Academic Affairs Committee

Form 1: Presentation Checklist

2 new AAS degrees from Apprenticeship program

Name: Gabrielle E. Orsi **Date**: 5/5/26

Department: Assessment & Curriculum

COCC Contact Information: gorsi@cocc.edu

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

Apprenticeship is proposing 2 new AAS degrees: Construction Management AAS and Construction Trades, General Apprenticeship AAS.

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

Detailed in program proposals.

INSTRUCTIONAL REQUIREMENTS

Detailed in program proposals. No new faculty hires requested. Development of 20 new courses would be required for the Construction Management AAS.

Note that the Construction Trades, General Apprenticeship AAS does have eligibility criteria for students: they must be apprentices sponsored by participating employers, accepted by a Joint Apprenticeship Training Committee (JATC), and registered with the Oregon Bureau of Labor and Industries (BOLI).

OPERATIONAL NEEDS, CURRENT AND FUTURE

Detailed in program proposals.

STUDENT IMPACT

Detailed in program proposals.

ANTICIPATED IMPLEMENTATION TIMELINE

Construction Management AAS: Fall 2028 – delayed launch of program to facilitate curriculum development, budget and personnel requests.

Construction Trades, General Apprenticeship Associate of Applied Science (AAS): Fall 2027.

CENTRAL OREGON
community college

Program Proposal: Construction Management Associate of Applied Science (AAS)

Table of Contents

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.
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?

Proposal to Brandi Dancen, Apprenticeship Program Manager – Dean Helen Wiersma-Koch – Summer 2025

Needs Assessment Survey – Dean Helen Wiersma-Koch – Fall 2025

Advisory Board Meetings – Dean Helen Wiersma-Koch and Apprenticeship Program Manager Brandi Dancen

November 2025

January 2026

February 2026

Consultation with Paula Simone – Faculty consultant – Winter 2026

This program would fall under the Apprenticeship programs (Annemarie Hamlin, Fall 2025)

Wayne Yeatman is aware that 4 Business courses might be included in the degree

Accreditation

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

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?

There is no accrediting body necessary for a Construction Management Program.

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.

The Construction Management AAS prepares students for supervisory and mid-level management roles in the construction industry. The program combines technical construction knowledge with essential business and leadership skills needed to coordinate projects, manage budgets and schedules, ensure safety compliance, and lead teams in residential, commercial, and infrastructure settings. Students build competencies in blueprint reading, estimating, construction materials and methods, project scheduling, building codes, and industry-standard software, along with communication and problem-solving skills valued by employers.

Unlike trade-focused programs that emphasize craft specialization, this degree centers on project oversight and coordination. Graduates are prepared for employment as assistant project managers, project coordinators, field supervisors, and estimators. The program addresses regional workforce demand and may also serve as a foundation for continued study in a Bachelor of Applied Science or related construction management pathway.

Evidence of Need

Submit an Occupational Profile Report 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.**
- 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

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

The Construction Management AAS aligns directly with COCC's mission to support student success and strengthen the regional workforce through accessible, high-quality education. The program provides career-focused instruction that responds to documented labor market demand in Central Oregon's construction sector. By combining technical competencies with leadership, communication, and problem-solving skills, the degree prepares students for meaningful employment in mid-level construction management roles that offer strong wage potential and opportunities for advancement.

The program supports COCC's commitment to community partnerships by collaborating with local employers, advisory board members, and industry organizations to ensure curriculum relevance and alignment with workforce needs. It expands educational pathways in Career and Technical Education (CTE), offering both immediate employment preparation and a foundation for future Bachelor of Applied Science opportunities. Through hands-on learning, industry engagement, and applied project work, the Construction Management AAS promotes economic mobility, regional development, and lifelong learning—core components of COCC's mission.

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.

Alignment with the COCC Strategic Plan

1. Student Success & Access

The Construction Management AAS expands access to high-demand Career and Technical Education (CTE) pathways in Central Oregon. The program creates a clear career ladder from pre-apprenticeship and apprenticeship programs into management-level roles, supporting persistence, completion, and wage advancement. It serves both traditional students and working adults seeking upward mobility in the construction sector. By offering a local option, the program reduces geographic barriers to education and supports place-bound students.

