



CENTRAL OREGON
community college

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

College Affairs Committee

Friday, February 14, 2025

10:00 – 11:30 a.m.

Virtual Zoom Meeting

Click the following link to attend via Zoom:

<https://cocc.zoom.us/j/96383214641>

Dial up: 253-215-8782 | Meeting ID: 963 8321 4641

1. Old Business

- a. Review Minutes from January 10, 2025 Meeting – Tim Peterson
- b. Spring 2025 Inclusive Access Course Fees, 2nd Reading – Frank Payne

2. New Business

- a. Discussion Item: Digital Accessibility, Student Technology and Privacy Policies – Kristine Roshau
- b. Discussion Item: G169 Field Geology Course Fee Update – Hal DeShow
- c. Discussion Item: Interim Chair for March 14 Meeting

Next Meeting: Friday, March 14, 2025, 10:00 – 11:30 a.m. via Zoom



Date: January 10, 2025
Time: 10:00 – 11:30 a.m.
Location: Zoom meeting

Attending	Absent	Guests
Tim Peterson, Chair	Tracy Crockett	Frank Payne
Allison Dickerson	Krissa Harris	Alicia Moore
Breana Sylwester		Jeremy Abbey
Marilyn Waller-Niewold		
Thomas Wrisley		
Sara Henson		
Laurie Chesley, COCC President		
Kyle Matthews, Recorder		

Meeting called to order at 10:00 a.m.

1. Old Business

a. Review Minutes from December 13, 2024 Meeting – Tim Peterson

- Motion to approve the meeting minutes.
Motion made by Allison Dickerson. Seconded by Breana Sylwester.
- Motion approved by all voting members present.

b. Proposed Updates to Title IX Polices: G-28-0, G-28-0.1, G-28-0.2, G-28-2, G-28-2.1, N-1-1, N-1-1, N-1-3, N-2-0, N-2-1, N-2-3, N-2-8, N-2-10, N-2-11, N-3-10; 1st and 2nd Reading – Alicia Moore and Jeremy Abbey

- Moore said that she listened to a recording of the previous College Affairs Committee (CAC) meeting, which she was unable to attend, and submitted written responses to questions that were asked about this proposal. However, earlier that day, a federal judge in Kentucky instituted a nationwide halt on most of the Biden administration’s changes to Title IX policies. She did not know the depths of the changes that were being halted, but she expected that the protections for pregnancy and pregnancy related conditions would stay in place. She also expected changes around what gender discrimination means to be discontinued at the federal level, but would remain in place in Oregon. Proposals for updating COCC’s Title IX policies will not need to be postponed until this court case is resolved. Moore expected, based on the past seven years, that nothing will be adjudicated internally based on federal regulations, but the College will be able to respond based on Oregon’s regulations. Moore expected to learn more in the coming weeks and planned to return to the CAC with modifications for COCC’s policies. This may include an interim update that adds protections for individuals who are pregnant or have pregnancy related conditions, with a hold on any other updates.
- Henson asked if there could be more messaging to the faculty about how they can support their students if they learn that a student is pregnant or has a pregnancy related condition, such as contacting Moore.
 - Moore noted that there is an email posting in Headlines every fall quarter, as well as college-wide trainings on Title IX policies. Directions for finding support are emphasized in both of these mediums. Moore offered to discuss with Annemarie Hamlin if she



would like to address the faculty specifically. She also said that *any* COCC employee who learns that a student is pregnant or has a pregnancy related condition is required to give them Moore's contact information. This information is available in Canvas, on business cards placed in every COCC classroom, and on COCC's website. However, students are not required to contact Moore, but she encouraged everyone at this meeting to help spread the word however they can.

