

ORANGE COAST COLLEGE

Academic Senate Meeting | March 11, 2025 | 11:30 am - 12:30 pm | Student Union 214/Zoom Link: <https://cccd-edu.zoom.us/j/86541330812>

Academic Senate Member Attendance

Jason Ball, <i>Part Time Faculty</i>	Present	Jodie Legaspi-Kiaha, <i>Athletics & Kinesiology</i>	Absent
Carol Barnes, <i>Counseling</i>	Present	Mike Lannom, <i>Curriculum Chair</i>	Present
Lauren Becker, <i>CHS Senator</i>	Present	Kate McCarroll, <i>at-Large</i>	Present
Tyler Boogar, <i>at-Large, Parliamentarian</i>	Present	Irene Naesse, <i>at-Large</i>	Present
Allissa Blystone, <i>Math & Sciences</i>	Present	Jeanne Neil, <i>Business & Computing</i>	Present
Eric Budwig, <i>Technology</i>	Present	Leland Paxton, <i>Part Time Faculty</i>	Present
Jodie Della Marna, <i>Library</i>	Present	Loren Sachs, <i>at-Large</i>	Present
Rendell Drew, <i>at-Large, President</i>	Present	Katherine Sheehan, <i>Visual & Performing Arts</i>	Present
Lily Ei, <i>ASOCC Student Representative</i>	Absent	Jordan Stanton, <i>Social & Beh. Sciences</i>	Present
Carly Gonzalez, <i>at-Large</i>	Present	Vacant, <i>Part Time Faculty</i>	Vacant
Lee Gordon, <i>at-Large, Vice President</i>	Present	Vacant, <i>at-large</i>	Vacant
Marilyn Kennedy, <i>Lit & Lang, PDI Chair, Secretary</i>	Present	Vacant, <i>at-large</i>	Vacant

Please see the Voting Tally Chart after these minutes for individual members' votes.

Guests (Optional & Voluntary Sign-In): John Fawcett, Megan Johnson.

1. Preliminary Matters

- A. **Call to Order:** President Drew called the meeting to order at 11:30 A.M.
- B. **Public Comments:** Megan Johnson, Kara Jones.
- C. **Approval of the Minutes:** *Motion 1: Secretary Kennedy moved to approve the February 25, 2025, minutes; seconded; approved. Motion 2: Secretary Kennedy moved to approve the March 4, 2025, meeting minutes with minor corrections; seconded; approved.*
- D. **For the Good of the Order:**
President Drew reiterated the importance of public comments, allowing issues that are of interest to the faculty to be brought to the Academic Senate.

2. Consent Agenda:

- A. **Hiring Committee: Culinary Arts (Additional Member):** Hiring Manager: Kelly Holt; Committee Members: Eric Cohen, Davina Dunner, Verna Leahy.
Motion 3: Vice President Gordon moved to approve Culinary Arts to add a fourth member to their hiring committee; seconded; approved.

3. Officer, Senator, & Committee Reports

- A. **Academic Senate President and Vice President Reports:**
 1. **President Drew's Report:**
Board of Trustees and Children's Center: Stated that he attended the special Board of Trustees meeting addressing the management's decision to drastically reduce the services of the Harry and Grace Steele Children's Center, July 1, of this year. The

boardroom was packed. There were approximately twenty OCC individuals who spoke, including former employees of the center, classified faculty, and employees. President Drew stated that it's not a direct 10 plus 1 Academic Senate issue for us to resolve within this body. It's nonetheless a very important issue that concerns and affects us all. He thanked Senate Becker for bringing it to our attention.

2. **Vice President Gordon:** No report in the interest of time.

B. Curriculum Committee – Curriculum Chair Michael Lannom:

The new Curriculum Committee Chair introduced himself and stated that Curriculum is currently working on clearing out all of the pending items that are left in Curricunet. At the end of this month or early next month, Curricunet is going to be read only, so they won't be able to make any changes, and they want a clean data package to go over to the new curriculum management software. They are trying to clear out any pending items in there and it's been a lot of work, but they are moving through it and getting it done.

C. Transparency Committee: Transparency Chair Senator Naesse:

Chair Naesse reported that although the Transparency Committee had not yet had an official meeting, but the closing of the Children's Center will have an impact on instruction, so it does fall into the 10 plus 1. Last weekend she spoke with a colleague from IVC, and the colleague shared that when IVC closed its children's center in 2017 the human development program was decimated and never recovered.