2. Workforce & Economic Development

Construction remains a critical industry in Central Oregon, with continued residential, commercial, and infrastructure growth. Employer feedback, advisory board input, and labor market data indicate unmet demand for mid-level construction management professionals. This program directly addresses regional workforce shortages by preparing graduates for roles such as assistant project manager, estimator, and field supervisor—positions that support economic vitality and regional development.

3. Equity & Community Partnerships

The program strengthens partnerships with industry associations, contractors, and workforce boards (e.g., East Cascade Works), aligning curriculum with employer-identified competencies. It supports equitable access to high-wage, high-demand careers and aligns with COCC's commitment to serving diverse learners and historically underrepresented populations in CTE fields.

Alignment with State and Regional Priorities

HECC & CCWD Priorities

The program supports Oregon's Higher Education Coordinating Commission (HECC) and Oregon Bureau of Labor & Industries/CCWD priorities by increasing postsecondary credential attainment in high-demand sectors. Construction and infrastructure development are identified as priority workforce areas statewide. The degree strengthens Oregon's talent pipeline in project management and supervisory roles.

Workforce Initiatives & Grants

The program complements existing apprenticeship, CTE, and workforce grant initiatives by creating stackable credentials and long-term educational pathways. It positions COCC to leverage future workforce funding opportunities tied to infrastructure investment and housing development initiatives.

Statewide & National Initiatives

National workforce reports identify a growing shortage of construction managers due to retirements and industry expansion. The program aligns with national calls to strengthen middle-skill workforce pathways that combine technical expertise with leadership and project management skills.

Educational Pathways & Articulation

The Construction Management AAS supports articulated pathways from regional high school CTE programs and construction trades programs into advanced education. It also provides a foundation for future Bachelor of Applied Science (BAS) pathways, supporting continued credential attainment within Oregon's higher education system.

Program Courses (first draft)

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

BA 104 Business Math 4 credits

Prerequisites with Concurrency: MTH 060 (or higher) or minimum placement Math Level 10

BA 178 Customer Service 3 credits

BA 214 Business Communications 4 credits

Prerequisites: WR 065 or higher, or minimum placement Wr/Comm Level 7

Core Courses (including prerequisites):

Subject Prefix & Course Number	Course Title	Course Description	Credits
CST 101	Introduction to Construction and Architecture	Overview of the construction industry, project delivery methods, building types, and architectural principles.	4
CST 140	Construction Plan Reading	Interpretation of architectural, structural, civil, mechanical, and electrical drawings.	4
CST 160	Materials, Methods & Equipment	Study of construction materials, methods, and equipment used in residential and commercial projects.	4
CST 183	Mechanical and Electrical Systems	Introduction to building mechanical, electrical, plumbing, and HVAC systems.	4
CST 2XX	Building Codes	Introduction to building codes, inspections, and regulatory compliance.	4
CST 261	Human Relations for the Construction Industry	Communication, leadership, teamwork, and conflict resolution in construction settings.	4

CST 266	Advanced Technology for Construction I	Introduction to advanced construction technologies and digital tools.	4
CST 270	Understanding Structural Design	Structural systems, materials behavior, and load concepts for construction coordination.	4
CST 202	Quantity Survey and Estimating	Quantity takeoffs and cost estimating techniques using plans and specifications.	4
CST 267	Advanced Technology for Construction II	Applied use of construction management software and digital coordination tools.	4
CST 2XX	Construction Surveying, Earthwork, and Infrastructure	Surveying methods, earthwork calculations, and infrastructure layout.	4
CST 115	Budgeting and Accounting for Construction Management	Construction budgeting, job cost accounting, and financial reporting.	4
CST 225	Contract Administration	Construction contracts and risk management.	4
CST XXX	Procurement		4
CST 230	Project Management: Planning and Scheduling	Project planning, scheduling, CPM, and resource coordination.	4
CST 250	Project Safety and Accident Prevention	Construction safety management, hazard identification, and accident prevention.	4
CST 260	Project Management: Execution of Work	Project execution including coordination, quality control, and closeout.	4
CST 268	Ethics in Construction	Ethical decision-making, professional responsibility, and legal compliance.	4
CST XXX	Supervision and Leadership		4
CST 263	Negotiation in Construction	Negotiation techniques for contracts, change orders, and dispute resolution.	4
CST 280	CWE		4

	Total	**21 courses x 4 credits each =**	**84 credits**

Electives:

Total credits to complete program: 99.

