



CENTRAL OREGON
community college

2600 NW College Way
Bend, OR 97703
P. 541.383.7700
cocc.edu

College Affairs Committee

Friday, October 9, 2026

10:00 – 11:30 a.m.

Boyle Education Center Boardroom and Remotely via Zoom

Click the following link to attend via Zoom:

<https://cocc.zoom.us/j/94172824650>

Dial up: 1-253-205-0468 | Meeting ID: 941 7282 4650

1. New Business

- a. Committee Member Introductions – Tracy Crockett and Lisa Merritt

2. Old Business

- a. Review Minutes from the June 12, 2026 Meeting – Tracy Crockett and Lisa Merritt

3. New Business

- a. Inclusive Access Course Fees for the Winter 2027 Term, First Reading – Frank Payne
- b. Proposal to Establish G-23-4: Collegewide Digital Accessibility Policy, First Reading – Matthias Austin and Steve Broadbent

Next Meeting: Friday, November 13, 2026, 10:00 – 11:30 a.m. in the Boyle Education Center Boardroom and via Zoom



Date: June 12, 2026

Time: 2:00 – 3:30 p.m.

Location: Boyle Education Center Boardroom and Zoom

Attending	Absent	Guests
Breana Sylwester, Chair	Savannah Boyer	
Tracy Crockett	Tom Barry	
Scott Dove		
Lisa Merritt		
Galit Ruebush		
Talia Stockwell		
Marilyn Waller-Niewold		
Sara Henson		
Greg Pereira, President		
Kyle Matthews, Recorder		

Meeting called to order at 2:00 p.m.

1. Old Business

- a. Review Minutes from May 8, 2026 Meeting – Breana Sylwester
 - Motion to approve the meeting minutes.
Motion made by Lisa Merritt, seconded by Scott Dove.
- b. Proposed Revisions to G-6-3 Academic Affairs Committee, 2nd Reading – Breah Bollom
 - Stockwell said that the Associated Students of COCC (ASCOCC) is willing to assign a representative on the Academic Affairs Committee.
 - Motion to approve the second reading of proposed revisions to G-6-3.
Motion made by Talia Stockwell, seconded by Marilyn Waller-Niewold.
☒ Motion approved by all voting members present.

2. New Business

- a. Election for Next Year's Committee Chair – Breana Sylwester
 - Crockett and Merritt emailed Sylwester prior to this meeting to volunteer as candidates for Chair. Sylwester emailed both candidates to ask if they would be open to serving as co-chairs. Both concurred.
 - There were no other volunteers or nominations.
 - Motion to approve Tracy Crockett and Lisa Merritt as next year's Committee Co-Chairs.
Motion made by Scott Dove, seconded by Talia Stockwell.
☒ Motion approved by all voting members present.
- b. Discussion Item: Feedback on the College Communication Project – Greg Pereira
 - Pereira said that he has already discussed this matter with the Shared Governance Committee (SGC) and the Expanded Senior Leadership Team (ESLT). Andria Woodell and Sarah Baron brought to his attention that the College has experienced challenges with communication when trying to solve problems. The three of them had a brainstorm session and discussed COCC's



practice of assembling committees with members of different stakeholder groups, meeting a number of times, then announcing to the College what they have developed. However, many members of the College do not know the committee exists until they announce their conclusion. This can lead to the committee becoming defensive if they receive a negative reaction and their projects discontinuing. A conclusion from the brainstorm session was to look for ways to incorporate shared governance and improve communication in this process.

- Pereira shared a visual aid that explained how the existing process starts with a problem, a committee is developed, the committee (sometimes) shares what they plan to do with stakeholders, then the results are posted to Bobcat Community. It is also difficult to ask people to commit to serving on a committee for a year or more. During the brainstorm session, it was proposed to change this process by asking for input about a problem from everyone during a large event like a Let's Chat or an All-College Kickoff, as well as through an online survey for those who could not attend the event; then take the feedback to stakeholders from each affected area, including individuals, departments and committees; then form a committee based on the feedback from these meetings. The committee would then discuss all of the compiled feedback and determine whether something should be done about the issue, or they could determine that it is not an issue and explain why. The committee would then meet with the stakeholders again to discuss their findings and receive additional feedback. The committee would then refine their findings and present their conclusion to the full College. Pereira proposed to the SGC to try this process. They agreed to take the lead on the pilot and discussed possible topics. Pereira also shared it with the ESLT. They agreed and discussed possible topics for the pilot.
- Pereira asked the College Affairs Committee (CAC) if they have seen problems similar to what he has described and whether a pilot would be worth pursuing.
 - Merritt suggested that a similar process was done during the development of COCC's current strategic plan.
 - Pereira asked if that process was helpful.
 - Merritt suggested that it gave those who participated a voice.
- Ruebush concurred that the current process is as Pereira described and that it is not working. She asked how long it might take for a problem to go through a committee and return to the stakeholders for further feedback.
 - Pereira explained that, since this process has not yet been tried at COCC, it would need to address a tangible problem with a clear timeline.
- Henson suggested this process could be tested on more than one problem during the pilot.
- Dove asked if everyone at the College would be responsible if an actionable item were developed.
 - Pereira suggested that this process won't solve every problem. It will focus on College-wide problems. It could be something that becomes part of the Shared Governance Committee's responsibilities or someone else's.
- Merritt asked what topics might be discussed in the pilot.
 - One topic suggested by the SGC was communication outside of one's immediate area and across the College, rather than siloed communication. The ESLT suggested