- Henson suggested this information would be worth repeating through all of those channels. Moore concurred.
 - Henson asked if there were requirements for accommodating students who are pregnant or have pregnancy related conditions, as it seemed unclear.
 - Moore said that if an employee learns a student is pregnant or has a pregnancy related condition, the College is required to provide accommodations inside and outside of the classroom that are specific to that student's needs. Since every class and program is different, there is no universal answer to this question, so it is up to the faculty member who is working with the student to determine what is appropriate based on the students' needs and their course material. If they have questions, they can contact their instructional dean, as well as Moore if the dean is unsure how to answer their question. The Disability Services department is not responsible for this matter as pregnancy is not classified as a disability.
 - Peterson asked that "pregnancy related conditions" refers to.
 - Moore encouraged everyone to review their Title IX training and said that pregnancy related conditions include lactation needs, recent miscarriages and complications with a pregnancy.
 - Moore clarified that the student is required to initiate the conversation with their instructor and offered to include that language in future communications.
 - This item has been tabled until further notice.
- c. Discussion Item: Generative Artificial Intelligence (GenAI) Taskforce Update – Tim Peterson
- Peterson said the taskforce meets every two weeks, but they had not met since before the winter break. Their next meeting would be later in the day of this CAC meeting. They currently have a draft of a proposal for the College, but it still needs a lot of work. The taskforce has received a lot of feedback over the past eight months, primarily from faculty who want direction on how to address AI use in their classes. Peterson presented a proposal for the syllabus template to the Academic Affairs department on Monday. A lot of language in this template is used by other institutions, as well as COCC's eLearning department. This language is intended to give the faculty more structural support in how they can address AI use. The proposal went through a first reading. There were questions about how close to the wording of the template do instructors' templates need to be. The consensus was that this template would be more of a suggestion than an absolute statement, so faculty have flexibility with their standards for AI use. The taskforce also reviewed COCC's Student Code of Conduct and suggested some changes to be more inclusive about using AI for academic purposes. This was not presented at the recent Academic Affairs meeting, so it will hopefully be presented at their next meeting. The taskforce is still on track to have a full proposal for the College at the beginning of the Spring 2025 term, with the possibility of presenting to the CAC after spring break. The taskforce also administered a survey last spring and another during a workshop they lead at the Campus-wide Kickoff in September. They would like to administer an additional survey to learn about how people at



COCC are using AI and what their thoughts are on it. He expected this survey to be sent out within the next two weeks.

2. New Business

a. Spring 2025 Inclusive Access Course Fees, 1st Reading – Frank Payne

- Peterson asked what the current costs are for the materials for the courses associated with the proposed fees.
 - Payne estimated the BA 217 Accounting Fundamentals course materials cost over \$200 and the HS 208 Multicultural Issues Human Services course materials cost about \$153.
- Peterson asked if it was possible for inclusive access fees to ever be higher than the standard cost for students.
 - Payne said that inclusive access course fees are typically 30-50% cheaper than physical course materials. Given the fact that textbooks are primarily printed in China, and the possibility of tariffs for imported goods being established by the incoming Trump administration, textbooks may become even more expensive. (COCC's most expensive textbooks currently cost as much as \$300.) There may be a point in time where other colleges decide that physical textbooks are no longer affordable for their students, so they might pivot to digital or inclusive access materials. It would depend on what works best for the department, the instructors and the students. While inclusive access *is* digital, the College receives an additional 10% discount, as opposed to having students just access digital course materials directly from a website. If inclusive access proves to be unpopular, COCC's Bookstore could always go back to digital course materials. Inclusive access also saves the College a lot of money on shipping. (Post-COVID, the Bookstore has been paying \$300-500 to ship 50-60 copies of a textbook. Digital course materials cost about 20-25% less than physical materials, depending on the publisher.) The Bookstore more often breaks even when returning digital materials more than they do when returning physical materials.
- Peterson asked why Payne needs to request the CAC to approve these fees every quarter. Are individual instructors asking for inclusive access for their classes? How do people know they have access to these resources?
 - Payne said it is a matter of an increase of inclusive access courses and instructors wanting to use these materials to help their students save money. Also, if an instructor regularly uses digital course materials, Payne will do additional research to see if students can save additional money if the course uses inclusive access, which is normally the case.
- Peterson asked if students are required to pay this fee if they opt to use other course materials instead.
 - Payne said that students have until Friday, January 17 at 5:00 p.m. to opt out for the current term. If they opt out, they cannot access these course materials and are responsible to find their own alternatives, such as purchasing directly from a publisher or another retailer, or borrowing from a library. If an inclusive access course requires courseware, students cannot purchase a used courseware book.