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:

Brandi Dancen — East Cascade Works
Courtney Olsen — Hayden Homes
Geoff Harris — Solaire Home Builders
Matt Van Coutren — Simplicity Homes
Katie Hall — Hennebery Eddy Architects
Grace Weger —Habitat for Humanity
Stacie Wood — CS Construction
Dave Burger — UA Local 290
Patti Murphy — Hayden Homes
Thomas Wheeler — Redmond School District
Gavin Meyers — Bend-La Pine Schools
Jason Myhre — Pahlisch Homes
Jenn Kovitz — Hayden Homes
Bradley Deswert — Kirby Nagelhout
Alex Harrison — Skanska
Brook Rich — High Desert Education Service District

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 Construction Management AAS prepares students for supervisory and mid-level management roles in the construction industry. The program combines technical construction knowledge with project oversight and coordination skills. Students build

competencies in blueprint reading, estimating, construction materials and methods, project scheduling, building codes, and industry-standard software.

Graduates are prepared for employment as assistant project managers, project coordinators, field supervisors, and estimators. The program may also serve as a foundation for continued study towards a Bachelor of Applied Science or in a related construction management pathway.

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. **Coordinate** team-based projects and resolve workplace scenarios by applying leadership, conflict resolution, and professional communication standards.
2. **Construct** a foundational construction business plan by completing tasks related to risk assessment and client communication.
3. **Execute** construction cost estimating, job-cost tracking, and procurement using industry-standard software and methods.
4. **Evaluate** construction materials, methods, and building systems to assess constructability and propose solutions to project planning problems.
5. **Apply** jobsite competency skills through supervised field experience in scheduling, quality control, project coordination, and site logistics.
6. **Produce** construction documents including written reports, schedules, and project plans that meet industry standards for clarity and format.
7. **Use** BIM, scheduling, estimating, and digital documentation tools to organize and present project information accurately.
8. **Implement** industry-standard safety practices by recognizing hazards and applying OSHA-aligned protocols.
9. **Model** professional standards of conduct by applying ethical decision-making and accountability in course and field settings.

Program Courses (Final Draft)

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

MTH 102 Business Math 4
MTH 060 or higher or minimum placement Math Level 10
BA 178 Customer Service 3
BA 214 Business Communications 4
WR 065 or higher, or minimum placement Wr/Comm Level 7

Core Courses (including prerequisites):

Course Number	Course Title	Course Description	Credits
CST 101	Introduction to Construction and Architecture	Overview of the construction industry, project delivery methods, building types, and architectural principles.	4
CST 140	Construction Plan Reading	Interpretation of architectural, structural, civil, mechanical, and electrical drawings.	4
CST 160	Materials, Methods & Equipment	Study of construction materials, methods, and equipment used in residential and commercial projects.	4
CST 183	Mechanical, Electrical, Plumbing Systems	Introduction to building mechanical, electrical, plumbing (MEP), and HVAC systems.	4
CST 261	Human Relations for the Construction Industry	Communication, leadership, teamwork, and conflict resolution in construction settings.	4
CST 266	Advanced Technology for Construction I	Introduction to advanced construction technologies and digital tools.	4
CST 270	Understanding Structural Design	Structural systems, materials behavior, and load concepts for construction coordination.	4
CST 202	Quantity Survey and Estimating	Quantity takeoffs and cost estimating techniques using plans and specifications.	4
CST 267	Advanced Technology for Construction II	Applied use of construction management software and digital coordination tools.	4
CST 285	Construction Surveying, Earthwork, and Infrastructure	Surveying methods, earthwork calculations, and infrastructure layout.	4
CST 115	Budgeting and Accounting for Construction Management	Construction budgeting, job cost accounting, and financial reporting.	4
CST 225	Contract Administration	Construction contracts and risk management.	4
CST 252	Procurement	Explores construction procurement processes including relationship management, subcontractor selection, bid solicitation, vendor evaluation, materials purchasing, contract coordination, cost control, risk management, and ethical considerations in project delivery.	4

