



Program Proposal: **Behavioral Health and Early Learning**

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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 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.
 - December 4, 2023: Initial overview meeting with potential advisors and instructional dean, Jessica Giglio
 - January 21, 2024: Follow up email about proposed courses and outcomes
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.
 - Andria Woodell, Chair of Social Sciences (same dates as noted above)
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?
 - No, there are no other chairs or deans at this time.

Accreditation

Is there an independent accreditation association that aligns with the program? If yes, answer the following: No, there will not be an accreditation association that aligns with this program.

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.

The Behavioral Health, and Early Learning 1-Year Certificate of Completion provides early learning educators and rising behavioral health professionals with the initial content, skills, and dispositions to support children and their caregivers through trauma-sensitive and developmentally appropriate practices. Required coursework will address the social, emotional, and therapeutic needs of children and those who care for them.

This certificate prepares rising educators and behavioral health professionals for initial employment opportunities that include classroom teaching, social work family advocacy, human and social services, and therapeutic support. Courses required for Behavioral Health, and Early Learning align with requirements for the AAS in Behavioral Health and the AAS in Early Childhood education.

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.

Several occupational titles relate to this proposed certificate, including [Preschool Teachers](#), [Social and Human Service Assistants](#),



Occupation Profiles

Social and Human Service Assistants (211093) Oregon (All Counties)

Median Hourly Wage	2022 Employment	Job Openings per Year	10-Year Growth
\$21.94	6,611	798	13.0%

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 behavioral health **and** early learning. Through a high-quality program designed through intentional collaboration with our region's education and behavioral health 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.

Important context for Oregon:

As of October 26, 2023, Oregon prohibits the expulsion of young children from early care and education programs, including preschools. This regulation stems from Senate Bill 236 B, which became effective on July 1st, 2026. Currently, our early learning educators are eager to grow in their capacity to support children and families through evidence-based, trauma-informed practices that are based on knowledge of children's development and family systems. This is an opportunity for our early learning educators to grow from the knowledge base of our behavioral health specialists.

Early childhood is a crucial window for brain development and lays the foundation for lifelong mental and emotional well-being. Addressing behavioral health early can have many benefits for children, educators, and society. Some of these are included below:

For Children:

- Promotes healthy social and emotional development: Early intervention supports the development of positive coping mechanisms, emotional regulation, healthy relationships, and resilience (Green et al., 2017; Center on the Developing Child, Harvard University, 2019).
- Improves academic achievement: Children with strong social-emotional skills demonstrate better focus, learning, and engagement in school activities (Durlak et al., 2011; Zins et al., 2017).
- Reduces the risk of future mental health challenges: Addressing early behavioral concerns can prevent the development of more serious mental health issues later in life (Mental Health America, 2023).
- Provides a safe and supportive learning environment: When children feel understood and supported in their emotional needs, they are more likely to thrive and reach their full potential (National Association of School Psychologists, 2020; ZERO to THREE, 2023).

For Educators:

- Enhances classroom management: Understanding children's behavior and their underlying emotional needs helps educators respond effectively and create a more positive learning environment (Center on the Developing Child, Harvard University, 2019).
- Reduces stress and burnout: Educators equipped with behavioral health knowledge can better manage challenging situations and feel more confident in their ability to support children (The Administration for Children and Families, 2022).
- Improves job satisfaction: Investing in educator well-being leads to a more positive and supportive school environment, benefiting both educators and children (Edutopia, 2023).
- Strengthens collaboration with families: When educators understand early childhood mental health, they can collaborate effectively with families to provide consistent support for children (Zero to Three, 2023).

For Society:

- Reduces societal costs: Addressing behavioral health issues early can prevent the need for more expensive interventions later in life (The Pew Charitable Trusts, 2020).
- Creates a healthier and more productive workforce: Individuals with strong mental health are more likely to be successful in their careers and contribute positively to society (MentalHealth.gov, 2023).

- Promotes stronger communities: Communities that invest in early childhood mental health foster supportive environments where individuals can thrive (Center on the Developing Child, Harvard University, 2019).

Strategies for incorporating behavioral health in early learning programs include:

- Professional development and training for educators: Equipping educators with knowledge and skills to identify and support children with behavioral concerns (National Association for the Education of Young Children, 2023; The National Center for Children's Mental Health, 2023).
- Building partnerships with mental health professionals: Collaborating with child psychologists, counselors, and social workers to provide targeted support for children and families (The National Association of School Psychologists, 2020).
- Creating a supportive school culture: Promoting open communication about emotions, fostering positive relationships, and implementing trauma-informed practices (Center on the Developing Child, Harvard University, 2019).

