



CENTRAL OREGON
community college

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College Affairs Committee

Friday, June 12, 2026

2:00 – 3:30 p.m.

Boyle Education Center Boardroom and Remotely via Zoom

Click the following link to attend via Zoom:

<https://cocc.zoom.us/j/96949023085>

Dial up: 1-719-359-4580 | Meeting ID: 969 4902 3085

1. Old Business

- a. Review Minutes from the May 8, 2026 Meeting – Breana Sylwester
- b. Proposed Revisions to G-6-3 Academic Affairs Committee, 2nd Reading – Breah Bollom

2. New Business

- a. Election for Next Year's College Affairs Committee Chair – Breana Sylwester
- b. Discussion Item: Feedback on Communication Project – Greg Pereira

Next Meeting: Friday, October 9, 2026, 10:00 – 11:30 a.m. in the Boyle Education Center Boardroom and via Zoom



Date: May 8, 2026

Time: 10:00 – 11:30 a.m.

Location: Boyle Education Center Boardroom and Zoom

Attending	Absent	Guests
Breana Sylwester, Chair	Savannah Boyer	Darren McCrea
Scott Dove	Tracy Crockett	Angie Anderson-May
Lisa Merritt	Galit Ruebush	Michael LaLonde
Talia Stockwell	Tom Barry	Paula Simone
Marilyn Waller-Niewold		Breah Bollom
Sara Henson		Tony Russell
Greg Pereira, President		Sarah Baron
Kyle Matthews, Recorder		Alicia Moore
		Andrew Davis
		Cat Finney

Meeting called to order at 10:06 a.m.

1. Old Business

a. Review Minutes from April 10, 2026 Meeting – Breana Sylwester

- Motion to approve the meeting minutes.
Motion made by Scott Dove, seconded by Talia Stockwell.

b. Proposal to Establish G-23-3 Data Security Policy, 2nd Reading – Darren McCrea

- McCrea said that that the first sentence of the second paragraph regarding COCC property was removed from the new draft as it is no longer current practice. A link to COCC’s FERPA policy was also added per Pereira’s request. The word “knowingly” was also removed from the third bullet point under “Acceptable Use” per the College Affairs Committee’s (CAC’s) request.
- Dove asked how the confidentiality requirements are usually explained to new employees.
 - McCrea explained that the link he added to the new draft goes to COCC’s confidentiality and FERPA policy. While new hires are not asked to learn all of COCC’s policies right away, this particular policy is part of their onboarding process.
- Motion to approve the second reading of the proposal to establish G-23-3.
Motion made by Talia Stockwell, seconded by Lisa Merritt.
- ☑ Motion approved by all voting members present.

b. Proposed Revisions to G-30-20 Policy Statement on General Student Fees and A-30-2 Approval Process for General Student Fees, 2nd Reading – Angie Anderson-May and Michael LaLonde

- Anderson-May said that the requested changes from the previous meeting were added to the new draft and it was presented to the Academic Affairs Committee (AAC), which they approved.
- Motion to approve the second reading of proposed changes to G-30-20 and A-30-2.
Motion made by Scott Dove, seconded by Talia Stockwell.
- ☑ Motion approved by all voting members present.

2. New Business

a. Proposed Increase to EMT and Fire Course Fees, 1st and 2nd Reading – Paula Simone