CST 230	Project Management: Planning and Scheduling	Project planning, scheduling, CPM, and resource coordination.	4
CST 250	Project Safety and Accident Prevention	Construction safety management, hazard identification, and accident prevention.	4
CST 260	Project Management: Execution of Work	Project execution, including coordination, quality control, and closeout.	4
CST 268	Ethics in Construction	Ethical decision-making, professional responsibility, and legal compliance.	4
CST 263	Supervision and Leadership	Examines supervisory practices and leadership principles in construction environments, including workforce supervision, productivity management, delegation, performance evaluation, coaching, conflict resolution, and decision making in field and office settings.	4
CST 263	Negotiation in Construction	Negotiation techniques for contracts, change orders, and dispute resolution.	4
CST 280	Cooperative Work Experience	Provides supervised on-the-job experience in a construction management setting in which students apply program knowledge to project coordination, estimating, scheduling, supervision, safety oversight, and related professional activities under faculty and employer evaluation.	4

Electives:

Total credits to complete program: 91

List any new courses that will need approval to bring the program online: *There are 20 courses that would need to be developed.*

Course Number	Course Title	Course Description	Credits
CST 101	Introduction to Construction and Architecture	Overview of the construction industry, project delivery methods, building types, and architectural principles.	4
CST 140	Construction Plan Reading	Interpretation of architectural, structural, civil, mechanical, and electrical drawings.	4

CST 160	Materials, Methods & Equipment	Study of construction materials, methods, and equipment used in residential and commercial projects.	4
CST 183	Mechanical, Electrical, Plumbing Systems	Introduction to building mechanical, electrical, plumbing (MEP), and HVAC systems.	4
CST 261	Human Relations for the Construction Industry	Communication, leadership, teamwork, and conflict resolution in construction settings.	4
CST 266	Advanced Technology for Construction I	Introduction to advanced construction technologies and digital tools.	4
CST 270	Understanding Structural Design	Structural systems, materials behavior, and load concepts for construction coordination.	4
CST 202	Quantity Survey and Estimating	Quantity takeoffs and cost estimating techniques using plans and specifications.	4
CST 267	Advanced Technology for Construction II	Applied use of construction management software and digital coordination tools.	4
CST 285	Construction Surveying, Earthwork, and Infrastructure	Surveying methods, earthwork calculations, and infrastructure layout.	4
CST 115	Budgeting and Accounting for Construction Management	Construction budgeting, job cost accounting, and financial reporting.	4
CST 225	Contract Administration	Construction contracts and risk management.	4
CST 252	Procurement	Explores construction procurement processes including relationship management, subcontractor selection, bid solicitation, vendor evaluation, materials purchasing, contract coordination, cost control, risk management, and ethical considerations in project delivery.	4
CST 230	Project Management: Planning and Scheduling	Project planning, scheduling, CPM, and resource coordination.	4
CST 250	Project Safety and Accident Prevention	Construction safety management, hazard identification, and accident prevention.	4
CST 260	Project Management: Execution of Work	Project execution, including coordination, quality control, and closeout.	4
CST 268	Ethics in Construction	Ethical decision-making, professional responsibility, and legal compliance.	4

CST 263	Supervision and Leadership	Examines supervisory practices and leadership principles in construction environments, including workforce supervision, productivity management, delegation, performance evaluation, coaching, conflict resolution, and decision-making in field and office settings.	4
CST 263	Negotiation in Construction	Negotiation techniques for contracts, change orders, and dispute resolution.	4
CST 280	Cooperative Work Experience	Provides supervised on-the-job experience in a construction management setting in which students apply program knowledge to project coordination, estimating, scheduling, supervision, safety oversight, and related professional activities under faculty and employer evaluation.	4

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		
	CST 101	Introduction to Construction and Architecture	4
	CST 140	Construction Plan Reading	4
	CST 160	Materials, Methods & Equipment	4