- Peterson asked if it would be possible for COCC to adopt a blanket policy that that permits any inclusive access course fees.
 - Payne said it could be possible if everyone agrees on how to go about it. Pricing will vary for each individual class. Payne can only present the costs to each department and let their faculty discuss it. Some students will prefer physical over digital course materials. Others will purchase physical materials before they are aware of inclusive access and do not want to purchase their course materials twice.
 - Peterson offered to meet with Payne after this meeting to discuss drafting a blanket policy proposal, possibly to be presented during the Spring term. Payne concurred.
 - Sylwester added that a blanket policy could prove beneficial for students who might be waiting to receive financial aid and need to access affordable course materials when their classes begin.
 - Dickerson asked if students can print out information from inclusive access materials onto.
 - Payne said it would depend on the duration of ownership of the materials, which also applies to any digital materials. If ownership is not permanent, it is a rental, and publishers can limit how much a renter can print from rented materials. Rented materials also cannot be downloaded to a device. It can only be accessed online for the duration of the rental.
 - Motion to approve the first reading of the proposed inclusive access fees.
Motion made by Breana Sylwester, seconded by Allison Dickerson.
 - Motion approved by all voting members present.
- b. Proposed Course Fees Increase for Manufacturing Technology – Amy Ward
- Peterson said that the first reading for this proposal will be delayed until the next CAC meeting.
 - Henson asked if it would be possible to request additional information from Ward on why the proposed increases in fees were so substantial.
 - Peterson offered to contact Ward regarding this question.
 - Chesley said she had similar questions and suggested delaying the first reading of this proposal. There should also be a larger discussion on what principles departments are using to propose course fees. Are they consistent? Are they necessary? It may be to pay for consumable materials and supplies that need to be replenished, but further analysis may be needed. Such costs could be prohibitive for students.
 - Peterson recalled having a large file from the course fee taskforce many years ago and said he would try to track it down. (He may have passed it on to Stephanie Andre.) More recalled having access to a similar file from another student fees taskforce in the Spring 2014 term and offered to search for it as well.
 - Henson asked how course fees could be applied equitably across all of COCC's programs.
 - Peterson recalled this being a significant criterion for the student fees taskforce he and Henson served on. He also recalled that the mindset of the taskforce was that course fees would not be 100% equitable as some programs would generate more revenue for the College than others.
- c. Discussion Item: New Presidentially Appointed Member for the CAC – Tim Peterson



- Peterson reminded everyone that Krissa Harris' last day was the day of this meeting (she was unable to attend), so a new presidential appointee was needed to serve on the CAC. Peterson asked Chesley if she could find a replacement to serve for the remainder of the 2025 academic year.
 - Chesley concurred and welcomed any recommendations anyone might have.

Motion to adjourn the meeting.

Motion made by Tim Peterson, seconded by Allison Dickerson.

Meeting adjourned at 10:36 a.m.

NEXT MEETING: Friday, February 14, 2025 at 10:00 a.m. via Zoom



Presentation/Proposal Form

Inclusive Access Course Fees - Spring 2025

Name: Frank Payne

Date: 01/10/2025

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 Spring 2025 term on March 31st. 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 then pays Redshelf - who delivers the course materials to 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 their course materials available on the first day of their classes.

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

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

BA 217 - Accounting Fundamentals - Course fee: \$129.99

HS 208 - Multicultural Issues Human Services- Course fee: \$83.00

4. IMPACTED DEPARTMENTS AND/OR PROGRAMS

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

Business. Human Services.

5. INSTRUCTIONAL REQUIREMENTS/IMPACTS

N/A

6. OPERATIONAL IMPACT

N/A

7. STUDENT IMPACT

BA 217 - Accounting Fundamentals - Course fee: \$129.99

HS 208 - Multicultural Issues Human Services- Course fee: \$83.00

8. ANTICIPATED IMPLEMENTATION TIMELINE

Spring term 2025 - beginning on Monday, March 31st.

