New Career and Technical Education Program – Stage 2: Proposal

This content will be added to the stage 1 document, and that document title will be changed from "concept" to "proposal."

Table of Contents

Working Program Title(s)

Community Health Certificate of Completion

Accreditation

Is there an accreditation association that aligns with the program? If yes, answer the following:

1. What is the name of the accrediting body or bodies?
    a. No, there is not an accrediting body; however, there is an *overseeing* body, the Oregon Health Authority (OHA) Traditional Health Worker (THW) Commission.
    b. OHA approves training providers through an application process. COCC is approved to provide Peer Support Specialist and Community Health Worker trainings. https://www.oregon.gov/oha/OEI/Pages/THW-Training-Programs.aspx COCC will need to maintain an application and approval to teach these courses as well as Continuing Education units for these two workforce types. As an approved training, students will receive a certificate of the training and will be able to register with the state in the Traditional Health Worker Medicaid registry.
2. Will this program seek accreditation? If no, why not. If yes, what is the cost (budget and time) to seek accreditation? NA. No accreditation is needed. Maintaining OHA approval to train is only needed.

Advisory Board Collaboration

We convened the following workgroup to inform this proposal. From this group, we will identify a final group that will serve as the advisory board. This group participated in a work session to discuss the creation of a program and its associated degree. They provided input on the need for community health positions locally and information on what should be included in the degree pathway.

Nancy Burham	PacificSource
John Parsons	Oregon Health Authority
Owen Murphy	COCC faculty - HHP
Kayt Vallis	COCC student
Katie Russell	Confederate Warm Springs Wellness Center
Katie Plumb	Crook County Health Department Director
Jenny Cruickshank	COCC faculty - HHP
Julie Downing	COCC Dean

Tony Russell	COCC Dean
Amy Howell	COCC faculty – Early Childhood Education
Sarah Baron	COCC faculty - HHP
Carmen Madrid	Central Oregon Health Council
Jessice Jacks	Deschutes County Public Health
Erin Collins	Peaceful Presence, Community Based Organization
Elaine Knobbs -Seacholtz	Mosaic Medical
Kristen Porterfield	Oregon Child Development Coalition
Sareli Beltran	Early Learning of Hub Central Oregon
Adam Dickey	East Cascades Works COBHC
Aimee Synder	Deschutes County Public Health
Tom Kuhn	Deschutes County Public Health
Katrina Vaadis	High Desert Food & Farm Alliance
Brenda Coimine	Early Learning Hub of Central Oregon

Zooming in

Larry Kogovsek	Cascades Self Help and Peer Support
Shannon McGivney	East Cascades Works
Wayne Miller	Warm Springs Tribe
Miguel Herrada	PacificSource
Sarah Holloway	PacificSource

Alignment

College Mission

Central Oregon Community College promotes student success and community enrichment by providing quality, accessible, lifelong educational opportunities. This degree will line up with local community health needs and provides community enrichment that addresses health and well-being. The degree will support lifelong education by providing access to local OHA-approved classes and classes that support workforce development and lifelong learning. Individuals currently working in health care can stack these credentials onto their existing qualifications.

Strategic

Identify strategic alignments, such as the strategic plan, academic master plan, state (HECC/CCWD) priorities, workforce initiatives, public education initiatives, etc.

This certificate will address these issues by increasing local training of public health professionals and providing options for entry-level public health workforce. These trained, local workers will fill an immediate need for entry-level public health positions and will build the future public health workforce in Central Oregon. Central Oregon Community College will build upon established programs and initiatives to expand and support community health in Central Oregon.

Capacity

Program Director

Sarah Baron

Load

Mature program enrollment may need fewer than five new sections.

Budget

Expenses

EXPENSE	First Year *Reallocation*	First Year *New*	Second Year *Reallocation*	Second Year *New*	Third Year *Reallocation*	Third Year *New*
Personnel	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Hardware	0	0	0	0	0	0
Software	0	0	0	0	0	0
Materials	0	0	0	0	2,000	2,000
Curriculum	0	0	0	0	0	0
Other capital	0	0	0	0	0	0
Accreditation	0	0	0	0	0	0
Other	0	0	0	0	5,000	5,000
Total	0	0	0	0	7,000	7,000

Revenue

COCC received $383,096 from Deschutes County American Rescue Plans specifically allocated to develop a workforce pathway in public health. An additional $10,000 was secured from PacificSource for class and degree development. A private funder has provided $50,000 for the development of the community health pathway and an additional $20,000 for rural health development. The funding will end around 2024. In years three and four, a small budget will be needed to support community partnership expertise and materials for advisory group meetings. Examples of this would include independent contractors to review curriculum and/or development of new curriculum to meet workforce needs. These content experts could be current Peer Support Specialist and Community Health Worker employers

reviewing curriculum and/or providing specific workforce trainings to meet OHA requirements. Funding will support this OHA requirement to include community-based organization members in regular content review and ongoing training mandates. This also ensures community stakeholder support.