	Winter		
	CST 183	Mechanical, Electrical, Plumbing Systems	4
	CST 266	Advanced Technology for Construction I	4
	MTH 102	Technical Math	4
	Spring		
	CST 267	Advanced Technology for Construction II	4
	CST 202	Quantity Survey and Estimating	4
	CST 270	Understanding Structural Design	4
	Summer		
	BA 178	Customer Service	3
	CST 280	Cooperative Work Experience	4
Year 2	**Fall**		
	BA 214	Business Communications	4
	CST 250	Project Safety and Accident Prevention	4
	CST 285	Construction Surveying, Earthwork, and Infrastructure	4

	Winter		
	CST 230	Project Management: Planning and Scheduling	4
	CST 115	Budgeting and Accounting for Construction Management	4
	CST 260	Project Management: Execution of Work	4
	Spring		
	CST 261	Human Relations for the Construction Industry	4
	CST 225	Contract Administration	4
	CST 252	Procurement	4
Year 3	**Fall**		
	CST 268	Ethics in Construction	4
	CST 263	Supervision and Leadership	4
	CST 263	Negotiation in Construction	4

Capacity

Program Director and email: *Apprenticeship Interim Program Manager*

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

We will need to contract with a faculty member in Summer of 2027 or 2028 to develop the curriculum and course material for the first year of the program.

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?

No

If no, please explain the personnel needs:

We will need to hire 1 adjunct faculty member to teach in the first year of the program launch. After that, we will need to hire an additional 1 full-time faculty member in year 2 and potentially 1 adjunct in year 3. Part-time faculty will also be hired to support the program.

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 Apprenticeship budget, Org 134

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	96,520	0	195,323	0	221,375
Equipment	0	20,000	0	0	0	0
Hardware	0	0	0	0	0	0
Software	0	6000	0	6195	0	6396
Materials	0	10,000	0	5000	0	5000
Curriculum	0	10,000	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	152250	0	216518	0	242771

Revenue

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

Course fees will fund the Material and Supplies budget and the Repair and Replace budget. Tuition will fund faculty salaries. By year 3 the program is expected to make enough revenue to support faculty salaries.

We are applying for a grant to cover start-up costs of $35,000 for the program.

Expansion Timeline	Planning (2026-28)	Year 1 (2028-29)	Year 2 (2029-30)	Year 3 (2030-31)
Enrollment	**0**	**12**	**30**	**54**
Cohorts	**0**	**1**	**2**	**3**
Credits Offered	**0**	**36**	**72**	**90**
Load Units	**0**	**42**	**80**	**105**
Revenue				
Tuition Revenue (Credits)	$-	$59,616.00	$153,360.00	$252,288.00
Credit Program Course Fees	$-	$4,100.00	$11,460.75	$11,833.22
Grants	$-	$-	$-	$-
Total Revenue	**$-**	**$63,716.00**	**$164,820.75**	**$264,121.22**

Student Aid

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

The program will be 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 2028 – delayed launch of program to facilitate curriculum development, budget and personnel requests

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: *Will need to add option to application; restructure Transportation, Industrial Trades and Apprenticeship Education Pathway page to add Construction Management*

Advising: *Potential for part-time student advising*

Bookstore: *Faculty will need to submit books, and students will need to purchase books/access codes for an additional 20 classes/year (by Year 3).*

Campus Services: *No modifications to facilities will be requested; program will use existing Apprenticeship space in RTEC on Redmond Campus.*

College Now: *we may pursue articulation agreements with high school construction programs for 1-2 classes*

College Relations: *No*

Financial Aid: *Program should be financial aid eligible*

Information Technology Services: *IT support for specialized construction software*

Library: *Online reference material is relevant and up to date. Print material may need to be updated.*

Policy: *No*

Risk Management*: No*

Tutoring and Testing: *Tutoring services for related training courses and math-heavy topics such as Procurement and Estimating.*

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. Advisory board members are supportive and committed to offering Cooperative Work Experience and internships on their job sites. Employers on the Advisory Committee who have committed to internships/CWE include:

Brandi Dancen — East Cascade Works
Courtney Olsen — Hayden Homes
Geoff Harris — Solaire Home Builders
Matt Van Coutren — Simplicity Homes
Katie Hall — Hennebery Eddy Architects
Grace Weger —Habitat for Humanity
Stacie Wood — CS Construction
Patti Murphy — Hayden Homes
Thomas Wheeler — Redmond School District
Gavin Meyers — Bend-La Pine Schools
Jason Myhre — Pahlisch Homes
Jenn Kovitz — Hayden Homes
Bradley Deswert — Kirby Nagelhout
Alex Harrison — Skanska
Brook Rich — High Desert Education Service District