9. MOTION TO BE RECOMMENDED



Presentation/Proposal Form

Name:

Date:

Department:

Contact Information:

- ❖ 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)

2. TYPE OF PRESENTATION/PROPOSAL

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

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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

4. IMPACTED DEPARTMENTS AND/OR PROGRAMS

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

5. INSTRUCTIONAL REQUIREMENTS/IMPACTS

6. OPERATIONAL IMPACT

7. STUDENT IMPACT

8. ANTICIPATED IMPLEMENTATION TIMELINE

9. MOTION TO BE RECOMMENDED

Digital Accessibility (G-30-23)

Policy Text

Central Oregon Community College will provide all students with equitable access to learning materials within digital learning spaces by working to ensure that all instructional content and academic technologies conform to the [Web Content Accessibility Guidelines 2.1 Level AA](#) standards.

* For further details and definitions, please see cocc.edu/home/accessibility and [Digital Accessibility at COCC](#)

Student Technology and Privacy (G-30-23.1)

Policy Text

Students enrolled in COCC classes that use academic technology to collect assignments, proctor exams, or contribute to class activities can expect that (a.) any technology required to participate in class activities which is not already included in [COCC's Academic Technology catalog](#) will be disclosed in the class syllabus with links to vendor privacy information, (b.) technology integrated into the Learning Management System (LMS) will have undergone a security review prior to installation, and (c.) will comply with privacy standards outlined in the [Family Education Rights and Privacy Act](#) (FERPA)*.

Technology with audio or video components required (e.g., live online meeting lectures, proctoring software, streaming, etc.) will likewise be communicated in the course syllabus. Students seeking exemption from use of class technology tools should consult with their instructor.

* "[Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices](#)" from <https://studentprivacy.ed.gov>



Presentation/Proposal Form

[Add Title Here]

G169: Field Geology: Exploration of the Pacific Northwest –
Proposal for special fee

Name: Hal Wershow

Date: 10/21/2022

Department: Science (Geology)

Contact Information: hwershow@cocc.edu 541 383 7557

- ❖ Complete Items 1–8 to the best of your ability (see Instructions form for reference).
- ❖ If an item listed is not relevant to your specific presentation to College Affairs, please mark it *N/A*.
- ❖ E-mail the completed checklist to the College Affairs committee support specialist by the specified deadline.

1. PRESENTATION/PROPOSAL ABSTRACT (150–250 words)

See attached (G169 Fee Proposal Abstract)

2. TYPE OF PRESENTATION/PROPOSAL

- Information Item (requires approval of CA Chair)
- Action Item
 - Information and committee feedback
 - Procedure—*revision* (Attach current procedure with proposed changes highlighted using track changes.)
 - Procedure—*new* (Attach proposed procedure separately.)
 - Identify suggested location in *General Procedures Manual*: _____

- Policy—*revision* (Attach current policy with proposed changes illustrated with track changes)
- Policy—*new* (Attach proposed policy separately.)
- Identify suggested location in *General Policy Manual*: _____
- Other: **Fee proposal** _____

3. BUDGET IMPACT

Fee Justification:

- Camping costs for 3 nights at the Rockford Grange in Hood River (\$100/night) = \$300 = \$15/student
- Food costs for 3 full days (9 meals) = \$15/person/day = \$990; \$990/20 = \$49.50/student
- COCC Van Transportation (~500 miles x 2 vehicles x \$0.82/mile) = \$820 = \$41/student
- Precedent: Forestry field courses (e.g., FOR 126) that incorporate significant travel and lodging costs charge a course fee. Also, we did this same process for G161 – Landscape Evolution.

Total per student = \$105.50

Would it be possible to make this a flexible fee, as future editions of G169 will go to different locations with different camping / transport costs? Perhaps up to \$150/student

4. INSTRUCTIONAL REQUIREMENTS/IMPACTS

There will be two paid staff members (myself and a geology field assistant). The field assistant will be paid from the geology budget.

5. OPERATIONAL IMPACT

Group field gear, such as stoves, pots and pans, is necessary. The Forestry department and Geology department have a trailer full of such equipment that we share. The Geology department also has a stockpile of student camping gear, such as sleeping bags, pads, and tents that we share with anyone who wants them.

6. STUDENT IMPACT

This is a tremendous opportunity for students to experience science field work. It is specifically targeted at students with little to no prior science field experience. Our goal is to introduce them to a professional world that they never knew existed. And they'll learn some geology along the way.

