



Student Senate for California Community Colleges

26th General Assembly

Final Adopted Resolutions

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Adopted Resolutions

S22.01.02 SSSCC Mission, Vision, and Values

Authors: SSSCC Executive Committee

Sponsor: SSSCC Board of Directors

WHEREAS, the Student Senate for California Community Colleges' mission, as defined in its Article of Incorporation as its purpose, is

The mission of the Student Senate for California Community Colleges (SSCC) is to pursue policies that will improve student access, promote student success, engage and empower local student leaders, and enrich the collegiate experience for all California community college students;

WHEREAS, there is no official record of if/when the SSSCC Mission statement was approved by the Delegates;

WHEREAS, the Student Senate for California Community Colleges does not have a value statement, which uses the mission statement to highlight the organization's core principles and philosophical ideals to shape the daily culture and establish standards of conduct against which actions and decisions can be assessed; and

WHEREAS, the Student Senate for California Community Colleges does not have a vision statement, which tells others your goals for the future and how the organization will get there; now, therefore, be it

RESOLVED, the Student Senate for California Community Colleges adopt the updated mission statement:

Mission

The mission of the Student Senate for California Community Colleges (SSCC) is to enrich the collegiate experience for all California community college students by pursuing policies that will improve student access and, promote student success while; engaging e and empowering local student leaders, and enrich the collegiate experience for all California community college students as well as honoring equity and diversity;

RESOLVED, the Student Senate for California Community Colleges adopt the value statement:

Values:

Educational Equity: The SSCCC will pursue its mission by ensuring stances and support for programs and legislation that removes barriers and ensures access and success for underserved and marginalized communities.

Transparency: The SSCCC will pursue its mission guided by the deployment of information in a clear concise manner through the responsible, transparent, and prudent management of human and financial resources entrusted to us by CCC students through the Student Representation Fee (SRF).

Connection and Genuine Representation: The SSCCC will pursue its mission guided by selflessly serving our constituents within the CCC system by building intentional relationships in local, state, and federal advocacy efforts while working with our system partners to enhance engagement.

Professional Development: The SSCCC will pursue its mission guided by not only prioritizing leadership development, but extracurricular educational opportunities and experiences for stakeholders that increase the prosperity of not only the CCC system, but California and ultimately the world.

Organizational Ethics: The SSCCC will pursue its mission guided by long-term sustainability of our organization based on our integrity and accountability to each other and to all of the California community college students; and

RESOLVED, the Student Senate for California Community Colleges adopt the vision statement:

Vision:

The guiding vision of the Student Senate for California Community Colleges is to communicate a unified student perspective to relevant constituent groups and elected officials in all matters directly affecting all California community college students.

S22.01.03* Equal Student Accessibility for Broadband Access and Internet Services

Author(s): Angelica Campos and Jenn Galinato

Sponsor(s): SSCCC Board of Directors

WHEREAS, the Public Policy Institute of California found that “a record-high percentage of Californians (84%) had high-speed internet at home in 2019—up from 74% in 2017. Californians use the internet for a range of activities, including financial services (70%),

telecommuting (39%), job searches (21%), and online classes or job training (21%). Telehealth has also been on the rise. In 2019, more than half of households researched health issues online; 42% accessed health or insurance records; and 39% communicated with doctors. As the pandemic shifted many activities online, usage almost certainly increased” [1];

WHEREAS, in a report done by CBS8 “about 102,000 students from lower income households and 145,000 students of color lack access to the internet, the report projects and when it comes to access to a laptop or tablet, the report finds more than 109,000 low-income students and nearly 134,000 students of color may be left out” [2];

WHEREAS, the Chancellor’s Office has also leveraged the California Connects Mobile Internet program, a low-cost internet alternative available to students, faculty and staff; which during the month of April, more than 1,500 students in need were provided with California Connects mobile hotspots and internet service through Sprint [3]; and

WHEREAS, in the 2021 through 2022 term, the Student Senate for California Community Colleges identified basic needs as a legislative priority, but as we have seen with the COVID-19 Pandemic, broadband and internet service access should be taken into account when considering what a student needs to succeed and accomplish their educational goals; now, therefore be it

RESOLVED, that the Student Senate for California Community Colleges advocate for equal student accessibility to broadband access and internet services as a legislative priority for the 2022 through 2023 term;

RESOLVED, that the Student Senate for California Community Colleges create an advocacy toolkit and presentations for students to advocate for equal student accessibility to broadband access and internet services; and

RESOLVED, that the Student Senate for California Community Colleges work with each of the 116 colleges to ensure that students have internet services that are free (such as the implementation of hotspots) within each respective college campus.