Program Proposal: Construction Trades, General Apprenticeship Associate of Applied Science (AAS)

Table of Contents

Introduction

The Construction Trades, General Apprenticeship Associate of Applied Science (AAS) degree at Central Oregon Community College provides a structured, industry-recognized pathway for registered apprentices to advance in their chosen construction trades while developing the business and leadership skills needed for long-term career growth. This program is designed exclusively for apprentices who are sponsored by participating employers, accepted by a Joint Apprenticeship Training Committee (JATC), and registered with the State of Oregon Bureau of Labor and Industries (BOLI).

The degree seamlessly integrates formal apprenticeship training with applied coursework in Business Administration, creating a comprehensive educational experience that bridges hands-on technical expertise and professional advancement. Students gain foundational knowledge in areas such as supervision, management, marketing, entrepreneurship, and business operations, complementing their on-the-job training and classroom instruction within their trade.

Graduates of the program are prepared not only to achieve journey-level status and industry certification, but also to pursue supervisory roles, advance into leadership positions, or establish and manage their own construction-related businesses. By combining rigorous apprenticeship standards with applied business education, the Construction Trades, General Apprenticeship AAS supports workforce mobility, strengthens the construction industry, and responds to the evolving demands of today's competitive job market.

Section 1: Program Concept – Due Feb. 25, 2026

College Planning:

1. Dean Helen Wiersma-Koch, January 24, 2025
2. Brandi Dancen, January 24, 2025
3. Vaughan Briggs, January 24, 2025
4. Brandi Dancen, December 31, 2025
5. Dean Helen Wiersma-Koch, December 31, 2025

Accreditation

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

Catalog Description (First Draft)

The Construction Trades, General Apprenticeship Associate of Applied Science (AAS) degree at Central Oregon Community College provides a structured, industry-recognized pathway for registered apprentices to advance in their construction trades while building essential business and leadership skills. Designed exclusively for apprentices sponsored by participating employers, accepted by a Joint Apprenticeship Training Committee (JATC), and registered with the Oregon Bureau of Labor and Industries (BOLI), the program integrates formal apprenticeship training with applied coursework in business, supervision, and entrepreneurship. Graduates are prepared to achieve journey-level status and certification while also gaining the knowledge needed to advance into supervisory roles, strengthen their trade expertise, or pursue business ownership within the construction industry.

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.

Alignment with COCC's Mission and Strategic Plan

The Construction Trades, General Apprenticeship AAS degree directly supports Central Oregon Community College's mission to advance workforce development, economic mobility, and accessible, high-quality education. The program aligns with COCC's strategic priorities by:

- Expanding high-value Career and Technical Education (CTE) pathways tied to industry-recognized credentials and journey-level status.
- Strengthening employer, union, and Joint Apprenticeship Training Committee (JATC) partnerships to meet current and future regional workforce needs.

- Supporting adult learners and registered apprentices seeking career advancement, leadership opportunities, and long-term economic stability.

Alignment with State Educational and Workforce Priorities

This degree aligns with key Oregon Higher Education Coordinating Commission (HECC) and Community Colleges and Workforce Development (CCWD) initiatives, including:

- **Future Ready Oregon**: Expanding registered apprenticeship opportunities and improving access to degree completion alongside on-the-job training.
- **Workforce Innovation and Opportunity Act (WIOA)**: Supporting skills-based learning, credential attainment, and career advancement for working adults.
- **HECC CTE and Workforce Development Goals**: Creating seamless, stackable pathways that integrate apprenticeship training, postsecondary education, and workforce advancement in the skilled trades.

Alignment with Regional Workforce Needs

Central Oregon continues to experience strong demand for skilled construction trades professionals who also possess leadership, supervisory, and business competencies. This program responds to regional needs by:

- Supporting local contractors, unions, and employers by preparing journey-level workers with both technical expertise and business acumen.
- Promoting economic development through entrepreneurship, small business growth, and internal workforce leadership development.
- Expanding registered apprenticeship participation by providing a clear pathway to degree completion for apprentices registered with the Oregon Bureau of Labor and Industries (BOLI).