The fee sounds expensive (\$105.50). However, this covers 3 full days & nights of food, lodging and transportation, for about \$35/day. I think this is a bargain, and they will get free admission to state parks as a bonus!

7. ANTICIPATED IMPLEMENTATION TIMELINE

Winter 2023 - run G169 in the Columbia Gorge
Spring 2023 - run G169 on the Oregon Coast
Fall 2023 - run G169 at Mt St Helens
And into the future!

8. MOTION TO BE RECOMMENDED

I move to implement a special fee of \$105.50 (with the ability to flex up to \$150 in future years) for the geology field course G169.

G169: Field Geology: Exploration of the Pacific Northwest – Fee Proposal

Proposed Fee: \$105.50

Submitted by: Hal Wershow

Abstract:

G169: Field Geology: Exploration of the Pacific Northwest is a new field-based geology course that will be offered for the first time this Winter term (2023). G169 is based on a 4-day/3-night field trip to geologic locations within a 2 to 5 hour drive of Bend. Field locations will vary from term to term, depending on weather and other logistics. Winter term will be the Columbia Gorge, Spring term the Oregon Coast, next Fall we're looking at Mt St Helens, you get the picture. Depending on time of year, we will either camp or stay in a warm place with bathrooms and a kitchen.

There will be two paid staff members (myself and a Geology Field Assistant) to help with cooking, driving and field safety. We will have two vehicles and an enrollment cap of 20 students for a total of 22 people. Food will be prepared and eaten communally (with deference to dietary restrictions) to reduce costs, complexity and transportation, and for again enhancing the shared experience of camp life. Staff food costs will be subsidized by student fee.

Because we will be going somewhere different every term, I am hoping that we can build a flexible fee structure. For the Winter term expedition to the Columbia Gorge, I would estimate the following:

- Camping costs for 3 nights at the Rockford Grange in Hood River (\$100/night) = \$300 = \$15/student
- Food costs for 3 full days (9 meals) = \$15/person/day = \$990; \$990/20 = \$49.50/student
- COCC Van Transportation (~500 miles x 2 vehicles x \$0.82/mile) = \$820 = \$41/student
- Precedent: Forestry field courses (e.g., FOR 126) that incorporate significant travel and lodging costs charge a course fee. Also, we did this same process for G161 – Landscape Evolution.

Total per student = \$105.50

Would it be possible to make this a flexible fee? Perhaps up to \$150/student maximum?

Jennifer Peters

Subject: FW: College Affairs 2nd reading approvals

EMAIL APPROVAL FOR:

- Date all HR Personnel Policies or Procedures in GPM
- G169: Field Geology: Exploration of the Pacific NW Special Course Fee
- History, Psychology, Criminal Justice Course Fees

From: Laurie Chesley <lchesley@cocc.edu>

Sent: Wednesday, November 9, 2022 12:35 PM

To: Jennifer Peters <jpeters@cocc.edu>; Thomas Barry <tbarry@cocc.edu>

Subject: RE: College Affairs 2nd reading approvals

Approved.

Laurie

Laurie Chesley, Ph.D.

President

Central Oregon Community College

2600 NW College Way

Bend, Oregon 97703

From: Jennifer Peters <jpeters@cocc.edu>

Sent: Wednesday, November 9, 2022 10:04 AM

To: Thomas Barry <tbarry@cocc.edu>; Laurie Chesley <lchesley@cocc.edu>

Subject: RE: College Affairs 2nd reading approvals

Laurie –

Attached are the proposals that Tom references below. If you approve all of the proposals you can either reply to this email with your blanket approval or import a signature on each separate proposal.

Thank you,
Jennifer

From: Thomas Barry <tbarry@cocc.edu>

Sent: Wednesday, November 9, 2022 9:54 AM

To: Laurie Chesley <lchesley@cocc.edu>

Cc: Jennifer Peters <jpeters@cocc.edu>

Subject: College Affairs 2nd reading approvals

Laurie:

Jennifer will soon be emailing you a few proposal that received 2nd reading support. Those proposals are for a course fee and 3 courses with textbook fees. Students begin registration for winter term on November 14. Let me know as soon as possible whether you approve the changes – we want to update the schedule with the fees to get it front of students as they're deciding on course selections.

Thanks.
Tom