Citation 1: [California's Digital Divide - Public Policy Institute of California \(ppic.org\)](https://ppic.org)

Citation 2: [Report: More than 100,000 low-income California college students lack internet access | cbs8.com](https://www.cbs8.com)

Citation 3: [Addressing the Internet Connectivity Needs of the California Community Colleges \(cccco.edu\)](https://cccco.edu)

Citation 4: [Types of Broadband Connections | Federal Communications Commission \(fcc.gov\)](https://www.fcc.gov)

S22.01.04 Elimination of Proctorio and Proctoring Systems

Author(s): Iulia Tarasova, Erin Lacorte, and Jenn Galinato

Sponsor(s): SSSCC Board of Directors

WHEREAS, according to a research study done by EDUCAUSE, “In April 2020, EDUCAUSE conducted a QuickPoll about grading and proctoring. Findings showed that about half of the 312 respondents reported using online/remote proctoring tools. Five services dominated the market for proctoring software: Respondus (65%), ProctorU (23%), Proctorio (17%), Examity (12%), and HonorLock (12%)” [1];

WHEREAS, in an interview with Recode, “The company told Recode that in 2020, it was used by more than 1,200 institutions and had proctored nearly 20 million exams — more than three times the 6 million it administered in 2019” [2];

WHEREAS, according to Proctorio’s website, the proctoring system states the following, “we have one goal: to expand quality education by providing high-integrity learning environments to learners across the globe. We believe that everyone deserves the opportunity to pursue a high-quality education, which is why we developed a privacy-centric, accessible, and scalable remote proctoring solution that allows test takers to take exams from home” [3]; and

WHEREAS, proctoring systems, such as the aforementioned companies, create a multitude of issues such as racial and ableist biases, concerns over the compilation and usage of data and privacy, and connectivity issues for students [4]; now, therefore be it,

RESOLVED, that the Student Senate for California Community Colleges advocate for the elimination of all proctoring systems such as Proctorio and ProctorU throughout all 116 California community colleges;

RESOLVED, that the Student Senate for California Community Colleges create a universal toolkit advocating for the elimination of proctoring systems;

RESOLVED, that the Student Senate for California Community Colleges work with its’ system partners such as the Chancellor’s Office, Academic Senate for California Community Colleges, and Faculty Association of California Community Colleges for full elimination of proctoring systems throughout the system in strides towards creating a more diverse, equitable, and inclusionary learning space for students on an online environment; and

RESOLVED, that the Student Senate for California Community Colleges advocate for the full elimination of all proctoring systems implemented in curriculums as a legislative priority for the 2022 through 2023 term.

Citation 1: [EDUCAUSE COVID-19 QuickPoll Results: Grading and Proctoring | EDUCAUSE](#)

Citation 2: [About | Proctorio](#)

Citation 3: [Online proctoring services pose privacy concerns for remote learning - Vox](#)

Citation 4:

<https://www.berkeleycitycollege.edu/senate/files/2021/02/ASBCC-Remote-Video-Proctoring-Resolution.pdf>

Citation 5: Woldeab, D. & Brothen, T. (2019) 21st century assessment: Online proctoring, test anxiety, and student performance. International Journal of E-Learning & Distance Education. 34(1) <https://files.eric.ed.gov/fulltext/EJ1227595.pdf>

S22.04.01 College Individualized Educational Plans (IEPs)

Authors: Olivia Garcia-Godos Martinez and Ruby Chavez DeChavez
Sponsor: Sacramento City College and Sierra College

WHEREAS, a report done by the the Legislative Analyst's Office in 2013 showed that about one in ten (1/10) California K -12 students receives Special Education Services [1];

WHEREAS, a report done by the National Center for Education Statistics (NCES) showed that 19% of 2015-2016 post secondary educated graduates reported having a disability [2];

WHEREAS, California community colleges do not fall under the Individuals with Disabilities Education Act (IDEA), therefore are not required to provide any support and services similar to IEPs [3][4]; and

WHEREAS, disability support programs and services at California community colleges can be insufficient for some students who need more individualized support [3][4]; now, therefore, be it

RESOLVED, the Student Senate for California Community Colleges advocate for the continuation or creation of Individualized Education Plans (IEPs) after high school; RESOLVED, the Student Senate for California Community Colleges advocate for colleges' Disabled Students Programs and Services office to work with medical specialists and the student's parents (with permission from the student) when creating an IEP; and

RESOLVED, the Student Senate for California Community Colleges advocate for colleges to take responsibility in handling the cost of any services the students need in their college IEP.

Citation 1: Overview of Special Education in California, 3 Jan. 2013, <https://lao.ca.gov/reports/2013/edu/special-ed-primer/special-ed-primer-010313.aspx>

Citation 2: “The NCES Fast Facts Tool Provides Quick Answers to Many Education Questions (National Center for Education Statistics).” National Center for Education Statistics (NCES), <https://nces.ed.gov/fastfacts/display.asp?id=6>

Citation 3: “7 Things to Know about College Disability Services.” Understood, Understood, 27 July 2021, www.understood.org/articles/en/7-things-to-know-about-college-disability-services

Citation 4: “Differences between IDEA IEPs, 504 Plans, and College Accommodations.” Bryn Mawr College, www.brynmawr.edu/access-services/students/differences-between-idea-ieps-504-plans-and-college-accommodations

S22.04.06 Fighting Student Food Insecurity

Author: J. Adam Austin, President of ASMC

Sponsor: Associated Students of Merritt College (ASMC)

WHEREAS, many students are nutritionally insecure[1];

WHEREAS, there is daily food waste at community college cafeterias and bookstores[2]; and

WHEREAS, many campuses are unable to receive the resources of local food banks due to certain criteria for food handling and storage[3]; now, therefore, be it

RESOLVED, that the Student Senate for California Community Colleges strongly advocate for and promote, at each individual college a policy to ensure that California community colleges establish on-campus food distribution programs that redirect the unsold cafeteria and bookstore food to students; and

RESOLVED, that the Student Senate for California Community College strongly advocate for and promote, that each community college campus become certified as food banks and devote resources to assist with the infrastructure needed to efficiently distribute food, including perishables.

