responsible alcohol consumption

9. Nicotine and Tobacco
 - a. The present day tobacco
 - b. Nicotine as a stimulant drug
 - c. Patterns of tobacco use

10. Prescription and Over the Counter Drugs
 - a. The distinction between prescription and OTC drugs
 - b. Weight loss aids, sleep aids, and cough and cold remedies

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

Read textbook and selected articles and publications. Assign chapter/SLO's and test. Students will be prepared to discuss chapter in class.

4. Examples of writing assignments:

Discuss the advantages and disadvantages of methadone maintenance treatment option for heroin abuse. Explain how buprenorphine treatment is different from traditional maintenance programs. APA Style 2-4 pages

5. Appropriate assignments to be completed outside of class:

6. Appropriate assignments that demonstrate critical thinking:

The list of celebrities who have died under drug-related circumstances (page 33 of the text) does not include those cases in which the

contributing reason was the consumption of alcohol or tobacco. Research one or two instances in which a well-known person has died from the toxic effects of these two products (acute or chronic toxicity in the case of alcohol, chronic toxicity in the case of tobacco). A discussion can ensue concerning instances of drug toxicity not only involving well-known personalities but also people in their families or acquaintances of theirs. Some possible examples are Yul Brynner (lung cancer, tobacco), John Wayne (lung cancer, tobacco), Peter Jennings (lung cancer, tobacco), Walt Disney (lung cancer, tobacco), Edward R. Murrow (lung cancer, tobacco), and Mickey Mantle (cirrhosis, alcohol). 2-3 pages in length.

7. Other assignments (if applicable):

As appropriate by the instructor.

Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

Methods of instruction, as determined by each instructor, may include lecture, lecture/discussion, discussion seminar, lab/workshop combinations, audio-visual modules, field trips, and any other unique instructional strategies as shall be determined by instructor.

2. Describe the methods of evaluating of student performance.

Objective and subjective examinations/quizzes, case analysis, projects, homework assignments, in class exercises/presentations.

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

Hybrid correspondence education

is the combination of correspondence and face-to-face interaction between instructor and student.

1. Describe the methods of instruction.

2. Describe the methods of evaluating student performance.

3. Describe how regular, effective contact between the instructor and a student is maintained.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

6. Describe how the confidentiality of the student's work and grades will be maintained.

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education

is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction

is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

Methods of instruction for this course taught via online, ITV, or hybrid instruction may include, but are not limited to: instructional materials delivered by online interface ("The Bridge"), email correspondence, private consultation, voicemail, video presentations and instruction by computer-aided projects.

2. Describe the methods of evaluating of student performance.

Students enrolled in this course via distance education will be graded based on their performance in the following areas: exams, exercises from the lab manual, internet exercises, and short essays.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Daily, weekly or biweekly contact between the instructor and student is conducted via the exchange of discussions, chats, forum threads, exercises and reading activities. The course materials are distributed to individual students via the online interface ("The Bridge"), completed and then graded by the instructor. The instructor makes comments, instructional advice and notes on the materials and returns the graded work to the student for evaluation and subsequent learning. Following each exam, the student is provided with a progress report allowing the student to know with certainty his or her standing in the course. Additionally, the online interface provides a grade book function allowing the students to follow their standing within the class.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

This course requires specialized computer equipment including but not limited to the following:

1. Open access to a computer,
2. Open access to the Internet,
3. Word processing software and knowledge of how of its use,
4. ITV stations in each location,
5. Smartboards in each location, and
6. Access to and knowledge of email functions

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

Drugs, Society, and Criminal Justice 4th ed 2016
Levinthal, Charles F.
ISBN: 978-0-13-380258-0

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____