At last night's board meeting, both Professor Laurie Campbell and Kara Jones outlined the impacts that closing the center will have on the Child Development and Early Education programs. They place 80 to 90 percent of their students at the Children's Center. The Speech and Language Pathology program is also going to be negatively impacted.

The affected departments were not included in any of the discussions about closing the Children's Center. And as a result, their programs are at risk. While the college will no longer bear the cost of the Center, it doesn't mean that there are no costs. The burden has simply been shifted onto the students who will now have to drive off campus to their placements. That is if placements can be found in high-quality preschool environments. The burden has been shifted to faculty and departments who will no longer be able to take a class on a short walk to the Center for observations and learning. The cost will be in students choosing programs at Saddleback College, where they still have a children's center that will enroll children at eighteen months over programs at OCC. The cost will be in the new funding formula where there are fewer degrees and certificates earned because we have fewer placements.

Just because it's not a line item in the budget doesn't mean that there won't be a significant cost to our instructional programs. This is yet another example of this disconnect between administration and faculty.

4. Unfinished Business

A. Impact of Reduction of Children's Center on Childhood Development and Education: Laurie Campbell:

Professor Laurie Campbell, program coordinator for the Child Development and Education Instructional Department, addressed the Senate about the reductions to the Children's Center as they impacted the instructional aspects on her department.

She stated that there are two children's programs on campus. The Early Childhood lab school, which is under instruction, is their lab facility; it has three classrooms. The second is the Children's Center, and that is under Student Services, and it serves or used to serve infants through preschool. With the exception of just a few years around 2017-ish, the Child Development Department has always had a really strong connection and collaborative relationship between the instructional side and the Children's Center. They've sent their students there for years. Many of their child development students are employed at the center. Faculty were able to enroll their children. Professor Campbell was among the first cohort of faculty to enroll their children in 2002. It was exceptional.

In 2017, a new director was hired and the relationship between the center and the instructional department was ruined. It was made very clear to faculty that there was a distinct separation between Student Services and Instruction, and they were told that access was a privilege and not a right.

So as a result, they had to find alternatives. Their students did not have access to the Children's Center classrooms as they had. The faculty had to find alternative options for their students in the community, which required student had to travel off campus to other locations to complete their assignments, their teaching hours, and other requirements of the class and the quality of other programs did not always match what was taught in the department. It was and is hard to find programs that meet the same exceptional high quality that they offer at Orange Coast College, so those didn't mirror the philosophy of what OCC faculty were teaching in their classes. It created a lot of disequilibrium for students.

Students were also encountering many bulk barriers in that whole process of finding transportation, having to take time off work, centers not accepting them or didn't want OCC students, so they noticed during those times that students would drop the class because they couldn't get a site off campus to complete their assignments; it was very inequitable.

In 2021, new leadership came into place. Rochelle Santacruz was the manager at the Early Childhood Lab School. When the director of the Children's Center left, Rochelle was asked to step in and oversee both programs and she has been in that position ever since. She's an unsung hero. She has worked so hard in trying to find ways they can accommodate students in all of the children's programming on campus. And since then, they have seen an upturn in students completing their certificates and degrees.

Their primary concern is that they need a children's program on campus, whatever that might look like. It is a necessity for OCC students to complete assignments and lab hours. The lab school is currently at capacity. It's three classrooms. They have maxed out the number of students that can put into those classrooms because they will soon outnumber the children that are in the classroom, and that's not best practices. They've really relied on the classrooms that are available at the Children's Center. The students complete a variety of different experiences.

There were seven full classrooms at the Children's Center then and through the pandemic and or after the pandemic there were only five, and now they're dropping it down to two, so the access has incrementally decreased over the years.

The other concern that is that they are a CTE program. They are required to prepare our OCC students for the workforce. It's not just book knowledge and taking tests. They have to be able to demonstrate these skills. They're keeping children alive, educating them, and they're caring for them. It's not just babysitting.

Without on-campus accessibility, they are fearful that the number of students that they're going to be able to serve at the level needed to, is going to drastically decrease, which is then going to impact their ability to graduate and complete our OCC programs. They also have several students who come through their program with ARC accommodations. By having on-campus access, it really allows faculty to be on hand to support them, and they have done that quite frequently, where they are able to offer additional support so that they are successful.

Professor Campbell wanted to give an idea of how the instructional department has utilized the classrooms at the Children's Center, and it supports eleven different OCC child development classes. Approximately 76% of students in their beginning practicum courses complete their student teaching hours at the Children's Center, and 89% of their students in their Observing and Reporting class complete their weekly observations, and this is where they're learning about children's development and using assessment tools that are required in the field. There are four different child development professors who take their entire classes over with the children to have hands-on experiences. Throughout the year, that's over 200 students.