Citation 1: College Students and SNAP: The New Face of Food Insecurity in the United States, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6836795/>

Citation 2: Food Waste at U.S. Colleges and What to Do About it, https://www.huffpost.com/entry/food-waste-at-us-colleges-and-what-to-do-about-it_b_57bcbc22e4b007f1819a1070

Citation 3: Running a Campus Food Pantry: Student Government Toolkit, https://studentsagainsthunger.org/wp-content/uploads/2017/10/NSCAHH_Food_Pantry_Toolkit.pdf

S22.04.07 Expansion of AB540 and CalGrant Eligibility

Author: Nakul Srikanth

Sponsor: Sacramento City College

WHEREAS, the Federal Green Card backlog, which exceeds 9-million petitions for Permanent Residency [1] disproportionately affects legal immigrants of color and legal immigrants of color have to wait in line for a Green Card far longer than their European counterparts, thus, a legal immigrant who entered the US as a child will not have received a Green Card even after reaching adulthood, which cascades down to student immigrants all across the country as they age-out of their parents' dependants visa at the age of 21, and are forced to convert to an F1 student visa or risk deportation;

WHEREAS, about 25% of all California Immigrants hold some kind of Legal Status [2] and students who possess a dependant's visa from their parents, or an F1 visa are ineligible for Federal Financial Aid, similar to their undocumented counterparts, however, unlike their citizens, permanent residents, and undocumented counterparts, students who possess a dependant's visa from their parents, or an F1 visa are ineligible for California State-based Financial Aid, which is determined based on the eligibility for CalGrant and AB540;

WHEREAS, as of 2018, California holds about 2.8 million college-educated immigrants [3] and that number is likely to grow over the course of the pandemic as distance learning is more accessible, unfortunately, immigrants who are California residents but hold a non-immigrant visa will likely be expected to spend 2x, their citizen, permanent resident, or undocumented counterparts, for a community college education due to lack of CalGrant Financial Aid, and sometimes improper residency classifications; and

WHEREAS, Advocating for the expansion of AB540 and CalGrant for Legal Immigrants in California will help build the California workforce and labor market by retaining students who studied in a California educational institution; now, therefore, be it resolved

RESOLVED, that the Student Senate for California Community College advocate for pathways to develop a council/sub-committee to discuss and evaluate problems persisting the student immigrants in California;

RESOLVED, that the Student Senate for California Community College advocate to eliminate the section under AB540 that disqualifies non-immigrant visa holders, who are eligible California residents, from receiving a CalGrant and being exempt from Non-Resident Tuition, (OR) and the Student Senate for California Community College advocate for the expansion of CalGrant and AB540 eligibility to include Legal Immigrants who are also California Residents, which may include proposing new state legislation, lobbying on existing state legislation, and/or expanding the student's voice on this issue through social media platforms and news outlets; and

RESOLVED, that the Student Senate for California Community College work closely with Community College Admissions and Records Office, as well as UC and CSU Admissions Office and Residency Deputies, to outline and implement an inclusive process that treats International Students with Legal Status, who are also California residents, as in-state students, and to waive the general F1 visa criteria that are currently being imposed negligibly, for all students with legal status during the College Admissions Process;

RESOLVED, that the Student Senate for California Community College work with community colleges as well as UC and CSU Financial Aid Offices, to streamline access to financial aid for California residents with legal status as well as scholarships, paid-internships, and other work-study opportunities.

Citation for AB540: Public postsecondary education: exemption from nonresident tuition, Cal. Assem. B. 540(2001-2002), Chapter 814 (Cal. Stat. 2001)

Citation 1: Bier, David J. "Family and Employment Green Card Backlog Exceeds 9 Million." *Cato.org*, Cato Institute, 29 Sept. 2021, <https://www.cato.org/blog/family-employment-green-card-backlog-exceeds-9-million>.

Citation 2: Johnson, Hans, et al. "Immigrants in California." *Public Policy Institute of California*, Public Policy Institute of California, 1 Nov. 2021,

<https://www.ppic.org/publication/immigrants-in-california/>.

Citation 3: Batalova, Jeanne, and Kira Olsen-Medina. "College-Educated Immigrants in the United States." *Migrationpolicy.org*, Migration Policy Institute, 17 May 2021, <https://www.migrationpolicy.org/article/college-educated-immigrants-united-states-2018>.

S22.04.08 LGBTQ+ Training for All SBA's

Author: Robert Andrade, San Jose Student Trustee

Sponsor: San Jose City College Associated Student Government

WHEREAS, the San Jose City College Associated Student Government supports and protects the rights and equality of those who identify within the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, and Queer) community, and commemorates and honor the individuals who pioneered the current LGBTQ+ rights acquired, and paved the ways for the next generation of the LGBTQ+ community;

WHEREAS, the LGBTQ+ community have created impactful and deep-rooted contributions to the United States' community, including, but not limited to, business, culture, education, law, politics, science, etc;

WHEREAS, despite the evolution of acceptance for the LGBTQ+ community, two out of three LGBTQ+ college students reported having experienced sexual harassment at least once on campus, LGBTQ+ students are more likely to experience harassing behavior, violence, and stalking than heterosexual identifying students, and 20% LGBTQ+ college students fear for their safety due to how they identify [1]; and