considering how the College could rebuild its committee structure from scratch with the purpose of improved communication and shared governance. They also discussed making COCC's culture less broad and more actionable, as well as eLearning and budget communication. Next steps would be deciding which topic to focus on and gaining support from the CAC and other committees.

- Ruebush suggested that new committees are often formed without any consideration for whether any existing committees can meet that need, and then nothing gets done.
 - Pereira concurred that committee duplication has been a problem.
- Dove suggested using the pilot to review COCC's policies on artificial intelligence, noting that it affects everyone at the College. Everyone can give input about what platforms they use and for what purposes. He noted that there is an existing AI Committee, but this pilot could speak to the issue of a lack of implementation.
 - Henson noted that the AI Committee has developed some guiding principles and values for the College to follow, but concurred with Dove's suggestion.
 - Pereira concurred and suggested that the SGC could work with the AI Committee on such a project, which would then eliminate the need to form a new committee.
 - Ruebush asked how long the AI Committee has existed.
 - Matthews explained that they formed two years ago. In their first year, they served as a taskforce, and this past year they have served as a subcommittee that reports to the CAC.
 - Henson suggested the AI Committee could be infused in all of COCC's other committees since AI affects everyone at the College.
 - Dove noted that other committees are discussing AI from their unique perspectives, so it might be useful to consolidate all of their perspectives into one group.
 - Pereira asked when the AI Committee will next meet.
 - Dove said they will meet sometime in the fall.
 - Pereira asked if they might be interested in such a project.
 - Dove said it would depend on who the new committee chair will be.
 - Sylwester suggested the focus on AI is a good idea because it is broad enough to cover the whole College and that it is actionable because it requires asking how long something might take.
 - Pereira suggested that this project will not be able to start until the late fall term, which could give the AI Committee enough time to elect a new chair and get an idea of their goals for the coming year.
- Ruebush asked who would initiate this proposed new process.
 - Pereira suggested that the SGC would lead that process. They could send out an online survey, host an open introductory meeting, and meet with key stakeholders. The data they gather could then be given to a committee, and that committee would use that data to make recommendations for the College.
- Sylwester asked if the Shared Governance Committee could be expanded.



- Pereira suggested that adding more people to that Committee could be a good idea as the individuals currently occupying the four existing positions are very busy, and this work could require more people.
- Henson suggested another potential topic is COCC's academic calendar. Should it be mirroring a K-12 calendar or OSU-Cascades? What days should the College be open during Thanksgiving week? When are end dates for each term and when should they be published? Should COCC be on a three- or four-year calendar cycle? This topic has been discussed by various groups, but not the whole College. Pereira concurred.
- Stockwell suggested that getting students involved will be challenging, especially when it comes to asking them to respond to surveys. They suggested involving the ASCOCC in adding a student's voice to the pilot committee.
 - Pereira concurred and noted that COCC has mostly relied on emails and Bobcat Community posts to send out surveys to College personnel. He suggested that setting up stations across COCC's campuses where people can complete surveys in person could help improve survey response rates.
- Ruebush asked, if a committee does not receive enough feedback, would this proposed process continue moving forward?
 - Pereira suggested that this could be question for the SGC. He also suggested that, if the committee is intentional about gathering people's feedback and communicating that they will be using it to design procedures, this process could prove effective. He could incorporate it into a Let's Chat gathering and various committee meetings.
 - Sylwester noted that there are many people at COCC who want to respond to surveys, but simply don't have the time, so incorporating them into previously established meetings could improve responses. Pereira concurred.
- Pereira said he would take the CAC's feedback, along with feedback from the ESLT, to the SGC. He will ask if they would be willing to lead this pilot starting in late fall and if they would prefer focusing on any of the topics that were discussed. He could then connect them to an existing committee or help form a new one.