Program Courses (first draft)

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

N/A

Core Courses (including prerequisites):

BH 203 (4) Behavioral Health and Early Learning

PSY 201Z (4) or PSY 202Z (4)

BH 209 (4)- Introduction to Psychological Trauma BH-AAS (DSL in SS)

BH 201 (4)- Families and Addictions BH-AAS

ED 176 (3) Social Emotional Mental Wellness in ECE

ED 245 (3) Trauma Sensitive Classrooms in Early learning

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Electives:

Choose one of the following:

ED 219 (3) Multicultural Issues in Education

ED 224 (4) Antibias Curriculum in Education

BH 208 (4) Multicultural Issues in Human Services

25-26

Choose One of the following:

ED 152 (3) Family, Schools and Community Partnerships

ED 265 (3) Children at Risk

ED 141 (3) Youth Mentoring and Advocacy

BH 205 (4) Youth and Addictions

BH 260 (4) Counseling Theories

Total credits to complete program:

28-30

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:

Name	Organization	Email
Kara Tachikawa	Mountain Star Family Relief Nursery	karat@mtstar.org
Brenda Comini	Early Learning Hub of Central Oregon	Brenda.comini@hdesd.org
Karen Prow	Child Care Resources-NeighborImpact	karenp@neighborimpact.org
Adam Dickey	Central Oregon Behavioral Health Council	adam@ecworks.org
Tina Bollman	Central Oregon Behavioral Health Council	tina@ecworks.org

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 Behavioral Health, and Early Learning 1-Year Certificate of Completion provides early learning educators and rising behavioral health professionals with the initial content, skills, and dispositions to support children and their caregivers through trauma-sensitive and developmentally appropriate practices. Required coursework will address the social, emotional, and therapeutic needs of children and those who care for them.

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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).

1. Examine the interrelatedness of family systems and school environments with respect to child-adult interaction;
2. Apply knowledge of child development, family systems, intervention, and appropriate referral practices to clinical and educational settings;
3. Describe social and emotional needs of children and the adults who care for them;
4. Demonstrate knowledge of the pervasive developmental impact of trauma; and
5. Develop interpersonal skills and professional strategies for career longevity and success.

Program Courses (Final Draft)

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

N/A

Core Courses (including prerequisites):

BH 203 (4) Introduction to Behavioral Health and Early Learning

PSY 201Z (4) or PSY 202Z (4)

BH 209 (4)- Introduction to Psychological Trauma BH-AAS (DSL in SS)

BH 201 (4)- Families and Addictions BH-AAS

ED 176 (3) Social Emotional Mental Wellness in ECE

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BH 260 (4) Counseling Theories

Total credits to complete program:

28-30

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

BH 203 (4) Introduction to Behavioral Health and Early Learning

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

Term 1

- BH 203 (4)
- BH 209 (4)
- PSY 201Z (4)
- ED 265 (3)

Total: 15 credits

Term 2

- BH 201 (4)
- ED 176 (3)
- ED 245 (3)
- ED 219 (3)

Total: 13 credits

Capacity

Program Director and email:

Monica Vines, mvines@cocc.edu

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

Curriculum development for new course, BH 203 (4) *Introduction to Family Systems, Behavioral Health and Early Learning*

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

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

This program does not require a new budget: it remains with Behavioral Health and Early Childhood Education budgets.

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.

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

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	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).

- Background check fees (\$0-\$75)

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 in this program may be eligible for funding from the Partners in Practice grant program. As this is under 36 credits, students may opt to identify their focus as the AAOT, or the larger AAS degrees (Behavioral Health or Early Childhood Education) in order to have eligibility for federal financial aid.

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.

Fall 2025

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.

Admissions and Records: None at this time.

Advising: ECE and BH advisors may work with students who are interested in this certificate

Bookstore: None at this time.

Campus Services: None at this time.

College Now: None at this time.

College Relations: Marketing and Public Relations may help with initial marketing efforts.

Financial Aid: Students will be advised to focus on the AAOT, the AAS in BH or the AAS in ECE in most cases, to ensure financial aid.

Information Technology Services: None at this time.

Library: None at this time.

Policy: None at this time.

Risk Management: None at this time.

Tutoring and Testing: None at this time.

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):

Yes, the current sites for practicum and field placements for Early Childhood Education and Behavioral Health are adequate for this proposed certificate. These sites include Mountain Star Family Relief Nursery, Head Start, HDESD's Early Childhood Special Education and Early Childhood Early Intervention classrooms.