



# Student Senate for California Community Colleges

## **2021 Resolutions Packet**

### **CONSENT CALENDAR**

The resolutions that have been placed on the Consent Calendar 1) were believed to be routine, procedural, informational and self-explanatory noncontroversial resolutions. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar.

Any registered attendee can pull a resolution from the consent calendar at any time before the motion adopting the Consent Calendar is considered.

Consent Calendar resolutions and amendments are marked with an \*.

- S21.01.01 Disabled Student Awareness
- S21.01.02 Affordable Low Income Housing
- S21.01.03 Free Period Products and Movement Toward Menstrual Equity
- S21.01.05 Advocacy for Ethnic Studies
- S21.02.02 Menstrual Sustainability, Access, and Equity
- S21.02.04 Bolstering Student Participation in Shared Governance
- S21.02.05 Student Empowerment in Hiring Practices
- S21.03.02 Bill of Privileges
- S21.03.03 Open Educational Resource Books Advocacy
- S21.03.05 Book Services for Student Accessibility
- S21.04.01 Emergency Student Body Association Exemptions
- S21.04.04 Supporting Mental Health Safety, Not Stigmas
- S21.04.05 Support for Increasing Nursing Program Resources and Eliminating the Lottery System
- S21.04.06 Creation of Natural Relief Fund
- S21.04.07 Restore Funding & Resources for Impacted Families of Gun Violence & Police Brutality

<b>Number</b>	<b>Sponsorship</b>	<b>Resolution Title</b>
<a href="#">*S21.01.01</a>	SSCCC Board of Directors	Disabled Student Awareness
<a href="#">*S21.01.02</a>	SSCCC Board of Directors	Affordable Low Income Housing
<a href="#">*S21.01.03</a>	SSCCC Board of Directors	Free Period Products and Movement Toward Menstrual Equity
<a href="#">S21.01.04</a>	SSCCC Board of Directors	Term Limits for California School Districts
<a href="#">*S21.01.05</a>	SSCCC Board of Directors	Advocacy for Ethnic Studies
<a href="#">S21.02.01</a>	Caucus	Minimum Qualifications for SBA Advisor
<a href="#">*S21.02.02</a>	Caucus	Menstrual Sustainability, Access, and Equity
<a href="#">S21.02.03</a>	Caucus	Establishment of Gender Studies Requirement
<a href="#">*S21.02.04</a>	Caucus	Bolstering Student Participation in Shared Governance
<a href="#">*S21.02.05</a>	Caucus	Student Empowerment in Hiring Practices
<a href="#">S21.02.06</a>	Caucus	Student Leadership Recognition in District Governance
<a href="#">S21.03.01</a>	Region	Food Pantry Support
<a href="#">*S21.03.02</a>	Region	Bill of Privileges
<a href="#">*S21.03.03</a>	Region	Open Educational Resource Books Advocacy
<a href="#">S21.03.04</a>	Region	Non-Credit Student Leader Enfranchisement
<a href="#">S21.03.04A</a>	Amendment, SBA	S21.03.04A Amend Resolution S21.03.04 Non-Credit Student Leader Enfranchisement
<a href="#">*S21.03.05</a>	Region	Book Services for Student Accessibility
<a href="#">*S21.04.01</a>	SBA	Emergency Student Body Association Exemptions

<a href="#">S21.04.02</a>	SBA	Addition of the A+ Grade Symbol
<a href="#">S21.04.03</a>	SBA	Civic Engagement
* <a href="#">S21.04.04</a>	SBA	Supporting Mental Health Safety, Not Stigmas
* <a href="#">S21.04.05</a>	SBA	Support for Increasing Nursing Program Resources and Eliminating the Lottery System
* <a href="#">S21.04.06</a>	SBA	Creation of Natural Relief Fund
* <a href="#">S21.04.07</a>	SBA	Restore Funding & Resources for Impacted Families of Gun Violence & Police Brutality
<a href="#">S21.04.08</a>	SBA	Free Community College
<a href="#">S21.04.08A</a>	Amendment, SBA	S21.04.08A Amend Resolution S21.04.08 Free Community College
<a href="#">S21.04.09</a>	SBA	Online Student Equity: Asynchronous Courses
<b>Postponed Resolutions from Spring 2020</b>		
<a href="#">S20.03.10</a>	Region X	Executive Position Minimum Requirements

# SSCCC Board of Directors Sponsored Resolutions

## **S21.01.01 Disabled Student Awareness**

Authors: Toni Schiffmaier, Katherine Rumph

Sponsor: SSSCC Board of Directors

**WHEREAS**, according to "College Students with Disabilities Are Too Often Excluded" article, "One study shows students with disabilities participate in fewer extracurricular activities, like clubs or on-campus events, than non-disabled peers. This is due to a lack of social inclusion" [1];

**WHEREAS**, the California Education Code §76061a language stating "or its equivalent" [2] for unit requirements to serve in student government has allowed some California community colleges to raise the unit and GPA requirements to an inequitable level that has reduced access for students of all backgrounds to participate in student body government positions;

**WHEREAS**, in the 2018 article "Honoring Student Voice: Ensuring Students' Effective Participation in Governance" by the Academic Senate for California Community Colleges, the then president of the organization said, "critical to the success of any effort to improve student success is ensuring that the student perspective is honored, embraced, and valued" [3], which can only be done by increasing advocacy, awareness, and student representation in leadership positions; and

**WHEREAS**, the Student Senate for California Community Colleges mission 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" [4] and ensuring students with disabilities are enfranchised to participate in governance is critical for their involvement in college governance; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges advocate for legislation to amend the current Education Code §76061 requirement to allow disabled students on college campuses to be represented on the student body associations;

**RESOLVED**, that the Student Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to communicate that the Education Code §76061a language "or its equivalent" should not be used to decrease equitable access for students with disabilities to participate in student government; and

**RESOLVED**, that the Student Senate for California Community Colleges hold an annual town hall titled “Disability Awareness Brought to the Forefront” to increase disability awareness, highlight resources available, and share models of effective practices in this area.

