



Program Proposal: Addiction Counseling Certificate

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Introduction :

Faculty Proposers: this form is designed to be completed and reviewed in two phases; the deadlines for submitting the required portions of the form are detailed below. The questions in section are based off of COCC and CCWD's program approval standards. More information about how to meet those standards can be found in the appendix, which was emailed to you with this proposal form. It can also be found here. The Assessment and Curriculum Office is available to assist proposers at all stages of the process.

Phase 1: April 15th, 2024

Phase 2: September 20th, 2024

Each version of the form should be emailed to the Director of Curriculum (nrecktenwald@cocc.edu), who will manage the review and approval process for both phases. Each required section must be completed by the corresponding deadline for the program to be reviewed. Incomplete/late forms will be not be reviewed for inclusion in next year's Catalog.

Section 1: Program Concept – Due April 15th

College Planning:

- ~~1. Please list your area Dean and the date(s) that you spoke with them about this new program concept. Approximate dates are fine.~~
- ~~2. Please list the Chair this program director would report to and the date(s) that you spoke with them about this new program concept. Approximate dates are fine.~~
- ~~3. Are there any other Chairs or program directors that need to be consulted about this new program (i.e., will this program involve courses from other areas/disciplines)? Have they been notified about the courses that you're planning to include in the program?~~

Accreditation

Is there an independent accreditation association that aligns with the program? If yes, answer the following: **No**

1. What is the name of the accrediting body or bodies?
2. Will this program seek accreditation? If yes, what is the cost (budget and time) to seek accreditation?

Catalog Description (First Draft)

~~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; the description should address the implicit student question, "why should I enroll in this program?". Descriptions have a 1500 character maximum and are limited to one or two~~

~~paragraphs. They should help students differentiate between similar programs (if applicable) and should not be identical for multiple programs in a discipline. Do not include information about admissions, program requirements, prerequisites, or format.~~

Evidence of Need

~~Submit an Occupational Profile Report as a PDF from Oregon's Employment Department website, qualityinfo.org for the relevant career entry point for your program (See "Standard A" in the Appendix for more information).~~

~~**Be sure that the Occupational Profile report matches the job entry point for program graduates.** The Director of Assessment and Curriculum can assist with generating the correct report, and may recommend a different profile be submitted to CCWD if there are concerns with what's submitted with this proposal.~~

College Mission

Describe specifically how this proposal aligns with the College's mission.

This proposed certificate aligns with COCC's mission to *promote student success and community enrichment* by offering a stackable credential that applies to students pursuing professional goals in Addiction Counseling. Through a high-quality program designed through intentional collaboration with our region's addiction treatment leaders, this certificate affords graduates with entry-level positions in high impact professions that include pathways for future degrees, credentials, and leadership roles.

Strategic

How does this program fit into important educational and/or workforce needs of the College, of the Central Oregon region, and of Oregon as a whole? Identify specific alignments between your proposed program and these needs. Potential sources of evidence to meet this approval standard (not an exhaustive list):

- COCC Strategic Plan
- State priorities (HECC/CCWD)
- Workforce initiatives
- Long-term grants and funding initiatives
- National workforce or educational initiatives
- Articulation agreements with local high schools, colleges, and/or universities.

The substance abuse treatment field is facing a nationwide shortage of trained addiction treatment counselors. More than 24 million people across the United States are in need of treatment for alcohol and substance abuse related problems.

Approximately 5,000 new counselors are needed annually to keep up with the current demand for treatment services. By offering substance abuse counselor training and becoming an Oregon CADC-R, this certificate help reduce this shortage and make a difference in people's lives.

This short-term certificate, imbedded in the AAS, will allow a shorter educational pathway to becoming a CADC-R (Certified Alcohol and Drug Counselor-Registered), which is the current entry level job. This supports COCC's strategic goal of workforce readiness. This certificate will also create a more competitive option for community members who are interested in pursuing this career with online less rigorous options. The Addiction Counseling Advisory board, made up of current students, graduates and employers in Central Oregon have specifically requested this shorter option.

Program Courses (first draft)

~~Related Instruction Courses (Not required for programs of less than 36 credits):~~

~~Core Courses (including prerequisites):~~

~~Electives:~~

~~Total credits to complete program:~~

Section 2: Formal Program Proposal – Due September 20th

Advisory Board Collaboration

Please provide the names of your advisory board members, as well as the organizations they represent:

Alice Husky	Cascade Crest Transitions
Brian Hodges	RimRock Trails Treatment
Bob Snyder	BestCare Treatment
Monika Castaneda	BestCare Treatment
Cait Darrah	Shepherds House
Chuck Hemmingway	Shepherds House

Crystal Morales	Pfeiffer and Associates
Nasadia Voltz	Current COCC Student
Justyn Staten	Current COCC Student
Karen Ludwig	New Priorities Family Services
Lorenzo Perez	First Light
Rachel Carterette-Moore	Bridging the Gap Treatment
Vicki Boudinot	Deschutes County Behavioral Health

Submit a signed advisory board letter of support to the Director of Assessment and Curriculum with this form. This should be a short letter of support with all advisory board members as signatories and should include the organization they represent.

