



Form 1: Presentation Checklist

Name: _____

Date: _____

Department: _____

COCC Contact Information: _____

Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (*not* the instructions) to the Academic Affairs chair by his or her specified deadline. **Please note:** If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

PROPOSAL OVERVIEW

TYPE OF AGENDA ITEM

- Information Item (requires approval of AA Chair)
- Action Item
 - Information and committee feedback
 - Procedure—revision (Attach current procedure with proposed changes illustrated with track changes)
 - Procedure—new
 - Identify suggested location in *GPM*: _____
- Policy—revision (Attach current policy with proposed changes illustrated with track changes)
- Policy—new
 - Identify suggested location in *GPM*: _____
- New academic program (Complete only items #1 and #2 on this form and attach stage 2 document.)
- Other: _____

BUDGET

INSTRUCTIONAL REQUIREMENTS

OPERATIONAL NEEDS, CURRENT AND FUTURE

STUDENT IMPACT

ANTICIPATED IMPLEMENTATION TIMELINE

COCC New Program Concept Worksheet

Last revised 3/11/20

The new program concept worksheet allows you to describe your program concept in order to request approval to move ahead with development, as well as provides you with a tool to give structure to your program development process. The worksheet is based on questions you will need to answer in a more formal and final format for a future stage in the approval process. If you are approved to proceed with development, you will receive feedback that may result in changes to the information in future stages.

Proposer: Shannon Waller & Julie Downing

Working title of program: Medical Assisting Career Pathways Certificate of Completion (MA CPCC)

Chair approval:

Reviewed and approved concept worksheet as comprehensive and accurate.

Approved by: Shannon Waller

Date submitted to Curriculum Office: May 2021

CONCEPT WORKSHEET APPROVAL AND NOTES

Each approver needs to enter their initials and the date, save, and forward to the next approver (with a copy the Curriculum and Assessment Office).

Curriculum Office:

Form is complete and includes occupational profiles if required.

CO approved by and date forwarded to dean:

Dean:

Reviewed and approved content as comprehensive and accurate.

Confirming the need description is accurate.

Confirming that proposer, discipline and department has capacity to develop and maintain the new program.

Dean approved by and date forwarded to VPI: Julie Downing to Betsy Julian 5-20-21

VPI:

Confirming preliminary capacity and alignment of program to COCC mission and strategic direction.

VPI Approved by and Date forwarded to Curriculum Office for Workshop: Betsy Julian 5-20-21

Notes from Concept Workshop

NEW PROGRAM CONCEPT

1. Which type of award do you propose?

Transfer

Associate of Arts Oregon Transfer (AAOT) Focus Area - must align to a specific major offered by a minimum of 3 Oregon public universities.

-Aligns with majors at which universities:

Associate of Science (AS) Focus Area - must be a defined major at another higher education institution and/or the general education requirement of a specific higher education institution.

Choose **one** of the following:

-Aligns with which majors:

-Aligns with which university:

-Aligns with which major at a specific university:

ASOT Focus Area - must be pre-approved by CCWD or HECC

-Focus area:

Career and Technical Education (must prepare students for immediate employment)

Associate of Applied Science (AAS) - a specific occupation and job title(s) needs to be identified

- occupation and job title(s):

Associate of Applied Science Option (AASO) - same as AAS but can represent a specialized technical skill area, must share a minimum of 70% of credits of the base program

- occupation and job title(s):

-specialization:

One or Two Year Certificate (CC2 or CC1) 36-108 credits, must prepare students for immediate employment; a specific occupation and job title(s) need to be identified

Independent certificate - NOT related to/contained within another CTE program

- occupation and job title(s):

Related certificate – is a subset of (100% contained within) another CTE program

-Related to which program:

- occupation and job title(s):

Career Pathway Certificate (CPCC) - 12-35 credits, must be related to/a subset of an AAS, represents a specialized technical skill area within an occupation

-related to which AAS: Medical Assisting 1-yr Certificate

- specialized technical skill: Medical Assisting

2. Type of New Program—choose one

2.A. New program that represent a significant departure from programs previously approved

- May require a new discipline or represents award not previously approved
- e.g., surgical technician, fermentation science, climate science, applied baccalaureate
- (This category may require additional information and/or more time for approval.)