WHEREAS, the student body association's purpose is to represent their student body by advocating for a safe, equitable academic environment for all students by providing insight to help shape the institution's policies; now, therefore be

RESOLVED, that the the Student Senate for California Community College offer and support LGBTQ+ training to all student body associations, including, but not limited to, deepening knowledge and understanding of LGBTQ+ issues, sensitivity training, advocacy, and how to advocate support to all LGBTQ+ students, faculty, and staff;

RESOLVED, that the the Student Senate for California Community College advocate for all student body associations throughout all California Community College campuses to review policies and practices that are veered towards topics like sexual orientation, gender expression, discrimination against LGBTQ+ students, and support services that correlates with LGBTQ+ members;

RESOLVED, that the Student Senate for California Community Colleges work to improve the dialogue and advocacy for the LGBTQ+ students on their campus by providing student leader’s perspective on important LGBTQ+ policies, and being more involved with student body associations,

Citation 1:

<https://www.aau.edu/key-issues/campus-climate-and-safety/aau-campus-climate-survey-2019>

S22.04.09 Further Expanding Open Education Resources for CCC Students

Author(s): Steven Ziemann, Rabyah Khan, Jeriel Ngunte, and Jarvis Alcantara

Sponsor: Associated Students of Delta College

WHEREAS, Open Education Resources (OER) are defined as high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license [1], that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students;

WHEREAS, the state of California and Governor Gavin Newsom have provided historic funding to date to OER and zero-cost-textbook programs for California community college students, totaling close to \$115 million in 2021 alone [2]; yet despite these efforts, faculty use of OER resources has remained stagnant at 16% since 2018, with Inside Higher Ed citing, “faculty inertia...doubts about the quality of OER...and the lack of central structures...for open materials” as causing lag and delay in OER implementation [3];

WHEREAS, there currently exists no statewide OER repository where campuses and faculty can reliably access high-quality open educational resources for use in their courses, causing professors and deans to put in extra work and time when choosing to switch to OER material, decreasing the overall number of faculty members who choose OER; and

WHEREAS, the Academic Senate for California Community Colleges in resolution 03.05 (2021) [4] cited confusion and misunderstanding in California Education Code §78052.5, which redefines “zero-textbook-cost degrees” to allow for “low-cost” to be recognized as “zero” in certain instances [5], in weariness of faculty to use OER, and such language creates undue surprises for students making enrollment decisions based on the “zero-cost” labeling; now, therefore, be it

RESOLVED, that the Student Senate for California Community Colleges advocate for the establishment of the creation of a task force/workgroup of past and present faculty

members who will work to compile high- quality OER resources into course-ready material and to aggregate said resources in one easily accessible online repository for California Community College use;

RESOLVED, that the Student Senate for California Community Colleges advocate for the creation of a public platform similar to that of commercially copyrighted materials and publishing companies like McGraw- Hill, Pearson, and Cengage to compete with high cost "all-in-one" materials that are increasing in use every year; and

RESOLVED, that the Student Senate of California Community Colleges advocate for the creation of a verification process for zero-cost-textbook pathways, courses, and materials, to ensure the textbook cost of said pathways, courses, and materials are indeed zero.

Citation 1: Doug Lederman, Awareness of Open Educational Resources Grows, but Adoption Doesn't, Inside Higher Ed, 2021, https://www.insidehighered.com/digital-learning/article/2021/03/18/pandemic-didnt-speed-adoption-open-educational-resources-outlook?utm_source=pocket_mylist

Citation 2: James Glapa-Crossklog, Great News from California: The Right Time for ZTC and OER, CCCOER, <https://www.cccoer.org/2021/08/20/great-news-from-california/>

Citation 3: See 1

Citation 4: ASCCC resolution: 03.5, Zero Means Zero Textbook Cost, <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

Citation 5: Zero-Textbook-Cost Degree Grant Program, Article. 4 EDC, https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=1.&article=4.

S22.04.10 Lowering GI Bill Requirements to Assist Transitioning Veterans

Author: DeAngelo Hunter

Sponsor: Associated Students of Irvine Valley College

WHEREAS, veterans must enroll full-time to receive their full GI Benefits or receive partial benefits while facing challenges in transition from the military and of typical non-traditional students; and

WHEREAS, 62% of veterans in community college are first-generation students[1], 19% higher than 43% of students who attend community college[2], and they enroll at a 75% full-time rate[1] comparatively to a 28.6% full-time rate of other students[2] to receive their full benefit, and this reflects that veteran students have little choice

reduce their workload to accommodate their unique non-traditional path or challenges they face from their service[3]; and

WHEREAS, student veterans reported difficulties transitioning from a military style of technical learning and a hierarchical organizational structure to a university learning environment causes troubles with retention while also facing challenges[3]; and

WHEREAS, military service members and veterans relocate often due to service, and these frequent moves made it challenging for veterans to establish residency in any one state for purposes of qualifying for in-state tuition rates at public institutions; and now, therefore, be it,

RESOLVED, that the Student Senate for California Community Colleges advocates to change the GI Bill requirements to 9 units from 12 units to offset the foreseeable challenges nearly all veteran students will face that inhibits their success and retention in higher education, while allowing a smoother transition into education from service; and

RESOLVED, that the Student Senate for California Community Colleges advocates to allow the GI Bill to grant in-state tuition for veteran students utilizing the bill for their education so that their transition is not halted from unaffordability of out-of-state tuition costs after relocation after service; and

RESOLVED, that the Student Senate for California Community Colleges advocates to extend GI Bill coverage from 36 months to 48 months to accommodate the change to 9 units, to allow veterans to be covered over the duration of their academic career and to accommodate for the extended time it takes non-traditional students to complete their higher education journey.