There are several projects and assignments tied to our course student learning outcomes (CSLOs), and five of those classes are CID-approved courses. The impact does not just impact the child development students, but our Speech Language Pathology Assistant students as well, because they take several of their courses as part of their program.

They have a cohort model. The program coordinator, Jimmy Nguyen, gave information on how this decision of downsizing would impact approximately 94% of first-year SLPA students and about 80% of second-year students. Another concern is the elimination of the infant and toddler and young preschool program classes at the Children's Center building because it doesn't align with the trend of where the field is going. There's universal pre-K and transitional kindergarten, and that is now serving three to five-year-olds in elementary school classrooms. They are seeing a lot of three, four, and five-year-olds who are leaving private preschool programs and going to elementary school programs. This emphasizes the need for infant, toddler, and young preschool ages to be available for our students to complete their coursework.

The child development faculty are asking for much more transparency and much more shared governance in how children's programming is offered on our campus. They were not included in this conversation. They found out on February 21st that this was decided. They were blindsided like everybody else.

Rochelle Santacruz is looking into the California Apprenticeship Initiative and this would be really an amazing opportunity for our students in child development to get hands-on experiences while being employed in a program, and it could also be a partial solution, if you will, to some of the staffing and scheduling issues at the Children's Center classrooms. We need a full capacity access to children's programs on campus to achieve that. We need more classrooms. We have needed more lab classrooms for a number of years. We have maxed out where we are at the lab school. We've utilized the Children's Center classrooms, and we want to be part of the plan moving forward so that our students are recognized and considered.

B. Faculty Coordinator MOUs – VPI Giblin:

Senator Kennedy clarified that she pulled the MOUs from the Consent Agenda because they did not have the minimum 3 LHEs for a part-time faculty member as part of the eligibility requirements. She stated that we had updated an MOU last year to this level due to an issue with a non-LHE-part-time faculty member applying and becoming a coordinator and the problems associated with that.

Motion 4: Vice President Gordon moved to approve the MOUs with the addition of a minimum of 3LHEs required for part-time faculty to be eligible to apply; seconded; passed.

Senator Kennedy clarified that the 3 LHEs requirement included counselors, as their loads are based on LHEs.

C. **BP/AP Update – Marilyn Kennedy:**

Senator Kennedy quickly updated that the **AP and BP 3560: Alcoholic Beverages, BP 4060: Agreements with Schools Districts for Adult Education**, and **AP/BP Use and Security for District-Owned and Personal Property** were all updated as a part of a basic, required review, with small updates to definitional terms, names of positions, and ACCJC standards.

She stated that in the interest of time, she would post the **AP 3415 Immigration Enforcement Activities** and **AP 5017 Responding to Inquiries of Immigration Status, Citizenship Status, and National Origin Information** in the minutes, with highlighted areas to emphasize answers to faculty questions from our last discussion [see Appendix].

5. New Business

A. **OC Works – Stephanie Feger:**

Stephanie Feger introduced OC Works, a tool designed to help students navigate their career paths and understand labor market demands. It is a tool that's really designed to help students identify what their career journey is, sort through some of the options and really make decisions based on clear information about what the labor market demands are, what the needs are in terms of skills, certifications, and really kind of lays that out. We've adapted this, and this is made available through our Strong Workforce regional funding.

We have an exploration by sector and occupation, skills and certifications, employers that are on the map, and the eight key industry sectors in Orange County that have been identified through our regional consortium. We can include more. These are the sectors: advanced manufacturing, transportation, biotechnology, business and entrepreneurship, energy, construction and utilities, information and communications technology, health and retail, hospitality and tourism. It includes a living wage calculator and provides details from various geographical areas and necessary aspects of work and life that affect the costs of living.

This will be a pilot project with students and counselors.

B. **Faculty House – VP Rich Pagel:**

Rich Pagel, Vice President of Administrative Services, updated on the status of the faculty house. The goal is to introduce new technology there, like what we have in our current classroom. The Faculty House, built by students in the 1950s and formerly known as the Clubhouse, is located on campus. We are focused on upgrading technology to facilitate meetings like this one. Our Information Technology department, particularly Kevin Harrison, has been assessing the room's layout. Last Friday, we submitted purchase orders with quotes totaling around sixty thousand dollars, which we will fund using available endowment resources. The goal is to complete these upgrades by spring for the fall semester. In addition to technology, we also want to improve the flooring, and furniture, and possibly refurbish the walls. Given the limited funds available, these enhancements may need to occur in phases. I will work with Dr. Drew and the Academic Senate to request funds for future modernization. The technology upgrades are

confirmed, and once complete, the faculty house will be ready for use after being vacant since COVID-19.

