



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



Program Proposal: Accounting Basics Career Pathways Certificate of Completion (CPCC)

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Introduction:

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 and posted to the employee intranet [here](#). The questions in each section are based on COCC and CCWD's program approval standards. More information about how to meet those standards can be found in the appendix. The Assessment and Curriculum Office is available to assist proposers at all stages of the process.

Phase 1: February 25, 2026

Phase 2: April 22, 2026

Each version of the form should be emailed to the Curriculum and Assessment Administrator (gorsi@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 February 25, 2026

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.

Helen Wiersma-Koch – Winter 2026

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.

Currently, James Cagney – Chair of CAB – Winter 2026

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**

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 maximum of 1500 characters 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.

Gain the foundational skills needed to succeed in bookkeeping and accounting support roles. This certificate prepares students to manage financial records, process accounts payable and receivable, reconcile bank statements, and perform financial analysis. Coursework emphasizes practical, hands-on application of accounting principles in real-world business settings.

Graduates are prepared for entry-level positions such as bookkeeper, accounting clerk, or accounts payable/receivable specialist across a wide range of industries.

Evidence of Need

Submit an Occupational Profile Report from Oregon's Employment Department database 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.**
- Identify the appropriate Occupation Code/CIP Code (e.g., 49-9063) and Occupation Title (e.g., Musical Instrument Repairers and Tuners).
- For CCWD program approval, you must demonstrate that the occupation is both high demand and high wage for the [East Cascades](#) region (see Data and Publications).
 - East Cascades Industry Employment Projections 2023-2033
 - East Cascades Occupations in Demand 2023-2033
 - East Cascades High-Wage, High-Demand, High-Skill Occupations 2023-2033
- Ensure that the level of education required is an appropriate entry point for employment on the High-Skill data report (e.g., Paramedics [29-2043] require postsecondary training [non-degree] as opposed to a Radiologic Technician [29-2034], which requires a bachelor's degree.)

The Assessment and Curriculum Administrator can assist with generating the correct report and may recommend a different profile be submitted to CCWD if there are any concerns.

College Mission

A short-term accounting program aligns with Central Oregon Community College's mission by expanding access to education, promoting workforce development, and fostering community partnerships. COCC is committed to providing equitable learning opportunities that empower diverse populations across the region, and this program would directly support students in gaining essential financial skills for employment and entrepreneurship. By addressing regional workforce needs and strengthening economic self-sufficiency throughout Central Oregon, the program embodies COCC's dedication to lifelong learning, inclusivity, and economic growth.

Strategic

Aligns with Central Oregon Community College (COCC) Needs:

1. **Expands Access to Education** – COCC's mission includes increasing access to education for underserved and diverse communities. A short-term accounting program supports inclusivity and equity by reducing barriers to skill-building for students across all four campuses and service areas.

2. **Develops Workforce** – COCC aims to equip students with job-ready skills. Accounting knowledge is essential for both entrepreneurs and those seeking stable employment in a wide range of industries throughout Central Oregon.
3. **Increases Partnerships & Outreach** – This program supports COCC’s commitment to regional engagement by strengthening relationships with local businesses, tribal enterprises, nonprofits, and government entities — expanding the college’s reach and relevance across the region.

Aligns with Central Oregon Regional Needs:

1. **Creates Economic Diversification** – Central Oregon’s economy spans retail, hospitality, construction, natural resources, healthcare, and more. A skilled accounting workforce supports financial management and sustainability across small businesses, tribal enterprises, nonprofits, and public agencies.
2. **Supports Small Business Growth** – Central Oregon has a strong entrepreneurial culture. Many small business owners and self-employed individuals lack formal accounting training; this program provides accessible, practical skills to help local enterprises thrive.
3. **Bridges Educational Gaps** – Many prospective students — including those from rural areas, tribal communities, and working adults — face barriers to traditional higher education. A short-term certificate format reduces entry barriers and offers a meaningful pathway to skill-building and career advancement.

Aligns with Oregon’s Workforce & Economic Goals:

1. **Meets Statewide Workforce Demand** – Oregon has sustained demand for accounting professionals across government, nonprofits, and small businesses. This program increases the pipeline of qualified candidates in an underserved region.
2. **Advances Equity & Inclusion in Higher Education** – Oregon emphasizes equity in education. A broadly accessible certificate program supports students from historically underrepresented groups — including tribal members, rural residents, and first-generation college students — and aligns with state initiatives to close opportunity gaps.
3. **Encourages Regional Economic Growth** – By equipping Central Oregonians with foundational accounting skills, this program contributes to stronger, more financially resilient businesses and organizations across the region.