- Simone explained that this proposal is a request for additions and increases to the non-general fund for EMT and Fire Science courses to compensate for increased costs to materials and supplies, as well as paying regular wages for testing and certifying equipment. The department worked with Fiscal Services to finalize the budget for each course.
- Henson asked if these proposed fees have been communicated with students who are registered for the Fall 2026 term.
 - Simone said that students will be notified. The Fire 170, 232 and 275 courses are requesting new fees in order to offer certification. The students should already be aware of these fees, but the department will notify them.
- Henson noted that the fees for Fire 175 would cost 100% more than last year.
 - Simone confirmed this and noted that it is for the Fire Academy and they require expensive equipment.
- Henson asked if students or their agencies normally pay these fees.
 - Simone said that the majority of the students are funded by their agencies and some students receive scholarships, so it depends on their situations.
 - Henson asked if these agencies will pay for the proposed increased fees.
 - Simone said that the agencies are not in favor of increased fees, but understand why they are necessary.
- Henson asked if the recent budget cuts for first responder agencies and the increased course fees could impact the number of agency scholarships available.
 - Simone said it is too soon to know.
- Dove asked which fees are being used to pay irregular wages.
 - Simone said that fees for EMT 123, 125, 152, 152, 175, 232 and 275 pay irregular wages for testing proctors.
 - Merritt asked if the fees only pay for the irregular wages of the proctors, or also the tests themselves.
 - Simone said that students pay separately for the actual tests.
- Dove asked how many irregular wage employees are involved in the EMT program.
 - Simone said that it can be as many as 21 people at any given time.
 - Sylwester asked how often they are proctoring tests.
 - Simone said it happens between one and eight times per year, depending on the course.
- Merritt asked if irregular wage employees are considered private contractors.
 - Simone confirmed this and added that they are paid hourly and work less than 19 hours per week. This includes test proctors, instructional assistants and lab assistants.
- Motion to approve the first and second reading of proposed changes to EMT and Fire Science course fees.
Motion made by Marilyn Waller-Niewold, seconded by Talia Stockwell.
 - Motion approved by all voting members present.

b. Proposed Revisions to G-6-3 Academic Affairs Committee, 1st Reading – Breah Bollom

- Bollom explained that this policy was approved by the AAC in November 2025, but it has since been discovered that it was never presented to the CAC for approval. The purpose for this



change is to align with changes in other policies that have moved oversight for course fee changes from the CAC to the AAC. The proposed change would allow the AAC to have an ASCOCC representative as a voting member, either for a one-year term or during the Winter term when the AAC reviews course fees. The latter could be possible as it would not change the five person quorum for the AAC when the student member is not present. The proposal also calls for reorganizing the AAC's roster to make it clearer who the voting and non-voting members are. "Banner" was also replaced with "systems and technology" in the new draft.

- Dove asked Stockwell if they felt it would be reasonable to have a student representative on the AAC every year.
 - Stockwell explained that several ASCOCC positions include obligations to serve on committees. While the ASCOCC is currently restructuring its positions, they could discuss how a member of their staff could serve on the AAC. In the event that ASCOCC is unable to recruit a full staff, the role could be shared by more than one member of the student government. Stockwell acknowledged that a full year commitment could be difficult for a student to fulfill, and they suggested that only serving during the Winter term would not be an issue.
 - Bollom clarified that, while the AAC would appreciate if a student could attend every meeting, they would only require a representative from the ASCOCC to attend the Winter term meetings when course fees are reviewed.
 - Stockwell offered to follow-up with the ASCOCC's advisor on this matter.
- Motion to approve the first reading of proposed revisions to G-6-3.
Motion made by Talia Stockwell, seconded by Lisa Merritt.
 - ☑ Motion approved by all voting members present.

c. Discussion Item: Suicide Prevention and Intervention Plan – Sarah Baron and Tony Russell

- Russell explained that COCC's mental health resources are housed in various departments. He and Baron have met with different committees to discuss creating a workgroup or coordinating mental health resources. Some intervention materials are circulated at the College, including the Safe at COCC app, but they could be made better known by faculty and students. A suicide prevention and postvention plan is housed on COCC's intranet, but not everyone has access or knows how to find it. Russell and Baron are hoping to form a workgroup that meets once or twice per year to discuss these topics. Postventions are especially difficult as they require confidentiality and involve the victim's family. This is normally coordinated by Student Support Services. The workgroup could work with Deschutes County's Public Health department to develop consistent patterns of educating COCC personnel on suicide prevention and intervention resources. Public Health staff could lead this process in order to not create additional work for COCC's staff. Other organizations with available resources include NAMI Central Oregon, Mental Health First Aid Oregon, and COCC's Umbrella Club. A possible art project for COCC's campuses could be "chatty benches," which would include 988 and Oregon Warmline information. The workgroup could also discuss making COCC personal counseling services easier to find and learn about, as well as suicide prevention and intervention training for staff.