C. Credit for Prior Learning (CPL) Taskforce – Daniel Goya Lane and Dean Carlson:

Professor Goya Lane reported to the Senate that OCC is wanting to create a task force to review the processes for offering and approving credit for prior learning in five areas: military training, industry certificates, standardized exams, portfolio reviews, and credit by exam. We plan to form a "strike team," led by faculty, to establish standards for granting this credit.

This initiative will involve collaboration across the campus. **President Drew** questioned if the purpose of the presentation was to request the Senate to approve a task force.

Senator Boogar asked for clarity regarding the composition of the task force. **Professor Goya Lane** stated the recommendation is to have a CPL (Credit for Prior Learning) coordinator, who would be a faculty member, as well as a CPL counselor to assist students throughout the process. They are currently in the process of establishing a forum to support this initiative. **Donald Carlson, Dean of Technology**, stated the main point is the goal is to aim for one representative per division and ensure there is a counseling representative. With the MOU in place, we should also consider creating a coordinator position. **Senator Boogar** questioned the composition and goals of the task force, emphasizing the importance of faculty involvement and the need for clarity on its functions. **Professor Goya Lane** stated the goal is to create a process in which students can receive credit for prior learning for military training and industry certificates. **Dean Carlson** further clarified that creating structure in departments is vital, especially for improving processes. Faculty input on the student application process and administrative functions would be beneficial. **Senator Boogar** asked if it was about creating structure on campus and nothing else. If you're looking at the actual process of the form that students can apply with. It's important to be clear on one key point: if there is an administrative function involved, it makes sense to include a variety of perspectives from administrators, particularly when it comes to classified work and counseling. However, once a committee is formed that includes more than just faculty, it loses the ability to make decisions regarding curriculum approval or disapproval. Department faculty should be the ones determining if credit for prior learning is granted or not. A task force working on the college process to facilitate faculty doing that is the distinction he wants to emphasize. **Dean Carlson** stated the need for faculty in each program that chooses to participate. You're in charge of your own curriculum, whether you choose to do that or not. We might establish a process for programs, such as welding, that wants to present a proposal. For example, if they wish to implement a new initiative, we can guide them on how to structure their proposal and provide advice regarding the processes we have in place to support them. **Senator Blystone** asked if the CPL committee's role would be to decide what counts for credit, specifically for certificates or classwork. **Dean Carlson** stated that the focus is on helping faculty, including those in your department, implement initiatives like campus-based learning or credit for prior learning. The resource offers guidance and structure, but you control your curriculum and decide whether to adopt these initiatives and grant credit or not. We also have a process for students wanting to pursue this, where proposals are submitted to the department for review. **President Drew** stated that in the interest of time, he would table the discussion to agendaize this topic to a future meeting where the Senate can fully deliberate the consequences and have a clearly proposed task force or committee composition provided to them since the Senate will not be creating a subcommittee, only endorsing the creation of the committee.

6. Adjournment:

President Drew adjourned the meeting at 12:26 p.m.

Minutes: Approved on March 18, 2025

MINUTES: First draft written by Senate Staff Support. Revision of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy, who also distributes the final Senate-approved version to the Chancellor, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President, and faculty as per OCC Senate bylaws.