Motion to adjourn the meeting.

Motion made by Lisa Merritt, seconded by Galit Ruebush.

Meeting adjourned at 2:41 p.m.

NEXT MEETING: Friday, October 9, 2026 at 10:00 a.m. in the Boyle Education Center Boardroom and via Zoom



Presentation/Proposal Form

Inclusive Access Course Fee Proposals - Winter 2027 & Beyond

Name: Frank Payne

Date: 10/06/2026

Department: Bookstore

Contact Information: fpayne@cocc.edu

- ❖ Complete Items 1–9 to the best of your ability (see [Instructions](#) form for reference).
- ❖ If an item is not relevant to your specific presentation/proposal, please mark it N/A.
- ❖ E-mail the completed Presentation/Proposal Form to the College Affairs chair and committee support specialist no later than 5 pm the Friday prior to the scheduled College Affairs meeting.

1. PRESENTATION/PROPOSAL ABSTRACT (no more than 250 words)

This proposal is to offer required student course materials using Inclusive Access, delivered through Canvas, beginning Winter 2027 term on January 4th.

This proposal also includes Inclusive Access course materials that will not be used until Spring 2027 & Fall 2027.

Rather than purchasing course materials directly, students pay a course fee and then receive access to their course materials delivered on the first day of class. The College uses VitalSource for digital course materials - who then deliver the course materials via Canvas - from the course fees collected.

Using Inclusive Access reduces course materials costs for students and allows students who can afford courses, but do not have access to bookstore credit, to have day one access to their course materials.

Inclusive Access course materials can be up to 50% cheaper than comparable physical course materials, and are usually 10% to 30% less expensive than the same digital products purchased directly.

Students have the first two weeks of the term to Opt Out of the Inclusive Access Course materials and receive a refund on their course fees.

2. TYPE OF PRESENTATION/PROPOSAL

☐ Information Item and/or Committee Feedback (requires approval of CA Chair)

☒ Action Item:

☐ Procedure/Policy — *typographical correction and/or federal/state mandate update* (Attach current procedure/policy with proposed changes highlighted using track changes.)

☐ Procedure/Policy — *revision* (Attach current procedure/policy with proposed changes highlighted using track changes.)

☐ Procedure/Policy — *new* (Attach proposed procedure/policy separately.)

☐ Identify suggested location in manual:

☒ Course Fee — If applicable, identify a suggested cap for the course fee (for example, a percentage or "increase to not exceed \$X"):

☐ Other:

3. BUDGET IMPACT

See attached spreadsheet for course information and details.

4. IMPACTED DEPARTMENTS AND/OR PROGRAMS

List impacted departments/programs, describe the impact, and identify steps taken to communicate the impact(s)

Business
Baking
CIS
Dental Assisting
Health Information Management
Physics
Veterinarian Tech
Writing

5. INSTRUCTIONAL REQUIREMENTS/IMPACTS

N/A

6. OPERATIONAL IMPACT

N/A

7. STUDENT IMPACT

See attached spreadsheet for courses and course fees.

8. ANTICIPATED IMPLEMENTATION TIMELINE

Beginning Winter term 2027 - January 4th

Other Inclusive Access course material will be implemented Spring and Fall terms, 2027.