- Baron said that Deschutes County Behavioral Health Services has trained about 200 “repair support specialists” who can do develop plans for their organizations. COCC’s plan is currently housed on the College’s intranet. Baron suggested the plan needs to include resiliency factors, especially connection. Whoever is recruited to the workgroup would need to be involved in student groups. Students are not aware of the Deschutes County Stabilization Center and are driving their peers to emergency rooms instead. Students dealing with suicidal ideation need to know that they can connect with a faculty/staff member and can go to the Stabilization Center when they are in danger of harming themselves. Chatty benches could also include information on COCC’s counseling services and directions for decompression walks. The workgroup could meet at the beginning of the academic year, then publish their work online with information on what everyone will be doing, and have a follow-up meeting at the end of the academic year to discuss any potential changes that need to be made.
- Russell asked if the CAC could offer any advice on developing a workgroup.
 - Henson asked why it would need to be a “workgroup” as that might imply that it is intended to be temporary. Should this be a standing committee that meets semi-regularly?
 - Moore explained that Campus Safety/Emergency Management Director Cory Darling is COCC’s lead for suicide prevention, intervention and postvention, including the plan published on the intranet, so he would need to be involved in this group. (He was unable to attend this meeting.) The College’s plan has been reviewed by Deschutes County and they thought it was strong. Darling has since made some revisions and submitted them to the County for further review. One of the committees that Baron has discussed this with is the vice presidents team, and they have identified Assistant Director of Human Resources Rachel Knox as training lead for COCC employees Assistant Director of Well-Being Carrie Hayes as the training lead for students. (They were unable to attend this meeting.) They have committed to offer trainings throughout the year, starting with a scheduling meeting at the beginning of each academic year. Moore concurred that COCC’s plan is too difficult to find, so during the upcoming Summer term, members of Student Support Services and Student Affairs will be looking for opportunities to make it easier for students to find the resources they need. They have already worked with Marketing and Public Relations to update the Student Services portal to make student counseling more prominent on the homepage. They also plan to discuss additional information that could be included in the prevention plan. Moore suggested, rather than forming a workgroup, allow those who have done this work to continue to do so and have them form an advisory group that meets with Darling, Knox and any other leads once or twice per year.
 - Davis added that members of the student housing team and student resident employees receive extensive training on suicide prevention as part of their onboarding. They have connections to the Stabilization Center.
- Baron concurred that an advisory group could be a good idea. She noted that faculty members have faced challenges with navigating the website and safety app when trying to inform their students in crisis about the resources available to them.



- Finney noted that she attended a Question, Persuade, Refer (QPR) training and COCC's personal counseling resources were not mentioned.
 - Moore thanked Finney for this information and clarified that counselors are not available for acute care and are only on-site for crisis intervention for large scale events. However, counselors *do* provide QPR trainings on a routine basis. Moore said she would also share this feedback with Knox to remind trainers to encourage people to use COCC's resources.
 - Finney asked if there could be more discussion about recognizing factors that could lead to suicidal ideation. She also asked if a clearer process could be made available for faculty and staff to recognize when someone is having a mental health episode and what steps that can take to help them, not only online, as part of QPR trainings.
 - Davis suggested he could follow up with Darling on how to better communicate this information with COCC personnel.
- Baron clarified that her overall goal is to form collaborative work across COCC that could lead to trainings with various departments and student groups.
- Pereira concurred that a public facing plan should be prioritized. He also suggested that trainings may need to be specialized for faculty and specific staff members who interact more often with students, such as the housing staff.
 - Moore suggested that Darling and Knox would need to be involved in this conversation before any direction is given/taken.
 - Baron said that she has discussed forming a workgroup with Darling and Knox, and she was told that it was not necessary at the time. She suggested that the faculty need additional training on prevention and navigating the resources.
 - Russell offered to follow-up with Darling and Knox.

d. Election for Next Year's CAC Chair

- This agenda item was tabled until the next CAC meeting.