Senators & Voting Tally Chart	Motion 1: Minutes 2-25-25	Motion 2: Minutes 3-4-25	Motion 3: Approve Consent Agenda	Motion 4: Approve MOUs with 3LHEs Minimum Required for Part-Time Faculty
Ball, Jason: Part-Time Senator (2024-2025);	aye	aye	aye	aye
Barnes, Carol: Counseling Senator (2024-2027)	aye	aye	aye	abstain
Becker, Lauren: CHS Senator (2023-2026)	aye	aye	aye	aye
Blystone, Allissa: Math & Sciences Senator (2023-2026)	aye	aye	aye	aye
Boogar, Tyler: Senator at Large (2023-2026)	aye	aye	aye	aye
Budwig, Eric: Technology Senator (2023-2026)	aye	aye	aye	aye
Della Marna, Jodi: Library & Learning Senator (2023-2026)	aye	aye	aye	aye
Drew, Rendell: President, Senator-at-Large (2023-2026)	aye	aye	aye	aye
Carly Gonzalez: Senator at-Large (2024-2027)	aye	aye	aye	aye
Gordon, Lee: Vice President, Senator-at-Large (2022-2025)	aye	aye	aye	aye
Kennedy, Marilyn: Secretary, Lit. & Lang. Senator (2022-2025)	aye	aye	aye	aye
Legaspi, Jodie: Athletics and Kinesiology Senator (2023-2026)	aye	aye	aye	aye
McCarroll, Kate: Senator-at-Large (2024-2027)	aye	aye	aye	aye
Naesse, Irene: Senator-at-Large (2023-2026)	aye	aye	aye	aye
Neil, Jeanne: Business and Computing Senator (2022-2025)	aye	aye	aye	aye
Paxton, Leland: Part-Time Senator (2024-2025)	aye	aye	aye	aye
Sachs, Loren: Senator-at-Large (2022-2025) late arrival	absent	absent	absent	aye
Sheehan, Katherine (2024-2027)	aye	aye	aye	aye
Stanton, Jordan: Social & Beh. Sciences Senator (2022-2025)	aye	aye	aye	aye
Vacant: Senator-at-Large (2023-2026)				
Vacant: Senator-at-Large:				
Vacant, Part-Time Senator (2024-2025)				

APPENDIX

AP 5017 Responding to Inquiries of Immigration Status, Citizenship Status, and National Origin Information

New

References:

Education Code Sections 66093, 66093.3, and 68076;
 Title 5 Section 41905
 Associated with BP 5015 Residence Determination

Unless required by federal or state law, the District shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of immigration status or citizenship status information to satisfy the requirements of a special program, the District shall not use that documentation or information for decisions related to admissions or enrollment in courses or degree programs.

The District is not permitted to use immigration status, citizenship status, or national origin information in personal statements outside the application process, other than for legitimate educational interests, including the provision of a service or benefit relating to the student, such as health care, counseling, job placement, or financial aid.

If the District learns of a student's immigration status through its application process (including the students' personal statement or answers to personal insight questions), the District shall create policies and procedures to protect such personal identifiable information and retain the information only to the extent it is necessary or required by law. The District shall avoid the disclosure of information that might indicate a student or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA) or state law.

Where permitted by law, the Chancellor of the District shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status or citizenship status, and that do not reveal information related to citizenship or immigration status.

Examples of documents that can be used as proof of residency include but are not limited to:

- Registering a motor vehicle operated in California;
- Obtaining a California driver's license or California identification card;
- Filing a resident or nonresident California state income tax return;
- Listing a California address on a federal income tax return;
- Listing a permanent military address or home of record in California;
- A professional or vocational license obtained from a California state licensing agency (e.g., nursing, teaching credentials);
- Maintaining active resident memberships in California based professional organizations (e.g., police union, teachers' union); and
- Maintaining an active bank account at a California bank.

Where a District is permitted by law to request a minor student's parent's residency information in order to determine tuition or aid, the educational institution shall only require documentation or information that is available to persons regardless of immigration status (as noted above).

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this Procedure, the District's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this administrative procedure.

Specifically, where the District must determine a student's residency for purposes of in-state tuition, the District shall not inquire about a parent/guardian's citizenship or immigration status, and shall enumerate alternative means of establishing a parent/guardian's residency. If the student is considered a minor dependent of a California resident, the Colleges shall only require documents to determine whether the parent has resided in California for one year (e.g., vehicle registration, lease agreements).

Ratified DATE

Coast Community College District
Administrative Procedures
Chapter 3
General Institution

AP 3415 Immigration Enforcement Activities

New

References:

Education Code Sections 66093 and 66093.3

Associated with BP 3410 Prohibition of Discrimination and Harassment

Responding to Requests for Access for Immigration Enforcement Activities

District personnel shall provide guidance and offer to District employees training addressing law enforcement access to District buildings and student residences. This guide shall include the following required topics:

- Instructions that law enforcement officers cannot enter living quarters to make arrests without a judicial warrant, valid consent, or exigent circumstances.
- Instructions that District personnel, including College Public Safety, cannot consent to the entry into a residence or dormitory for the purpose of a search or arrest, but a judicial warrant or exigent circumstances may authorize officer entry without consent.