This certificate will also generate additional enrollment by opening a pathway to those already in the workforce or as a degree to complement another academic area. Ideally, it will increase enrollment overall.

Student Aid

Grant funding above includes over $100,000 plus for scholarships for community health workers. This grant funding is for approximately two years and will end in 2024 approximately. There is also an endowment with the foundation to offset student scholarships and general support for students who are entering in to the field as community health workers. Examples of grant support include stipends for internships, scholarships for classes, module development for the state of Oregon, and stipends for transportation.

Catalog Description(s)

Provide a catalog description for each award proposed. New program proposals require a catalog description that explains the award's purpose and transfer or employment goals. Descriptions have a 1500 character maximum and limited to one or two paragraphs. They should help students differentiate between similar programs and should not be identical for multiple programs in a discipline. Do not include information about admissions, program requirements, prerequisites, or format.

The Community Health Certificate of Completion prepares students to work in the fields of public health, health care, and community-based organizations. Jobs in this field include health outreach and education, sustainable practices, peer-centered support, and case management, and client and community-based advocacy. Graduates work to reduce unequal rates of illness and death between different communities and to promote health equity or justice, prioritizing communities with the greatest health risks. The certificate is a step along the pathway to the Public Health Associate of Arts Oregon Transfer.

Design

Program Learning Outcomes

1. Demonstrate knowledge of available community resources to support a person's health goals.

2. Model professional skills necessary for employment in the community health field.

3. Create a client behavioral change action plan based on interview strategies and coaching techniques.

4. Explain the importance of understanding complex practices, values, beliefs and culturally and historically defined differences within the context of community health.

5. Demonstrate entry-level proficiency in Oregon Health Authority Traditional Health Worker core competencies for working effectively with diverse individuals, groups, and communities.

Courses

Course Name	Credits
HHP 100 Introduction to Public Health (4 credits)	4
Choose 2 courses from the following: (6-8 credits) • HHP 210 Introduction to the Health Care System (3 credits) • HHP 283 Introduction to Alternative Medicine (4 Credits) • HHP 242 Stress Management (3 Credits) • HHP 231 Human Sexuality (3 credits) • SUS 101 Introduction to Sustainability (4 Credits)	6-8
HHP 110 Public health professionals (1 credit)	1
HHP 248 Health Psychology (4 credits)	4
Choose 1 course from the following: (4 credits) • HHP 228 Health and Social Justice (4 credits) **OR** • HHP 268 Sustainable Food and Nutrition (4 credits)	4
Choose 1 course from the following: (4-6 credits) • HHP 282 Foundations of Community Health Worker (6 credits) **OR** • HHP 2XX Peer Support Specialist Class (4 credits)	4-6
Choose 1 course from the following: • HHP 281 Practicum Fieldwork (1 to 4 credits) **OR** • HHP 2XX Public Health Systems (4 credits)	4
HHP 267 Wellness Coaching Fundamentals	3
HHP 295 Health and Fitness (3 Credits)	3
Support Courses	

Choose 1 course from the following: • Communication: BA 214 Business Communications **OR** • WR 121 Academic Composition (3-4 credits)	3-4
Choose 1 course from the following: • Computation: MATH 105 Math and Society (4 credits) **OR** • Any course listed in the computation category of related instruction (3-4 credits)	3-4
Choose 1 course from the following: • Human Relations: BA 178 Customer Service (3 credits) **OR** • Any course listed in the human relations category of related instruction (3-4 credits)	3-4
TOTAL	45-46

Effective Year and Term

Practice is that new programs are effective the fall following approval. If a different year and term are desired, identify those here and provide a rationale.

Enrollment Options

☐ Rolling entry (students can begin any term)
☒ Rolling entry (students can begin any term except summer)
☐ Cohort program (a group of students have the same schedule throughout program)
☒ Part-time and full-time attendance options available
☐ Full time attendance in cohort or core courses required
☐ Program begins every fall term
☐ Program begins every other year in fall term
☐ Program begins in fall (daytime courses) and spring (evening courses)
☐ Program orientation course required in first term
☐ Courses must be sequenced carefully; work closely with an advisor

Internal Impacts

Identify impacts to the following areas. If none, write "none."

Admissions and Records: It will impact options for students and will be an additional certificate choice.

Advising: This will be a new degree to promote.

Bookstore: Little impact, most of the textbooks are open education resources

Campus Services: None

College Now: None

College Relations: This will require marketing after it is established.

Financial Aid: This will be an additional certificate of completion option.

Information Technology Services: None

Library: Little impact

Policy: None

Risk Management: None

Tutoring and Testing: None

Program Entrance

☐ Selective admission
☐ Enforced prerequisites for first term
☐ Recommended preparation for first term

☒ No formal entrance requirement; course prerequisites in program
☒ No entrance requirement