Motion to adjourn the meeting.

Motion made by Lisa Merritt, seconded by Talia Stockwell.

Meeting adjourned at 11:18 a.m.

NEXT MEETING: Friday, June 12, 2026 at 2:00 p.m. in the Boyle Education Center Boardroom and via Zoom



Presentation/Proposal Form

Amendment to GPM 6-3

Name: Breah Bollom

Date: 4/13/2026

Department: Academic Affairs

Contact Information: bbollom@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)

To be compliant with the terms set forth by College Affairs in allowing Academic Affairs to oversee the Course Fee Proposals, Academic Affairs is looking to amend the GPM 6-3 to add a student voting member to the committee.

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

none

4. IMPACTED DEPARTMENTS AND/OR PROGRAMS

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

ASCOCC would have to appoint a student to be on the Academic Affairs committee for the year or for the term, but Academic Affairs must have a student member during the Winter term.

5. INSTRUCTIONAL REQUIREMENTS/IMPACTS

none

6. OPERATIONAL IMPACT

none

7. STUDENT IMPACT

A student would need to be appointed or elected to the Academic Affairs Committee.

8. ANTICIPATED IMPLEMENTATION TIMELINE

By next Winter term.

9. MOTION TO BE RECOMMENDED

Approve the amendments to GPM 6-3.

G-6-3 ACADEMIC AFFAIRS COMMITTEE (AAC)

CHARGE: The Central Oregon Community College Academic Affairs Committee advocates for instruction at COCC. This committee develops and recommends academic policy, facilitates and streamlines decision-making on academic issues, and facilitates communication across the campus community on academic issues.

The Academic Affairs Committee makes decisions within the parameters of the policy governance articulated by the COCC Board of Directors.

Primary Functions of the Academic Affairs Committee:

1. Coordinate long-range planning in curriculum and academic policy;
2. Set academic priorities that help shape budget decisions and allocations;
3. Act as the main clearinghouse/review committee for all instructional policy and procedure issues; specifically, those outlined in the academic policies and academic procedures sections of the GPM;
4. Keep informed on the Curriculum Committee and Learning Outcomes and Assessment Committee through reading minutes and/ or periodic updates, as appropriate for each committee;
5. Assure that curricular decisions, academic priorities, and instructional policies are held accountable to the mission of the College; and
6. Communicate decisions made by the Academic Affairs Committee to other campus groups.

(We ask that the members be arranged by Voting and Non-Voting)

Membership, Voting Status and Terms

Faculty Senate representative (1)	Appointed by the Faculty Senate	Voting	Two years
Vice President for Academic Affairs (VPAA)	Automatic	Voting	Standing
Department Chairs Representative**	Appointed by Chairmoot	Non- Voting	One year
Registrar	Automatic	Non- Voting	Standing
Assessment and Curriculum Administrator	Automatic	Non- Voting	Standing
Committee Specialist	Appointed	Non- Voting	Standing
Classified	Selected by CACOCC President or designee	Voting	Two years
Faculty (4)*	Elected by the Faculty Senate	Voting	Two years
Faculty Forum Executive Team member**	Automatic	Non-Voting	One year
CTE Council Representative**	Appointed by CTE Council	Non- Voting	One year
Faculty Member-at-Large	Elected by the Faculty Senate	Voting	Two years
ASCOCC Representative	Elected by ASCOCC	Voting	One year, or Winter Term

* Four faculty members (at least three of whom are tenured) elected by the faculty senate, serve staggered two- year terms, with the option to stay for an additional year if serving as Chair in the third year. Faculty membership should represent a balance, with no more than one faculty member from any one department, with two from Transfer and two from Career and Technical Education (CTE).