2.B. New program that is not a significant departure from programs previously approved

- Fits in a current discipline
- Similar to approved programs (identify similar programs: Medical Assisting)
- Could be interdisciplinary

- e.g. accounting certificate added to business administration, or conservation management added to forestry
- 2.C. Replacement of current program with a new program** (replaced program:)
- Change in award type
 - e.g. ending an AASO and creating a new independent AAS
- 2.D. Substantial revision of current program such that a new program is required** (revised program:)
- Change of more than 30% of credits (per CCWD calculation)
 - Significant title change
 - Change in CIP Code
 - Change in base program to a related CTE certificate

3. State and NWCCU Standards

The following questions are based on the five standards required by the state (CCWD) for program approval.

3.A. Need

1. Identify your target audience.

St Charles Medical Group (SCMG) cohort of 24 students annually

2. Evidence of need

- a. **If you propose a CTE program, request an occupational profile of the occupations associated with the proposed program from the Curriculum Office and include with this worksheet.** This is a description of data about the occupation from the Oregon Employment Department.

i. What is the average hourly or annual wage for these occupations in the Central Oregon region?

\$19.29-\$26.66 / hour per SCMG

ii. What is the number of total annual job openings in Central Oregon? Hundreds, there is a shortage of MA's in Central Oregon, Oregon, and nationally. SCMG reports having 15+ openings constantly.

iii. Provide 3-5 points representing the strongest evidence of need, citing your source and including specific employers who have requested the program (if any).

1) President Chesley is wanting Instruction to build more partnerships with local industry to meet the needs of the workforce which this does. 2) St Charles Medical Group (SCMG) and other clinics in Central Oregon have made it very clear that they have a severe shortage of Medical Assistants (MA). After the roll-out a year ago of a very successful Nursing Assistant (CNA) partnership with St Charles Health Systems (SCHS), SCMG has asked us for a similar partnership for MA. Thus to meet the needs of SCMG, one of the largest employers in Central Oregon, we are asking to create a 3-term, 35-credit Career Pathways Certificate of Completion (CPCC) in MA, under the umbrella of the MA 1-year certificate (56-59 credits). 3) 24 students will immediately go to work at SCMG as certified medical assistants.

- b. If you propose a transfer focus area, provide 3-5 points representing a summary of the strongest evidence of need for this program.

3.B. Collaboration

- 1. If this is a transfer program, list 3-5 regional stakeholders or partners who will be included in program development (e.g. employers, community alliance, higher education alliance, other). If this is a CTE program, list existing advisory board members with representing body (or if there is no existing advisory board, list potential future advisory board members) who will be working with you to develop the proposal.**

Current COCC medical assisting advisory board members available upon request. At SCMG, we have had several meetings about this MA partnership with Kevin Callon, Janice Pendroy, & Oliver Tatum – who is also a COCC Board of Directors member. We have also met with Franklin Clark, Erika Carmen, Jared Forell, and Betsy Julian on numerous occasions to work out the details of this proposed new CPCC.

- 2. Does this change present any impacts (favorable or not) to other COCC departments or disciplines?**

- No - If a handful of COCC students decide to not take the MA prerequisites, there could be a small decrease in enrollment in those classes.
- Yes. Identify impacted areas and clarify any communication and/or steps you have taken to mitigate negative impacts.

3.C. Alignment

- 1. Describe how this proposal aligns with COCC's mission.**

COCC's mission states: promotes student success and community enrichment by providing quality, accessible, lifelong educational opportunities. This career pathway is exactly what COCC's mission is all about – these students will find success in being able to have a family-wage earning career in 9 months (streamlining entry into the medical assisting field). The quality will be as it is currently with the one-year MA certificate and it will be accessible.

- 2. Identify any (up to 5) strategic alignments such as: COCC plans (strategic plan, academic master plan), HECC or CCWD priorities, state or national workforce investment initiatives, PreK-12 initiatives, other.**