Articulation Agreements and Industry Partnerships

The program will establish and strengthen articulation and partnership agreements with:

- High school CTE programs to support awareness of apprenticeship and degree pathways.
- Registered apprenticeship programs, trade unions, and JATCs to ensure seamless credit alignment and degree completion for sponsored apprentices.
- Local employers and industry partners to support on-the-job training, employment advancement, and long-term workforce retention.

Funding and Sustainability

The Construction Trades, General Apprenticeship AAS may leverage multiple funding sources to ensure sustainability, including:

- Perkins Grants to support CTE curriculum development and instructional capacity.
- State and federal workforce funding dedicated to apprenticeship expansion and credential attainment.

- Industry and employer partnerships to support scholarships, instructional resources, and workforce placement.

Program Learning Outcomes

Upon successful completion of the Construction Trades, General Apprenticeship Associate of Applied Science (AAS) degree, graduates will be able to:

1. **Demonstrate journey-level technical proficiency** by performing the duties, responsibilities, and tasks of their registered construction trade or occupation in accordance with industry, employer, and Joint Apprenticeship Training Committee (JATC) standards.
2. **Apply trade-related theory and principles** to practical, on-the-job situations, integrating classroom instruction with apprenticeship training to solve technical and operational challenges.
3. **Apply industry-recognized safety practices and regulations** to maintain safe, compliant, and productive worksites, consistent with Occupational Safety and Health Administration (OSHA) requirements, employer policies, and applicable state and federal standards.
4. **Interpret and apply applicable building codes, standards, and guidelines** to ensure quality workmanship, regulatory compliance, and constructability within their trade.
5. **Prepare, interpret, and utilize isometric sketches, plans, and technical drawings** relevant to their specific trade to support accurate installation, fabrication, and project execution.
6. **Demonstrate professional conduct and customer relations skills**, including reliability, teamwork, ethical decision-making, and responsiveness to client and employer expectations within the construction industry.
7. **Communicate effectively and apply critical thinking skills** to support jobsite coordination, problem solving, leadership development, and career advancement into supervisory, management, or entrepreneurial roles.

Conclusion

The Construction Trades, General Apprenticeship AAS degree integrates rigorous registered apprenticeship training with applied business education to create a clear pathway from skilled trades to leadership and business ownership. By aligning with COCC's mission, Oregon's workforce priorities, and Central Oregon's regional labor needs, this program strengthens the construction workforce, supports economic growth, and provides apprentices with meaningful opportunities for long-term career advancement.

Program Courses (first draft)

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

BA 104 Business Math (Computation)	4 CR

BA 178 Customer Service (Human Relations)	3 CR
BA 214 Business Communications (Communication)	3 CR

Apprenticeship Courses (APR Prefix)	28-40 CR

Core Courses (including prerequisites): Please complete a minimum of 24 credits

CIS 120 Computer Concepts	0-4 CR
BA 101Z Introduction to Business	4 CR
BA 111 Applied Accounting	3 CR
CIS 131 Software Applications (pre-req CIS 120)	4 CR
BA 169Z Data Analysis Using Excel	4 CR
BA 206 Management Fundamentals I	4 CR
BA 218 Personal Finance	4 CR
BA 223 Marketing Principles I	4 CR
BA 250 Entrepreneurship (pre-req BA 101Z)	4 CR
MFG 103 Welding Technology I	4 CR
MFG 104 Blueprint Reading for Welders	4 CR
MFG 105 Welding Technology II	4 CR

Electives:

Choose an additional 16-28 credits of any courses above a 100-level to total 90 credits.