9. MOTION TO BE RECOMMENDED

Dept	Course	Title	Publisher	Inclusive Access ISBN	Duration	Course Fee	Notes
BA	232	DESIGNING BRAND IDENTITY	Wiley	9781119984825	Lifetime	\$34.50	
Bak	101	Professional Baking, 8e	Wiley	9781119744955	150 days	\$41.00	
CIS	179	Network+ Certmaster Learn V9	Comptia	9781642745245	365 days	\$149.00	
CIS	179CL	Cloud Essentials	Ascend	9780578586717	Lifetime	\$180.00	
CIS	124	Tech+ CertMaster Learn V6	Comptia	9781642745269	365 days	\$130.00	
CIS	140/145	A+ Core CertMaster Learn V15	Comptia	9781642746037	365 days	\$230.00	
DA	120	DENTAL ASSISTING INSTRUMENT & Materials	Cengage	9798214341484	180 Days	\$65.00	
DA	125	Infection Control and Management of Hazardous Materials for the Dental Team	Elsevier	9780323764933	Lifetime	\$54.00	
DA	130/131	Dental Materials	Elsevier	9780323596596	Lifetime	\$62.00	
DA	134/135	Dental Radiography	Elsevier	9780323695510	Lifetime	\$71.00	
DA	134/135	Workbook and Laboratory Manual for Dental Radiography	Elsevier	9780323695886	Lifetime	\$33.00	
DA	160	Medical Emergencies Guide for Dental Auxiliaries	Cengage	9798214348797	Lifetime	\$65.00	
DA	120	Modern Dental Assisting	Elsevier	9780443268717	Lifetime	\$104.00	
DA	120	Student Workbook for Modern Dental Assisting with Flashcards	Elsevier	9780443268670	Lifetime	\$46.00	
HIM	100	Cengage Unlimited 12-month	Cengage	9780357700013	12-month	\$300.00	
HIM	110	HIPAA for Health Care Professionals (CR 2018)	Cengage	9780357700013	12-month	*	
HIM	120	Let's Code It!	McGraw	9781265378769	1825 Days	\$45.00	
HIM	120	ICD-10-CM Code Book, 2027	AHIMA	9781939635679	Lifetime	\$97.00	
HIM	121	ICD-10-PCS Code Book, 2027	AHIMA	9781939635754	Lifetime	\$98.00	
HIM	122	CPT 2027 Professional Code Book	AHIMA	*	180 days	\$65.00	
HIM	140	Basic Allied Health Statistics and Analysis (Cengage Unlimited)	AHIMA	9780357700013	Lifetime	*	
HIM	150	Understanding Health Insurance: A Guide to Billing and Reimbursement, 2025 Edition	AHIMA	9798214489872	Lifetime	\$65.00	
HIM	200	Health Information Management Technology: An Applied Approach	AHIMA	9781584269809	Lifetime	\$93.00	
HIM	210	MindTap for McWay's Legal & Ethical Aspects of HIM (Cengage Unlimited)	Cengage	9780357700013	12-month	*	
HIM	220	Principles of Healthcare Reimbursement	AHIMA	9781584269168	Lifetime	\$84.00	
HIM	230	Documentation for Health Records, 3rd edition	AHIMA	9781584269717	Lifetime	\$84.00	
HIM	250	Health IT and EHRs: Principles and Practice, 7 edition	AHIMA	9781584269656	Lifetime	\$80.00	
HIM	260	Management for the Health Information Professional	AHIMA	9781584269373	Lifetime	\$89.00	
HIM	270	Documentation for Health Records, 3rd edition	AHIMA	9781584269717	Lifetime	*	
HIM	271	Quality and Performance Improvement in Healthcare: Theory, Practice...	AHIMA	9781584269670	Lifetime	\$80.00	
HIM	290	Registered Health Information Technician (RHIT) Exam Preparation	AHIMA	9781584268734	Lifetime	\$72.00	
HIM	130	Healthcare Code Sets, Clinical Terminologies, and Classification Systems, 5th Ed.	AHIMA	9781584269632	Lifetime	\$85.00	
HUM	256	The Norton Anthology of African American Literature, 4th	Norton	9781324084204	180 days	\$48.00	
PH	100	Physical Science	McGraw Create	9781264450817	Lifetime	\$16.50	
VT	108	McCurnin's Clinical Textbook for Vet Technicians and Nurses	Elsevier	9780443281457	Lifetime	\$82.00	
VT	110	Laboratory Procedures for Veterinary Technicians	Elsevier	9780443122804	Lifetime	\$57.00	
VT	110	Laboratory Manual for Laboratory Procedures for Veterinary Technicians	Elsevier	9780443122231	Lifetime	\$23.00	
VT	114	Essential Calculations for Veterinary Nurses and Technicians	Elsevier	9780323833615	Lifetime	\$29.00	
VT	202	Small Animal Surgical Nursing	Elsevier	9780323764858	Lifetime	\$56.00	
VT	204	Lavin's Radiography for Veterinary Technicians	Elsevier	9780323763714	Lifetime	\$56.00	
VT	118	Clinical Anatomy and Physiology for Veterinary Technicians	Elsevier	9780323826334	Lifetime	\$65.00	
WR	121Z	The Little Seagull Handbook	Norton	9781307890617	180 days	\$23.00	
WR	Any	Bedford Bookshelf	MacMillan	9781319530297	180 days	\$30.00	
WR	227	Practical Strategies for Technical Communication	MacMillan	9781319568719	180 Days	\$45.00	



Presentation/Proposal Form

College-Wide Digital Accessibility Policy

Name: Matthias Austin

Date: 10/5/2026

Department: Information Technology Services

Contact Information: maustin5@cocc.edu | 541-317-3063

1. PRESENTATION/PROPOSAL ABSTRACT (no more than 250 words)

This proposal adds a college-wide Digital Accessibility Policy to the General Policy Manual at G-23-4. The three-sentence policy (attached) states the College's commitment to equitable digital access, names Web Content Accessibility Guidelines (WCAG) 2.1 Level AA as the standard, and gives every employee a role in the accessibility of what they create, procure, or manage.