Catalog Description (Final Draft)

The Addiction Counseling Certificate of Completion provides the coursework and 100 of the 1,000 hours of supervised experience required to qualify to sit for the Oregon Certified Alcohol and Drug Counselor I exam. The certificate provides foundational coursework required by the state and recommended by community partners to be successful in addiction treatment professions.

Program Learning Outcomes

For each award proposed, provide a maximum of eight program learning outcomes in a numbered list. Please see tips on [this intranet page](#). The Director of Assessment and Curriculum is available to assist with the development of observable learning outcomes (and keep in mind that all CTE programs are required to assess student learning in the context of their approved program-level outcomes).

Program Courses (Final Draft)

Related Instruction Courses (Not required for programs of less than 36 credits):

Upon successful completion of the program, students will be able to:

1. Describe foundational human services professional values and ethics.
2. Engage in personal learning and critical reflection to inform treatment practices for clients from diverse populations and cultures.

3. Demonstrate capacity to complete demographic, intake, and treatment documentation accurately.
4. Demonstrate professional clinical interviewing skills.

Core Courses (including prerequisites):

BH 161	Ethics for Helping Professions	(4)
BH 162	Effective Helping Skills	(4)
BH 181	Infectious Disease and Addiction	(1)
BH 206	Group Counseling Skills	(4)
BH 224	Psychopharmacology	(4)
BH 266	Case Management	(4)
BH 291	Practicum in Human Services I	(4)

Electives:

None

Total credits to complete program:

25

List any new courses that will need approval to bring the program online:

NA

Sample Plan

More details about Sample Plan requirements and best practices can be found here. The sample plan should:

- Include all required courses (or requirements if there is a choice of courses) in the program.
- Be organized by Term (Year 1 Fall, Year 1 Winter, etc.)
- Total credits should match the range listed in the Program Courses section above.
- Sequence courses using prerequisites and recommended preparation.
- Target a full-time student who enters at the desired skill level, and needs no developmental courses (minimum of 12 credits / maximum of 19 credits per term)

- Reflect the schedule of offerings such that courses are offered in the terms they are planned

*Please note the advisory board requested that classes be held in the morning to leave the afternoons open for students to work.

FA:

BH 161	Ethics for Helping Professions	4
BH 206	Group Counseling Skills	<u>4</u>
		8 total

WI:

BH 162	Effective Helping Skills	4
BH 266	Case Management	<u>4</u>
		8 total

SP:

BH 181	Infectious Disease and Addiction	1
BH 224	Psychopharmacology	4
BH 291	Practicum in Human Services I	<u>4</u>
		9 total

Certificate total: 25

Capacity

Program Director and email:

Monica Vines mvines@cocc.edu

Identify any one-time faculty load impacts and ongoing load impacts:

With the significant change in certificate (from two years and 84 credits) requirements this could significantly impact faculty load if students opt not to take AAS credits.

Is current faculty staffing adequate to meet (a) the likely enrollment needs of the program and (b) the content knowledge requirements to teach the curriculum?

Yes

If no, please explain the personnel needs:

Budget

Note: If you are requesting a new separate budget, it will not be available in the subsequent Fall after program approval. New budgets need to be requested

NA

Will this program require a new budget or will it remain as part of an existing budget?

Existing

Expenses

Use the table below to identify current resources to be directed to the program and new resources needed. Ongoing expenses should be included in each year to display cumulative expenses. For guidance, contact the chair and/or dean.

No changes in budget should be required at this time.

Have you reviewed this budget with your area Dean? Please indicate date of review:

EXPENSE	First Year <i>Reallocation</i>	First Year <i>New</i>	Second Year <i>Reallocation</i>	Second Year <i>New</i>	Third Year <i>Reallocation</i>	Third Year <i>New</i>
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	0	0
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	0	0
Total	0	0	0	0	0	0

Revenue

Identify new course/program fees. Identify other dedicated external resources (grants, outside funding).

NA

Student Aid

Identify special aid, scholarships, or other student resources. Email Financial Aid if you need assistance filling out this portion of the form.

Students should be eligible for FA if they identify their primary pathway as the AAS in Addiction Counseling and Behavioral Health.

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

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

Internal Impacts

Identify impacts to the following areas, with special attention to how your new program may require outreach to the areas of campus listed below.

No additional requirements.

Admissions and Records:

Advising:

Bookstore:

Campus Services
College Now:
College Relations:
Financial Aid:
Information Technology Services
Library:
Policy:
Risk Management:
Tutoring and Testing:

External Impacts

Are adequate internship, work-based learning experience and/or Cooperative Work Experience sites available? Please list current or potential sites (or write "none" if not applicable):

Cascade Crest Transitions
RimRock Trails Treatment
BestCare Treatment
Shepherds House
Pfeiffer and Associates
New Priorities Family Services
First Light
Bridging the Gap Treatment
Deschutes County Behavioral Health
Warm Springs Community Health