Citation 1: <https://pnpi.org/veterans-in-higher-education/>

Citation

2: https://ccleague.org/sites/default/files/pdf/state-advocacy/2020_fast_facts.pdf

Citation 3:

<https://www.research.va.gov/currents/1017-Veterans-face-challenges-in-higher-education.cfm#:~:text=The%20college%20experience%20presents%20challenges.their%20peers%20without%20military%20experience>

S22.04.11* Pronoun Inclusivity Programs

Author: Franz Kieviet, Apoorva Gunti, and Civic Engagement Committee

Sponsored: Associated Students of Irvine Valley College

WHEREAS, in some districts, students, faculty, staff, and administrators have the ability to enter the name they want to be often known the First Name Program and students in some districts are not able to include their personal pronouns in Canvas, Campus Portals, and other digital environments;

WHEREAS, some California community college's have adopted gender inclusive language, curriculum, campaigns and/or programs to educate the campus and community on gender inclusivity, pronouns, and other issues that affect the LGBTQIA+ community;

WHEREAS, the Academic Senate for California Community Colleges approved Resolution 13.02 S21 which calls for faculty to be able to change and display their chosen name and pronouns across all digital platforms [1]; and

WHEREAS, understanding that while names are a vital part of one's identity, pronouns are essential in affirming that a student belongs in their college's community and the ability for students to enter their personal pronouns is essential to their safety and dignity, and upholds respectful communication with their professors and peers throughout campus; now, therefore, be it

RESOLVED, that the Student Senate for California Community Colleges encourage districts and colleges to adopt measures that would allow students to add and change their personal pronouns across all District digital environments; and

RESOLVED, that the Student Senate for California Community Colleges continue to advocate for the inclusion of personal pronouns for the college community, including students, faculty, and staff.

Citation 1: Academic Senate Resolution 13.02 S21 Enabling Display and Use of Faculty Chosen Name and Pronoun Across Campus and all Digital Environments
<https://www.asccc.org/resolutions/enabling-display-and-use-faculty-chosen-name-and-pronoun-across-campus-and-all-digital>

S22.04.12 Sustainability Resolution

Author: Rachel Abalos, Jahan Khan, and Sustainability Committee

Sponsored: Associated Students of Irvine Valley College

WHEREAS, aggravation of wildfires by climate change and their health repercussions are described by the Department of Environmental and Occupational Health including “advantaged families who cannot afford to live in urban areas are rendered at greater risk of dangerous wildfires that may impact their health and further exacerbate socioeconomic inequities” [1];

WHEREAS, California community colleges serve a student population that is 69% of diverse ethnic backgrounds and minorities, many of whom are affected by health disparities due to environmental inequity and climate change [4, 6];

WHEREAS, green initiatives passed by both the California State Assembly and the California State Senate have committed towards statewide sustainable practices and annual reduction of the state’s carbon footprint, reducing the usage of plastics with SB 270(2014) [8]; and

WHEREAS, California community colleges' effective energy survey and audit funding supplements community colleges with funding to conduct energy surveys and audits, promoting sustainability and conscientiousness towards sustainable development clarified by Proposition 39 [7]; now, therefore, be it.

RESOLVED, that the Student Senate for California Community College urge individual colleges to provide easily accessible, transparent sustainability audits and surveys to the student body associations through online platforms and shared governance meetings, and that decisions for sustainable implementations include student representatives;

RESOLVED, that the Student Senate for California Community College urge individual colleges to institutionalize practices in priority to provide equity towards marginalized groups who are directly impeded by the impact of climate change;

RESOLVED, that California community colleges maintain proposals, provide more equitable resources to students (energy-friendly chargers, etc.), and implement sustainability and environmental justice education in their curriculum; and

RESOLVED, that the Student Senate for California Community College stimulate collaboration between community colleges to expand sustainable practices and projects as well as installing green investment systems such as Green Revolving Funds on their respective campuses.

Citations: 1. Association Between Outdoor Air Pollution and Risk of Malignant and Benign Brain Tumors: The Multiethnic Cohort Study

<https://doi.org/10.1093/jncics/pkz107>

Citation 2. Disproportionate Impacts of Wildfires among Elderly and Low-Income Communities in California from 2000–2020 <https://doi.org/10.3390/ijerph18083921>

Citation 3: Climate Change and Health Profile Report Orange County
https://scag.ca.gov/sites/main/files/file-attachments/chpr059orange_county2-23-17.pdf?1604524089

Citation 4: 2021 State of the System Report
<https://www.cccco.edu/-/media/CCCCO-Website/Reports/2021-sosreport-final-a11y.pdf?la=en&hash=3BE193227EBC64C5FD666A0D9C8F6DC40F599E49&hash=3BE193227EBC64C5FD666A0D9C8F6DC40F599E49>

Citation 5: The Board of Governors of California Community Colleges Resolution on Climate Change and Sustainability Goals and Policy

https://www.rccd.edu/admin/bfs/fpd/Documents/planning/2019-05BOG_Item%20Resolution_on_Climate_Change_Goals_Policy.pdf