Program Courses (first draft)

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

Core Courses (including prerequisites):

BA 111 Applied Accounting 1, 4 CR or BA 211Z Principles of Financial Accounting, 4 CR

BA 112 Applied Accounting 2, 4 CR or BA 212 Principles of Financial Accounting 2, 4 CR

BA 113 Applied Accounting 3, 4 CR or BA 213Z Principles of Managerial Accounting, 4 CR

BA 169Z Data Analysis Using Microsoft Excel, 4 CR

- Pre-requisite CIS 131 Software Applications, 4 CR

Electives:

Total credits to complete program: 16

Section 2: Formal Program Proposal – Due April 22, 2026

Advisory Board Collaboration

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

Pam Douglas – CFO, Confederated Tribes of Warm Springs

Michele Stacano – Finance Director, Confederated Tribes of Warm Springs

Valerie Switzler – Education Director, Confederated Tribes of Warm Springs

Submit a signed advisory board letter of support to the Assessment and Curriculum Administrator 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 Accounting Basics Career Pathway Certificate of Completion provides the foundational skills needed to succeed in bookkeeping and accounting support roles. This certificate prepares students to manage financial records, process accounts payable and receivable, reconcile bank statements, and produce basic financial reports using industry-standard software. Coursework emphasizes practical, hands-on application of accounting principles in real-world business settings. Graduates are prepared for entry-level positions such as bookkeeper, accounting clerk, or accounts payable/receivable specialist across a wide range of industries.

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](#). For CTE program assessment maps, which list program learning outcomes, [visit this intranet page](#). The Assessment and Curriculum Administrator is available to assist with the development of observable, measurable 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. **Record and classify financial transactions** accurately using generally accepted accounting principles (GAAP) and double-entry bookkeeping methods.
2. **Prepare fundamental financial statements**, including income statements, balance sheets, and cash flow summaries, to support basic business decision-making.
3. **Manage accounts payable and receivable processes**, including invoicing, payment processing, and reconciliation of bank and ledger accounts.

4. **Analyze financial information** to perform core bookkeeping tasks efficiently and accurately in a professional business environment.
5. **Demonstrate ethical and professional practices** in the handling of financial records and data, consistent with standards expected in entry-level accounting and bookkeeping roles.

Program Courses (Final Draft)

Related Instruction Courses (Not required for programs of less than 36 credits): [NA](#)

Core Courses (including prerequisites):

BA 111 Applied Accounting 1, 4 CR or BA 211Z Principles of Financial Accounting, 4 CR

- BA 111 Prerequisites with Concurrency: MTH 060 or higher or minimum placement Math Level 10
- BA 211Z Recommended Preparation: MTH 060 (or higher) or minimum placement Math Level 10.

BA 112 Applied Accounting 2, 4 CR or BA 212 Principles of Financial Accounting 2, 4 CR

- BA 112 Prerequisite: BA 111
- BA 212 Recommended Preparation: BA 211Z

BA 113 Applied Accounting 3, 4 CR or BA 213Z Principles of Managerial Accounting, 4 CR

- BA 113 Prerequisite: BA 112
- BA 213Z Recommended Preparation: BA 212

BA 169Z Data Analysis Using Microsoft Excel, 4 CR

- Prerequisite CIS 131 Software Applications, 4 CR
 - CIS 131 Prerequisites: CIS 120 or CIS 124 or COCC Computer Competency.

Electives:

Total credits to complete program: 16

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

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

Year 1, Fall

BA 111 Applied Accounting 1, 4 CR or BA 211Z Principles of Financial Accounting, 4 CR

Year 1, Winter

BA 112 Applied Accounting 2, 4 CR or BA 212 Principles of Financial Accounting 2, 4 CR

Year 1, Spring

BA 113 Applied Accounting 3, 4 CR or BA 213Z Principles of Managerial Accounting, 4 CR

BA 169Z Data Analysis Using Microsoft Excel, 4 CR

Capacity

Program Director and email: Vaughan Briggs (vbriggs@cocc.edu) and Wayne Yeatman (wyeatman@cocc.edu)

Identify any one-time faculty load impacts and ongoing load impacts: **none**

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 part of an existing budget? **It will be a part of the existing Business program budget**

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 additional expenses

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).

None

Student Aid

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

Certificate is not financial aid eligible.

Effective Year and Term

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

Fall 2027

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: courses may be articulated from secondary schools

Advising: courses may be articulated from secondary schools

Bookstore: none

Campus Services: none

College Now: courses may be articulated from secondary schools

College Relations: none

Financial Aid: none

Information Technology Services: none

Library: none

Policy: none

Risk Management: none

Tutoring and Testing: none

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): **None**