1. One of COCC's four STRATEGIC PLAN goals is Community Enrichment which has three initiatives: educational partnerships, workforce partnerships, and life-long education. Clearly, this CCPC directly and positively impacts workforce partnerships. 2. EAST CASCADE WORKS, our local workforce investment board lists Health Careers in their top four workforce priority areas along with construction, technology, and manufacturing. 3. The STATE BOARD OF EDUCATION approved the creation of a new short-term certificate, the Career Pathway Certificates of Completion (CPCC), in July 2007. These certificates, combined with existing Less Than One Year (LTOY) certificates, ensure flexible educational and skill building options for unemployed and underemployed workers, career changers, part-time students who need to work, and students who desire a short-term credential to jump-start their careers in an entry-level occupation. 4. OREGON WORKFORCE AND TALENT DEVELOPMENT BOARD - Advance Oregon through meaningful work, training, and education by empowering people and employers. 5. CENTRAL OREGON HEALTH COUNCIL –

co-funding with EC Works, our COCC Health Careers Recruiter position to fill the health careers talent pipeline by filling our allied health programs at COCC, including as one of the top areas, Medical Assisting.

3. Alignment with standards

Check any of the following that apply:

- Based on university programs (identified elsewhere in this document)
- Specialized accreditation (Commission on Accreditation of Allied Health Education Programs – CAAHEP - MAERB)
- Industry standards (identify standard)
- Other (explain)

3.D. Design

1. Purpose and outcomes

- **What is the purpose of this program? (Your answer will align with the category you chose in 2. Type of Award.)**
 - CTE: list occupation/job titles
Medical Assisting
 - Transfer: list a minimum of three majors/universities that offer the major for which the focus area would prepare students, and identify any primary targets.
- **CTE: List 3-5 draft outcomes for your program**
 - 1) Apply foundations of clinical practice to provide evidence-based, quality care for patients.
 - 2) Implement concepts of applied communication to optimize patient care and promote positive interactions in the professional environment.
 - 3) Utilize knowledge of medical business practices in the provision of patient care and services.
 - 4) Demonstrate medical law and ethics in the application of medical assisting practice.
 - 5) Implement safety and emergency practices in the course of patient care delivery and outpatient practice.
 - 6) Display characteristics key to the provision of safe, quality patient care.

2. Courses

Given the purpose and outcomes, identify which courses you may include in the program

- List existing courses expected to be used in new program
MA 110, MA 111, MA 120, MA 121, MA 137, MA 147, MA 150
- List new courses expected to be used in new program

3. Primary delivery method

3.a. Identify your primary delivery method.

100% of the program will be offered in a traditional (face to face) format at the following location:

Campus Location(s): Bend Redmond Madras Prineville
Other:

If 100% of the program will NOT be offered in a traditional (face to face) format in a distinct location, please describe the delivery method and/or location and provide approximate

percentages. Hybrid with 25% of lectures in person in a way that would best accommodate students working their normal day shifts at SCMG. Lecture would be delivered in a combination of remote, online, and in person (weekend and evening) instruction. Lab hours would be taught at COCC Health Careers Center and required clinical hours will be held at SCMG clinics by COCC faculty.

3.b. NWCCU requires that COCC report all programs offered 50% or more in a distinct location. Do you plan to offer 50% or more of the total program credits (including general education and support courses) at a location different than 3.a.?

- No, 50% or more of the program credits will not be offered in a location different than 3.a.
- Yes, list location(s):

3.c. NWCCU requires COCC to request permission for new locations at which 50% or more of a program is offered. Will you offer 50% or more of the total program credits at a new location?

- No
- Yes, list location(s):

3.d. NWCCU requires COCC to request permission for programs in which 50% or more of a program is offered online. Will you offer 50% or more of the total program credits online?

- No
- Yes, estimate percentage:

4. Program Entrance

Check one

- Selective admission (requires approval and advance work on selection process; may influence implementation date)
- Enforced prerequisites into first term
- Recommended preparation into first term
- No formal entrance requirement but individual course prerequisites throughout program
- No entrance requirement

5. Enrollment options

Check all that apply

- Rolling entry (students can begin any term)
- Rolling entry (students can begin any term except summer)
- Cohort program (a group of students take the same or similar schedule during the 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

3.E. Capacity

1. What is your estimate for student enrollment in this program?

First year: 24

Second year: 24

Fully mature program: 24 + possibly a few students in the COCC program that opt for the CPCC.