Citation 6: CALIFORNIA'S FOURTH CLIMATE CHANGE ASSESSMENT

https://www.energy.ca.gov/sites/default/files/2019-11/Statewide%20Reports-%20S UM-CCCA4-2018-012%20ClimateJusticeSummary_ADA.pdf

Citation 7: Proposition 39 Implementation Guidelines

<https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/College-Finance-and-Facilities-Planning/Programs/Sustainability/REVISED-Prop-39-Guidelines-Addendum-JAN-2014-FINAL.pdf?la=en&hash=33781C6AA10D2383BA656294E56463F960D78BDD&hash=33781C6AA10D2383BA656294E56463F960D78BDD>

Citation 8. SSCCC Sustainability Toolkit

<https://ssccc.org/what-we-do/sustainability-toolkit.html>

S22.04.13* Syllabi Resolution

Author: Anna Nahm and Judicial Court (Committee)

Sponsored: Associated Students of Irvine Valley College

WHEREAS, higher education institutions depend on syllabi to determine student readiness, validating courses' credit requirements and serving as evidence in disputable cases, although current syllabi are inconsistent in providing students with accurate and up-to-date resources in regards to the institution's grading policies and

the students' right to self-advocate in circumstances where academic and/or behavioral issues arise;

WHEREAS, The Student Senate for California Community Colleges approved Resolution S20.03.07 (2020) which calls for the Academic Senate for California Community Colleges to work with local academic senates to create policies that provide public access to archives of Course Outlines of Records and past syllabi[1];

WHEREAS, syllabi should provide students concrete guidelines for course expectations and outcomes throughout the duration of the course, as well as additional resources and information to aid their academic success in a particular course (including external information on grading policies, support for grade and/or behavior-related issues, and general resources for students' well-being and success); and

WHEREAS, no requirement exists for educators to disburse syllabi before class sessions begin, giving minimal time to students to consider course validity and compatibility prior to course drop dates; now, therefore, be it

RESOLVED, that the Student Senate for California Community Colleges urge the individual colleges to include faculty contact information in the course schedule to provide students an opportunity to request the most recent versions of syllabi;

RESOLVED, that the Student Senate for California Community Colleges facilitate communication between the Academic Senates for California Community Colleges and local academic senates to ensure policies are in place to provide students access to past syllabi; and

RESOLVED, that the Student Senate for California Community College urge individual colleges to provide additional information in all syllabi that direct students to external academic and behavioral support and any student services that may be necessary for completing a course, including information on grade grievances and filing for incompletes.

Citation 1: S20.03.07 Syllabi Access:

<https://ssccc.org/what-we-do/syllabi-access-toolkit.html>

S22.04.14 Student Rights and Engagement

Author: Tasil Patel, President

Sponsor: Lake Tahoe Community College Student Senate

WHEREAS, the Student Senate for California Community Colleges shares in the hardships and closeting of students who identify as, Black, Asian American-Desi-Pacific Islander, LatinX, Native American, Middle Easterners and LGBTQIA+;

WHEREAS, college faculty, administration, and counselors share in the experiences that students have faced in many of our institutions, including our state's higher education systems;

WHEREAS, higher education systems focus on creating an atmosphere of cultural and gender awareness so that students feel welcome, free to voice their thoughts and opinions; and

WHEREAS, including statements of diversity, equity, and inclusion, LGBTQIA+ support, mental health services, and basic needs on course syllabi and Canvas course pages;

RESOLVED, that the Student Senate for California Community Colleges make a strong statement against that hate, racism, bigotry, bias, and discrimination in all forms is not welcome within the California Community College system.

RESOLVED, that the Student Senate of California Community Colleges advocate that colleges adjust courses and curricula that focus on the perspectives of individuals from all races and genders;

RESOLVED, that the Student Senate of California Community Colleges advocate that all students have access to basic needs and mental health resources, no matter their race, gender, or sexual orientation.

RESOLVED, that the Student Senate of California Community Colleges advocate that the California Community College system and local campuses provide adequate training for all employees, students, and student leaders to understand cultural diversity and non-gender bias.

S22.04.16 Advocacy for Campus Student Wellness Centers

Author: Kisha Mehta

Sponsor: Cypress College Associated Students

WHEREAS, mental health is an existing 2021-2022 SSSCC State Legislative Priority articulated under Basic Needs, urging legislators to prioritize funding for mental health [1];

WHEREAS, studies have found campus wellness facilities serve as an effective intervention for depression, which in turn facilitates continued academic success[2];

WHEREAS, Wellness Centers, in addition to existing Health Centers, have demonstrated efficacy in the prevention of negative health outcomes, with recognition to the multifacetedness of prevention techniques; and

WHEREAS, the California Budget and Policy Center stated that “students from CCC’s reported higher rates of impaired academic performance due to mental health issues than students at CSU and UC campuses,” however, they were “half as likely to receive referrals for counseling or mental health services by a faculty member”, which represents the need for better mental health resources on California Community College campuses [3]; now, therefore, be it

RESOLVED, that the Student Senate for California Community Colleges advocate for increasing regional outreach initiatives to expand the number of Wellness Centers on California community colleges, which would help increase local action and the implementation of these long-term mental health initiatives;

RESOLVED, that the Student Senate for California Community Colleges advocate for funding to help colleges facilitate the integration of Wellness Centers with existing Health Centers on California community college campuses statewide, in collaboration between community colleges and community-based agencies; and

RESOLVED, that the Student Senate for California Community Colleges work with Wellness Centers to inform the needs of the student body to address the mental health needs of California community college students.