** If another Academic Affairs Committee member already holds one of these positions, that person can serve in both roles.

Voting members will recuse themselves from voting on decisions in which they believe they may have a conflict of interest, including over-representation by any one department on pertinent issues.

The President of the College may appoint non-voting administrative liaisons to sub-committees or task forces.

Chair Election: The committee shall elect a new Chair by its mid-April meeting.

Presentations to the Academic Affairs Committee:

The Academic Affairs Committee encourages presentation of all instructional issues by all campus constituents. Examples of relevant instructional issues include but are not limited to:

- Instructional policies impacting admissions, advising, curriculum, Banner systems and technology, as well as students.
- Instructional policies impacting faculty, such as academic calendars, campus-wide outcomes, block course scheduling, grading policies and final exam schedules.

Committee Process:

1. **Presentation Checklist Form:** ^(Fixed hyperlink) All presenters will need to complete a presentation checklist form (~~Form #1: Presentations to Academic Affairs Checklist~~), and e-mail it to the Academic Affairs Committee Chair by their specified deadline. Please consult the **Policy Committee Presentation Instructions** ^(hyperlink inserted) ~~Academic Affairs Presentation Checklist Form~~ as a reference for completing the form.
2. **Information Items:** Presenters may simply want advisory input or to notify the committee of campus discussions. These presentations do not require a decision by the committee. In these situations, the Committee may advise and/or approve support but no first or second reading is required. These situations will be noted in the **minutes**. If presentations include issues not relevant to the Academic Affairs Committee, presenters will be referred to appropriate campus resources, including other committees.
3. **Action Items:** Presentations including an action item are required to complete and submit the following form (~~Presentations to Academic Affairs Checklist Policy Committee Presentation-Checklist~~ ^(Fixed hyperlink)) prior to being scheduled.
 - a. Action Items may receive any of the following options:
 1. Approve the proposal as submitted
 2. Approve an amended proposal
 3. Vote against a proposal
 4. Create a task force to address any issues arising as they relate to the needs and goals of ~~the instruction~~ at COCC.

5. Appoint additional individuals to a task force to broaden the range of interests and/or deepen the levels of expertise.
 6. Modify the task given to a task force.
 7. Refer the issue to the **Vice President for Academic Affairs**, **Instructional Deans** and/or other appropriate College **Committees (such as College Affairs, Student Affairs, Chairmoot, CTE Council, Institutional Support Committee, Faculty Senate)** for broader review and consideration.
4. **Approval and Communications:** Final approval and communication of **actions** and **recommendations** of the Academic Affairs Committee shall be subject to the policies defined in G-6-1.3 and G-6-1.4.
 5. **Implementation:** Recommendations made by **the Academic Affairs Committee** and approved by the President should be implemented by responsible parties. In addition to those presenting proposals to **the Academic Affairs Committee**, other parties may be involved in implementation and communications regarding action items. The table below describes individuals or groups potentially included in communication and implementation of recommendations.

Recommendations for Implementation of and Communications about Approved Proposals:

Recommendations	Parties included in communication/implementation
Program Level	Program Director, Chairmoot/CTE Council , VPAA, Dean, and/or Faculty Senate Chair
Instructional policies that impact admissions, advising, curriculum, banner systems and technology , as well as students	Chairmoot/CTE Council , VPAA, other appropriate administrator(s), Dean and/or Faculty Senate Chair
Instructional policies that impact faculty	Chairmoot/CTE Council , VPAA, Faculty Senate Chair, and/or Faculty Forum President
Policies that impact the larger campus	VPAA, Faculty Senate, Faculty Forum President, College Affairs and/or President

College Communication:

In order to facilitate communication between faculty and administration, the Chair of Academic Affairs may communicate directly with the **Vice President for Instruction and/or Academic Deans of Academic Affairs and/or Instructional Deans** and the President of the College