- College Public Safety contact information to report concerns about the presence of officers engaged in immigration enforcement on any District property.
- Samples of warrant and subpoena documents that could be used for access onto District property, or to seize or arrest students or other individuals on College and District Office property.
- Sample responses for District personnel and Orange Coast College on-campus housing staff to use in response to officers seeking access for immigration enforcement purposes that avoids classroom interruptions, and that preserves the peaceful conduct of the College and District Office activities.

District personnel shall advise all students, faculty, and staff to immediately notify the office of the Chancellor or College President, respectively, if they are advised that an officer engaged in immigration enforcement is expected to enter, will enter, or has entered a College or the District Office for immigration enforcement purposes. College Public Safety should also be notified as soon as possible.

No personnel may consent to entry of District facilities or portions thereof.

District personnel shall advise all students, faculty, and staff responding to or having contact with an officer engaged in immigration enforcement executing an immigration order, to refer the entity or individual to the office of the Chancellor or College President, respectively for purposes of verifying the legality of any warrant, court order, or subpoena.

If the officer declares that exigent circumstances exist and demands immediate access to the College or the District Office, District personnel should not refuse the officer's orders and immediately contact the respective College Public Safety Department.

The office of the Chancellor or College President shall determine what type of authorization is being provided to support the officer's request for access:

- **A U.S. Immigrations and Customs Enforcement (ICE) "warrant."** Immediate compliance is not required. District personnel shall inform the officer that they cannot consent to any request without first consulting with the office of the Chancellor or President, respectively. Provide copy of the warrant to the office of the Chancellor or College President, respectively, as soon as possible.
- **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required, but consult with the office of the Chancellor or College President, respectively, before responding.
- **A subpoena for production of documents or other evidence:** Immediate compliance is not required. Inform the officer that the District cannot respond to the subpoena until after it has been reviewed by a designated administrator. Provide a copy of the subpoena to office of the Chancellor or College President, respectively, as soon as possible.
- **A notice to appear:** This document is not directed at the District. District

personnel are under no obligation to deliver or facilitate service of this document to the person named in the document. If a copy of the document is received, it must be given to office of the Chancellor or College President, respectively, as soon as possible.

District personnel should not attempt to physically interfere with an officer, even if the officer appears to be acting without consent or exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, District personnel shall make a record of the contact and forward the information to the Office of the Chancellor or College President, respectively.

In making record of the contact with an immigration enforcement officer, District personnel shall provide the following information:

- Name of the officer, and, if available, the officer's credentials and contact information;
- Identity of all District personnel who communicated with the officer;
- Details of the officer's request;
- Whether the officer presented a warrant, subpoena, or court order to accompany their request, what was requested in the warrant/subpoena/court order, and whether the warrant/subpoena/court order was signed by a judge;
- District personnel's response to the officer's request;
- Any further action taken by the immigration officer; and
- Photo or copy of any documents presented by the agent.

District personnel shall provide a copy of those notes, and associated documents collected from the officer, to the office of the Chancellor or College President, respectively.

In turn, the Chancellor shall submit a timely report to the Board, and the Chancellor or the College President will inform the respective College Public Safety Office regarding the officer's requests and actions and the District's response(s).

Responding to Immigration Acts Against Students or Family Members

If there is reason to suspect that a student, faculty, or staff has been taken into custody as the result of an immigration action, District personnel shall notify the person's emergency contact that the person may have been taken into custody.

District personnel shall designate a staff person as a point of contact for any student, faculty, or staff who may or could be subject to an immigration order or inquiry.

District personnel shall not discuss the personal information, including immigration status information, of any student, faculty, or staff with anyone, or reveal the personal information to anyone, unless disclosing this information is permitted by federal and state law.

District personnel shall maintain a contact list of legal service providers who provide legal immigration representation and provide this list free of charge to any student who requests it. At minimum, the list shall include the legal service provider's name and contact number, e-mail address, and office address.

If a student is detained or deported, or is unable to attend to their academic requirements because of an immigration order, the District shall make all reasonable efforts to assist the student in retaining any eligibility for financial aid, fellowship stipends, exemption from nonresident tuition fees, funding for research or other educational projects, housing stipends or services, or other benefits the student has been awarded or received subject to and in compliance with its requirements.

District personnel shall permit a student who is subject to an immigration order to re-enroll if and when the student is able to return to the District, subject to and in compliance with applicable requirements, and will make reasonable and good-faith efforts to provide for a seamless transition in the student's re-enrollment and reacquisition of college services and support.

District personnel shall be available to assist any student, faculty, and staff who may be subject to an immigration order or inquiry, or who may face similar issues, and whose education or employment is at risk because of immigration enforcement actions.

Ratified DATE