The legal basis is Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The Department of Justice's 2024 rule under Title II requires public entities to bring web and mobile content into conformance with WCAG 2.1 Level AA. COCC's compliance date is April 2027. The requirement covers the College's entire digital environment, with the greatest weight on what students and the public use.

COCC already has a Digital Accessibility Policy in the manual (G-30-23), adopted by Academic Affairs and brought to College Affairs in February 2025. It sits within the Academic Affairs section, applies to instructional content and academic technologies, and is not changing. This proposal covers the whole institution. Together the two policies match the scope of the federal requirement.

The policy is deliberately short. It states the College's stance: steady improvement toward the standard as ability, resources, and capacity allow, with the whole institution taking part. It creates no new procedures, committees, or reporting structures. Existing guidance and support continue unchanged.

2. TYPE OF PRESENTATION/PROPOSAL

- ☐ Information Item and/or Committee Feedback (requires approval of CA Chair)
- ☒ Action Item:
 - ☐ Procedure/Policy — *typographical correction and/or federal/state mandate update*
 - ☐ Procedure/Policy — *revision*
 - ☒ Procedure/Policy — *new (proposed policy attached)*
 - ☒ Identify suggested location in manual: G-23-4
 - ☐ Course Fee
 - ☐ Other:

3. BUDGET IMPACT

Adoption requires no new spending or positions. The work does carry costs that exist with or without this policy: the time employees spend making their own content accessible, which is part of doing the work like any other quality expectation, and the tools, training, and remediation support the College already funds. Investment in this work may need to grow over time to meet the federal requirement. Those decisions belong to the normal budget process; the policy does not set or change them.

4. IMPACTED DEPARTMENTS AND/OR PROGRAMS

List impacted departments/programs, describe the impact, and identify steps taken to communicate the impact(s)

The policy applies to every department that creates, procures, or manages digital content or technology, which in practice is all of them. The impact is a documented standard, not a new process. Adoption itself does not require any department to change staffing, adopt new systems, or meet a new deadline.

Over time, some departments will find that a current tool or process cannot produce accessible content and will need to adjust. That is driven by the federal requirement rather than by this policy, and support for working through it already exists.

Communication ahead of submission included meetings with individual teams and departments, college leadership, posts to the Bobcat Community, and broader outreach on digital accessibility expectations and requirements across the college. Feedback from that outreach shaped the version presented here.

5. INSTRUCTIONAL REQUIREMENTS/IMPACTS

None. Instructional content is already covered by the Academic Affairs Digital Accessibility Policy (G-30-23), which this proposal does not modify.

6. OPERATIONAL IMPACT

Minimal. The policy documents an expectation federal law already places on the College and makes digital accessibility a recognized institutional priority rather than a departmental option. The College works toward the standard over time as resources and capacity allow. Adoption sets no new deadlines, committees, or approval steps.

7. STUDENT IMPACT

Students interact with the College digitally at nearly every step: applying, registering, receiving financial aid information, and completing coursework. Accessible digital content removes barriers for students with disabilities before they encounter them, which reduces reliance on individual accommodation and improves access, independence, and the ability to succeed.

The same qualities help everyone. Captions serve students watching in a shared space or reading in a second language. Clear structure and readable contrast serve students on phones and slow connections. Content built to the standard works better for the whole student body.

8. ANTICIPATED IMPLEMENTATION TIMELINE

Effective upon adoption. No implementation steps are triggered by adoption. Living up to the policy is ongoing work that continues past the April 2027 compliance date; the policy sets the direction, and progress follows the College's resources and capacity.

9. MOTION TO BE RECOMMENDED

I move to adopt the College-Wide Digital Accessibility Policy and add it to the General Policy Manual at G-23-4 as submitted.

Attachment: Proposed Policy Text

Digital Accessibility Policy (College-Wide)

Proposed location: General Policy Manual, G-23-4

Central Oregon Community College is committed to ensuring equitable access to its digital content, services, and technologies for all students, employees, and community members. In compliance with Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, the College strives to ensure that all institutional digital properties and content conform to Web Content Accessibility Guidelines (WCAG) 2.1 Level AA standards. All College employees have a role in supporting the accessibility of the digital content and technologies they create, procure, or manage.