2. Identify your estimate for needs in the following areas.

a. Development and Maintenance

- i. Who will be the content expert who is responsible for program development?
Shannon Waller
- ii. Do they have sufficient capacity to complete the development for the duration of the implementation timeline?
Yes
- iii. Who will be the lead faculty responsible for maintaining the program once established?
This includes curriculum oversight and updating, catalog editing, lead in SLO assessment.
List individuals with roles if these responsibilities are distributed.
Shannon Waller

b. Faculty

- Current FT faculty have the expertise to teach the program
- Current FT faculty do not have the expertise, but can oversee current PT faculty with the expertise
- Current FT faculty do not have the expertise, but can oversee PT faculty with the expertise, new PT faculty will need to be recruited
- Current FT faculty do not have the expertise to teach or oversee, new FT faculty will need to be recruited.

c. Load

- No load impact: program uses existing courses and enrollment for mature program is within current seat capacity
- Minor load impact: enrollment for mature program may result in the need for **new** sections (<5 sections)
- Minor load impact: enrollment for mature program may result in the need for **reallocated** sections and load (<5 sections)
- Major load impact: enrollment for mature program will require 5-10 new sections
Additional staffing costs will be covered by contract with St Charles Medical Group
- Major load impact: enrollment for mature program will require 11-20 new sections

d. Facilities, technology, equipment

Facilities

- Current facilities are sufficient.
- Anticipate minor adjustments to current facilities (such as new furniture, rearrangement of room, dedicated room, etc.)
- Anticipate major facility needs (such as new or significantly remodeled space, leased space)

Technology

- Current technology is sufficient.
- Anticipate minor adjustments to current technology (such as new software, a piece of equipment in the multimedia setup)

Anticipate major technology needs (such as computer fleet, changes that require server improvements)

Equipment

Current equipment is sufficient. SCMG will likely be helping with purchasing consumables.

Anticipate minor equipment needs (improvements to existing or low cost (<\$500) purchases)

Anticipate major equipment needs (purchases \$500-\$2000)

Anticipate major equipment needs (purchases >\$2000)

e. Support

Current administrative assistant support is sufficient; anticipate no or minor administrative assistant support impacts (additional tasks but possible within current workload.)

Will need additional administrative assistant support; anticipate major administrative assistant impacts (additional tasks do not fit within current workloads.)

4. Provide any other information about your concept proposal here.

See attached documentation sheet.

Pay Scale from St. Charles for Medical Assistants



[Apply](#)

Typical pay range: \$19.29 - \$26.66

Sleep Clinic

ST. CHARLES HEALTH SYSTEM JOB DESCRIPTION

TITLE: Medical Assistant
REPORTS TO POSITION: Clinic Supervisor
DEPARTMENT: SCMG

[Medical Assistant-LPN, EMT-I, EMT-P - \(Full Time\) \(myworkdayjobs.com\)](#)

COCC Medical As

1-Year MA Certificate of Completion 56-59 cr

Pre-Req's

AH 105/MTH 105	Math
AH 114	Pathophysiology
BA 214/WR 121	Writing
BI 105	A/P
AH 115	Cultural Comm

CORE MA

MA 110	Intro to Clinical
MA 111	Intro to Admin
MA 150	Pharm
MA 120	Clinical II
MA 121	Admin MA
MA 140*	Nutrition
MA 137	Application MA
MA 147	Practicum

* Planning on removing and embedding into clinical course

Career Pathways Certificate of

MA 110 (7 cr)
MA 111 (4 cr)
MA 150 (3 cr)
MA 120 (7 cr)
MA 121 (5 cr)
MA 137 (4 cr)
MA 147 (5 cr)
Total 35 cr