Citation 1: Student Senate for California Community Colleges., 2021-22 Legislative Priorities <https://ssccc.org/what-we-do/legislative-advocacy/legislative-priorities.html>

Citation 2: Ramos-Yamamoto, A. (2019, May 30). California College Students Are Increasingly Experiencing Mental Health Issues and Need Improved Support. Retrieved from

<https://calbudgetcenter.org/blog/california-college-students-are-increasingly-experiencing-mental-health-issues-and-need-improved-support/>

Citation 3: Sara Goldrick-Rab et al., “California Community Colleges #RealCollege Survey,” The Hope Center, (March 2019):

Referred Resolutions

S22.01.05 Student Parent Survey and Data Compilation

Author(s): Angelica Campos, Heather Brandt

Sponsor(s): SSSCC Board of Directors, City College of San Francisco

WHEREAS, “Colleges and public higher education systems in California often have no way of tracking or contacting student parents” [1] and this can be seen through the absence of unique student identifiers beyond race and gender when collecting data in the California community college system;

WHEREAS, California institutions of higher education only take into account student parents that apply for financial aid, leaving those student parents who are unfamiliar with financial aid, unable to apply for financial aid due to the lack of information, unit limits, or other barriers, or have less financial, undercounted from statistics and data regarding this population [1];

WHEREAS, according to the Institute for Women’s Policy Research, it was made clear that students of color consisted of a higher percentage of parenting students than their white counterparts with “33 percent of Black students, 30 percent of Native American, and 21 percent of Latinx students having children” or dependents [2];

WHEREAS, with the ability to better track the intersections of parenting students’ identities and what percentage of the California community college population they comprise, the 116 community colleges will be able to better address the needs of a diverse subset of our student population and refer them equitably to the support services they need most to succeed [3]; now, therefore be it

RESOLVED, that the Student Senate for California Community Colleges request the Chancellor’s Office to compile data from the 116 community colleges regarding parenting status or dependent status alongside other identifying factors at the time of enrollment

and each subsequent semester, such as the type of parent (pregnant, single, working, and etc);

RESOLVED, that the Student Senate for California Community Colleges work with the Chancellor's Office to develop a survey regarding student parents in conjunction with each of the 116 community colleges' office of institutional research, or an equivalent department, to acquire data and statistics related to parenting students on their campuses to understand the needs and barriers that impact their academic success in California community colleges; therefore be it resolved; and

RESOLVED, that the Student Senate for California Community Colleges gather data from each of the 116 community colleges to issue a report of the compiled statistics to further evaluate the impact of the barriers faced by student parents, their retention rates, transfer rate in order to pursue further advocacy.

Citation 1: [A Portrait of Student Parents in the California Community Colleges](#)

Citation 2: [The Landscape of Parenting Students: An Incomplete Picture of the Challenges Student Parents Face to Educational Success](#)

Citation 3: [California community colleges should do more to identify, support student parents, researchers say](#)

S22.04.04 Nullification of Atrocities

Author: J. Adam Austin, President of ASMC

Sponsor: Associated Students of Merritt College

WHEREAS, the United States Federal Government has committed numerous moral atrocities and legally recognized crimes against humanity and otherwise has been known to act as a rogue state on the international stage;

WHEREAS, the State of California has been a vehicle for the atrocities of the United States Federal Government and the People of California the victims of atrocities; and

WHEREAS, the valor and moral courage of informed individuals and groups is necessary to reduce the incidence, duration, magnitude, and overall impact of atrocities; and now, therefore, be it

RESOLVED, that the Student Senate for California Community Colleges strongly advocate for and promote the historical memory of the atrocities of the United States Federal Government and the State of California in all Intersegmental General Education Transfer Curriculum (IGETC) and California State University General

Education/Breadth (CSU G.E./Breadth) coursework within the Arts and Humanities and Social and Behavioral Sciences courses; and

RESOLVED, that the Student Senate for California Community Colleges strongly advocate for and promote the legal doctrines of nullification and interposition in all IGETC and CSU G.E./Breadth coursework covered within the Arts and Humanities and Social and Behavioral Sciences.

S22.04.05 Opportunity Pluralism for Pre-Med Community College Students

Author: J. Adam Austin

Sponsored by: Associated Students of Merritt College

WHEREAS, there is currently a critical shortage of primary care physicians [1] in California, a critical shortage that is expected to increase in the future as current primary care physicians age out of the workforce, and thousands of highly qualified candidates are denied admission to California medical schools annually because there are insufficient numbers of medical schools;

WHEREAS, the current shortage of primary care physicians causes undue delays in diagnosis and treatment and worse prognosis for most Californians the brunt of the impact is felt by the most vulnerable members of our society, including students with acute or chronic mental or physical illnesses; and

WHEREAS, academic accommodations and numerous other collegiate processes that are vitally necessary to student success require evaluation and diagnosis by licensed physicians and students of color are routinely denied access to medical care and are instead funneled into the school-to-prison pipeline; now, therefore, be it