Total credits to complete program:	90 CR

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:

Submit a signed advisory board letter of support to the Assessment and Curriculum Administrator (gorsi@cocc.edu) 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 Construction Trades, General Apprenticeship Associate of Applied Science (AAS) degree at Central Oregon Community College provides a structured, industry-recognized pathway for registered apprentices to advance in their construction trades while building essential business and leadership skills. Designed exclusively for apprentices sponsored by participating employers, accepted by a Joint Apprenticeship Training Committee (JATC), and registered with the Oregon Bureau of Labor and Industries (BOLI), the program integrates formal apprenticeship training with applied coursework in business, supervision, and entrepreneurship. Graduates are prepared to achieve journey-level status and certification while also gaining the knowledge needed to advance into supervisory roles, strengthen their trade expertise, or pursue business ownership within the construction industry.

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 Assessment and Curriculum Administrator 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. Perform journey-level duties and tasks of a registered construction trade in accordance with employer, JATC, and industry standards.
2. Analyze problems and implement effective technical solutions using trade-related theory and on-the-job training.
3. Maintain safe and compliant worksites by following OSHA standards, building codes, and applicable regulations.
4. Apply trade-specific plans, sketches, and technical drawings to guide accurate installation and project execution.
5. Demonstrate workplace reliability, ethical conduct, effective communication, and critical thinking to support team performance and career advancement in the construction industry

Program Courses (Final Draft)

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

MTH 102 Applied Technical Math (Computation) 4 CR

Pre-requisite with concurrency: MTH 060 (or higher) or minimum placement Math Level 10.

BA 178 Customer Service (Human Relations) 3 CR

BA 214 Business Communications (Communication) 4 CR

Pre-requisite: WR 065 or higher, or minimum placement Wr/Comm Level 7.

Apprenticeship Courses (APR Prefix) 28-40 CR

Core Electives (including prerequisites): Please complete a minimum of 24 credits

CIS 120 Computer Concepts	4 CR
BA 101Z Introduction to Business	4 CR
BA 111 Applied Accounting	4 CR
CIS 131 Software Applications	4 CR

Pre-requisite: CIS 120 or CIS 124 or COCC Computer Competency.

BA 169Z Data Analysis Using Excel	4 CR

Pre-requisite: CIS 131

BA 206 Management Fundamentals I	4 CR
BA 218 Personal Finance	4 CR
BA 223 Marketing Principles I	4 CR
BA 250 Entrepreneurship (pre-req BA 101Z)	4 CR
MFG 103 Intro to Shielded Metal Arc Welding (SMAW)	4 CR

Pre-requisite with concurrency: MFG100

MFG 104 Blueprint Reading for Welders	4 CR
MFG 105 Introduction to Gas Metal Arc Welding/Flux Core Arc Welding (GMAW/FCAW)	4 CR

Pre-requisite with concurrency: MFG 100 (1 CR)

General Electives:

Choose an additional 16-28 credits of any courses in BA, CIS, MFG, or on the General Education, or Discipline Studies list to total 90 credits.

Total credits to complete program: 90 CR

List any new courses that will need approval to bring the program online*: N/A*

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

Years 1 – 4 *Note: It can take 4 years to complete an apprenticeship with on-the-job training (2,000 hours annually) in addition to related training instruction (RTI).*		
Apprenticeship Courses		28 – 40 credits
Year 5, Fall		
	MTH 102 Applied Technical Math (Computation)	4 credits
	BA 178 Customer Service (Human Relations)	3 credits
	BA 214 Business Communications (Communication)	4 credits
Year 5, Winter		
	Core Electives	12 credits
Year 5, Spring		
	Core Electives	12 credits
Year 6, Fall		
	General Electives	15 credits
Year 6, Winter		
	General Electives	12 credits
Year 6, Spring		
	General Electives	12 credits

Capacity

Program Director and email: *Interim Apprenticeship Program Manager*

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

No faculty load impacts. All courses in degree are existing courses. Course fill rates are not 100%, indicating no new sections need to be added.

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 will reside in the Apprenticeship budget, Org 134

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 anticipated to be incurred with this degree.

Have you reviewed this budget with your area Dean? Please indicate date of review:
3/26/25

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).

All courses in degree are existing courses.

Student Aid

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

This program should be financial aid eligible.

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 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 – students must be BOLI registered apprentices with a union or a committee or registered Journey-workers to declare this degree.
☐ 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 impacts expected.

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):

The only students eligible for enrollment in this degree are BOLI registered apprentices or journey workers. The JATC committees provide on-the-job training for each registered apprentice.