Assisting

of Completion 35 cr

Intro to Clinical
Intro to Admin
Pharm
Clinical II
Admin MA

Application MA
Practicum

2-Cohort Faculty Load

Fall			Credits	Load	Waller	FT	ADJ	Criswell	Powers
MA First Term - Cohort 1 (MA 110, 111, 150)	CR: 15		Lec: 13.00			5.00	5.00		3.00
	Lec: 13, Lab: 6 (3:1)		Lab: (4.2)(x 3 labs)			4.20	4.20	4.20	
MA 3rd Term - Cohort 2	CR: 3		Lec: 3.00			3.00			
	Lec: 3, Lab: 3 (3:1)		Lab: (2.1) (x 3 labs)				6.30		
MA 147 Practicum	CR: 5		.50 per student (12 LU)		6.00			3.00	3.00
	Other: 16								
Program Director					4.00				
Chair					5.00				
Lab Prep								1.00	
Fall Total					15.00	12.20	15.50	8.20	6.00
Winter					Waller	FT	ADJ	Criswell	Powers
MA 2nd Term - Cohort 1 (MA 120, 121, 140)	CR: 15		Lec: 8.00		3.00	5.00			
	Lec: 8; Lab: 6 (3:1)		Lab: (4.2)(x 3 labs)			4.20	4.20	4.20	
	Oth: 10 (2:1)		Other: 7.5 (121 and 140)		7.50				
Program Director					4.00				
Chair					6.00				
Lab Prep								1.00	
Winter Total					20.50	9.20	4.20	5.20	0.00
Spring					Waller	FT	ADJ	Criswell	Powers
MA 3rd Term - Cohort 1	CR: 3		Lec: 3.00			3.00			
	Lec: 3, Lab: 3 (3:1)		Lab: (2.1) (x 3 labs)			2.10	2.10	2.10	
MA 147 Practicum	CR: 5		.50 per student (12 LU)		4.50	3.00	2.00	2.50	
	Other: 16								
MA First Term - Cohort 2 (MA 110, 111, 150)	CR: 15		Lec: 13.00			5.00	5.00		3.00
	Lec: 13, Lab: 6 (3:1)		Lab: (4.2)(x 3 labs)			4.20	4.20	4.20	
Program Director					3.00				
Chair					5.00				
Lab Prep								1.00	
Spring Total					12.50	17.30	13.30	9.80	3.00
Summer					Waller	FT	ADJ	Criswell	Powers
MA 2nd Term - Cohort 2 (MA 120, 121, 140)	CR: 15		Lec: 8.00			5.00			3.00
	Lec: 8; Lab: 6 (3:1)		Lab: (4.2)(x 3 labs)			4.20	4.20		4.20
	Oth: 10 (2:1)		Other: 7.5 (121 and 140)						7.50
Lab Prep								1.00	
Summer Total					0.00	9.20	4.20	1.00	14.70
TOTAL - ALL TERMS					48.00	47.90	37.20	24.20	23.70

MA Director Load: 11

181.00

Chair: 16

2020-2021 Faculty Load

Fall	Credits	Load	Lec	Lab	Other
MA First Term - Cohort 1 (MA 110, 111, 150)	CR: 14 Lec: 12, Lab: 6 (3:1)	Lec: 12.00 Lab: (4.2)(x 3 labs)	12	12.6	
MA 3rd Term - Cohort 2 (MA 137)	CR: 3 Lec: 3, Lab: 3 (3:1)	Lec: 3.00 Lab: (2.1) (x 3 labs)	3	6.3	
MA 147 Practicum	CR: 5 Other: 16	.50 per student (12 LU)			12
Fall Total			15	18.9	12
Winter					
MA 2nd Term - Cohort 1 (MA 120, 121)	CR: 12 Lec: 7; Lab: 6 (3:1) Oth: 6 (2:1)	Lec: 7.00 Lab: (4.2)(x 3 labs) Other: 4.5 (121)	7	12.6	4.5
Winter Total			7	12.6	4.5
Spring					
MA 3rd Term - Cohort 1. (MA 137)	CR: 3 Lec: 3, Lab: 3 (3:1)	Lec: 3.00 Lab: (2.1) (x 3 labs)	3	6.3	
MA 147 Practicum	CR: 5 Other: 16	.50 per student (12 LU)			12
MA First Term - Cohort 2 (MA 110, 111, 150)	CR: 14 Lec: 12, Lab: 6 (3:1)	Lec: 12.00 Lab: (4.2)(x 3 labs)	12	12.6	
Spring Total			15	18.9	12
Summer					
MA 2nd Term - Cohort 2 (MA 120, 121, 140)	CR: 12 Lec: 7; Lab: 6 (3:1) Oth: 6 (2:1)	Lec: 7.00 Lab: (4.2)(x 3 labs) Other: 4.5 (121)	7	12.6	4.5
Summer Total			7	12.6	4.5
TOTAL PROGRAM LOAD			44	63	33
			Lec	Lab	Other

MA Director Load: 11
Program: 140
Lab Prep: 4
Chair: 16
171

FT: Shannon can teach 18: 18 18+ 11 PD+ 16 Chair = 45
 FT: Marilyn 45
 ADJ: Would need to hire 37.5
 PT: Bonnie 24.5
 PT: already in place 19
 144