RESOLVED, that the Student Senate for California Community Colleges strongly advocate for and promote, as one of its legislative priorities, legislation, or an amendment to the Constitution of California, to create at least six new medical schools through the California State University system, at least three of which teach the practice of Osteopathic Medicine, oriented towards training primary care physicians to create a pluralism of opportunities for California Community College students intending to become primary care physicians;

RESOLVED, that the Student Senate for California Community Colleges strongly advocate for and promote, as one of its legislative priorities, legislation, or an amendment to the Constitution of California, to create a transfer admission guarantee between California Community Colleges and the California State University medical schools for students to complete combined Baccalaureate/Medical Doctorate and Baccalaureate/Doctor of Osteopathy degree programs to more rapidly address our critical physician shortage; and

RESOLVED, that the Student Senate for California Community Colleges strongly advocate for and promote, as one of its legislative priorities, legislation, or an amendment to the Constitution of California, to create a tuition and fee forgiveness program for graduates of the California State University medical schools who choose to work in areas or with populations of the highest critical needs in order to promote health equity and universal prosperity and ensure the financial solvency of primary care physicians who graduated from California community college.

Citation 1: Legislative Analyst's Office Report "Medical Education Analysis"

<https://lao.ca.gov/Publications/Report/4166>

S22.04.15* No Exams on Election Day

Author(s): Angelica Campos, Darieus Rego, Heather Brandt

Sponsor(s): City College of San Francisco

WHEREAS, community college students have historically experienced low voter turnout; which according to the National Study of Learning, Voting, and Engagement, despite modest gains since 2016, community colleges have maintained the lowest rate of turnout out of all institutions of higher education as of 2020 [1];

WHEREAS, members of groups who have faced significant barriers to voting comprise a significant portion of the population of California community college students [2];

WHEREAS, during election days elections are held for local, state, and federal officials who make decisions that directly affect California community college students, who have a vested interest in these elections as their outcomes may have a direct impact on their education;

WHEREAS, the adverse impact of not holding exams on Election Days is insignificant compared to the benefit from increased electoral participation of California community college students and this change will not cause undue impact on instruction; now, therefore, be it

RESOLVED, that the Student Senate for California Community Colleges work with the Chancellor's Office to issue guidance for California community colleges to create a policy that accommodates students' ability to vote by having exam dates set on other days than Election Day;

RESOLVED, that the Student Senate for California Community Colleges work with the Chancellor's Office to issue a recommendation for California community colleges asking

for the implementation of additional accommodations for students who are engaged in poll work during an Election Day;

RESOLVED, that the Student Senate for California Community Colleges set the amendment of Section 79020 of the Education Code [3] to include Election Days as a day that community colleges shall close on as a legislative priority for 2022 through 2023 term.

Citation 1: <https://tufts.app.box.com/v/democracy-counts-2020>

Citation 2:

<https://www.cccco.edu/-/media/CCCCO-Website/Reports/2021-sosreport-final-a11y.pdf?la=en&hash=3BE193227EBC64C5FD666A0D9C8F6DC40F599E49>

Citation 3:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=79020.&lawCode=EDC

Failed Resolutions

S22.01.01 SSCCC Board and Regional Officer Minimum Qualifications

Author: SSCCC Executive Committee

Sponsor: SSCCC Board of Directors

WHEREAS, the Student Senate for California Community Colleges in 2020, Region X sponsored [Resolution 20.03.10](#) asking the SSCCC to create a policy to “to ensure qualified student leaders fill such executive and/or director positions” but the parliamentarian ruled that the resolution was out of order and should be postponed because it was not properly posted as a bylaws change; and

WHEREAS, in 2021 General Assembly agenda and properly noticed and a different parliamentarian ruled that the resolution should be referred to the SSCCC Board of Directors because the changes to the bylaws were not in proper Bylaws language; now, therefore, be it

RESOLVED, that the Student Senate for California Community Colleges add to its Bylaws Article IV. Regions, Section 6. Minimum Qualifications to read:

Section 6. Minimum Qualifications

The Board of Directors will establish minimum qualifications for Regional Officers and a process for review of the qualifications; and

RESOLVED, that the Student Senate for California Community Colleges add to its Bylaws Article V. Board of Directors, Section 4. Minimum Qualifications to read:

Section 4. Minimum Qualifications

The Board of Directors will establish minimum qualifications for Board Officers and Board members and a process for review of the qualifications.

S22.04.02 Fees at General Assembly

Author: J. Adam Austin, President of ASMC

Sponsor: Associated Students of Merritt College (ASMC)

WHEREAS, the Student Senate for California Community Colleges is now collecting the Student Representation Fee (SRF) and is now financially solvent; now, therefore, be it

RESOLVED, that the Student Senate for California Community Colleges not charge any registration fee for the advisor, delegate, alternate delegate, and up to two students per campus to attend its General Assembly; and

RESOLVED, that the Student Senate for California Community Colleges not charge a fee to presenters of workshops at its General Assembly.

S22.04.03 Units for Serving as an Executive

Author: Leesa Hogan, VP of ASMC

Sponsor: Associated Students of Merritt College

WHEREAS, Some students have difficulty maintaining a minimum of five units as required under the California Education Code §76061 due to the amount of time required when serving in student government; now, therefore, be it

RESOLVED, That the Student Senate for California Community Colleges advocate service in student government as an Executive Officer be considered at least a one-unit course.