Citation 1: Bialka, Christa. “College Students with Disabilities Are Too Often Excluded”, *HigherEdJobs*, (November 2018),

<https://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=1762>.

Citation 2: *California Education Code: Section 76061, California Legislative Information*, [https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=76061](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=76061).

Citation 3: Bruno, Julie. “Honoring Student Voice: Ensuring Students’ Effective Participation in Governance”, *Academic Senate for California Community Colleges*, (April 2018),

<https://www.asccc.org/content/honoring-student-voice-ensuring-students%E2%80%99-effective-participation-governance>.

Citation 4: “Who We Are”, *Student Senate for California Community Colleges*,

<https://studentsenateccc.org/who-we-are/mission.html>.

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### **S21.01.02 Affordable Low Income Housing**

Authors: Toni Schiffmaier

Sponsor: SSSCC Board of Directors

**WHEREAS**, according to California Community Colleges #RealCollege Survey, “60% of respondents were housing insecure” [1] prior to the pandemic, which has only been exacerbated according to the California Community Colleges COVID-19 Student Impact Survey with 53% of students reporting income decreases [2] making it more difficult to afford housing;

**WHEREAS**, according to a study conducted by Cerritos College, “only 6% of students who experience homelessness receive housing assistance [3];

**WHEREAS**, according to a report by the Research and Planning Group “Students Speak Their Truth about Transfer: What They Need to Get Through the Gate”, the inability to afford stable housing and other living costs slows the time to transfer due to needing to work additional hours and taking fewer units [4]; and

**WHEREAS**, according to the California Community Colleges Chancellor’s Office, “Studies show that students who live on campus not only have a higher GPA, but they are more

likely to graduate.” [5], which increases student success rates and closes equity gaps; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges advocate for the creation of a legislative bill to allocate funding for the building and/or purchasing of on and/or off campus affordable housing for California community college students statewide when state budget funding is more widely available after the pandemic recession ends; and

**RESOLVED**, that the Student Senate for California Community Colleges advocate for California community colleges statewide to partner with local organizations in alignment with “The Village” [6] Cerritos College affordable housing model to provide affordable on/off campus housing options to low income students.

Citation 1: Sara Goldrick-Rab et al., “California Community Colleges #RealCollege Survey,” *The Hope Center*,  
<https://hope4college.com/wp-content/uploads/2019/03/RealCollege-CCCCO-Report.pdf>,

Citation 2: “California Community Colleges COVID-19 Survey Report,” *California Community Colleges Chancellor’s Office*,  
<https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/reports/student-impact-survey-v2>,

Citation 3: “The Village at Cerritos College ” *Cerritos College*,  
[https://www.cerritos.edu/thevillage/includes/docs/The\\_Village\\_Slides\\_061120\\_ua.pdf](https://www.cerritos.edu/thevillage/includes/docs/The_Village_Slides_061120_ua.pdf).

Citation 4: “Students Speak Their Truth about Transfer: What They Need to Get Through the Gate”, *The RP Group*,  
[https://rpgroup.org/Portals/0/Documents/Projects/ThroughtheGate/RPGroup\\_TheTruthAboutTransfer\\_TTGPhase3\\_R3\[79\].pdf?ver=2020-05-18-171449-773](https://rpgroup.org/Portals/0/Documents/Projects/ThroughtheGate/RPGroup_TheTruthAboutTransfer_TTGPhase3_R3[79].pdf?ver=2020-05-18-171449-773).

Citation 5: “California Community Colleges: College Dormitories and Housing”, *California Community Colleges Chancellor’s Office*,  
<https://www.cccco.edu/Students/Support-Services/College-Dormitories-and-Housing>.

Citation 6: “The Village”, Cerritos College, <https://www.cerritos.edu/thevillage/>.

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### **S21.01.03 Free Period Products and Movement Toward Menstrual Equity**

Authors: Kelly Li, Emma McNellis, and Katherine Squire

Sponsor: SSSCC Board of Directors, Region V, Region VII

**WHEREAS**, according to a survey commissioned by Thinx & PERIOD and conducted by Harris Insights & Analytics, 1 in 5 students have struggled to afford period products or were not able to purchase them at all [1];



#### **S21.01.04 Term Limits for California School Districts**

Authors: Tariq Azim, Angelica Campos, Gerardo Chavez

Sponsor: SSCCC Board of Directors, Region IX

**WHEREAS**, the President of the United States, the 12 statewide elected executive offices of California, the 80 members of the California State Assembly, the 40 members of the California State Senate, and numerous cities, counties, and local municipalities, are subject to term limits;

**WHEREAS**, the Community College League of California (CCLC), annually awards community college trustees who have served at least twenty years on a district board with the “Fulfilling the Trust Award”, and awarded eleven trustees in 2020, including two who have served 40 and 50 years on [1];

**WHEREAS**, in the November 2018 election, Southwest Community College District voters in San Diego County approved Measure CC: Southwest Community College District Term Limits for Governing Board Members with 116,125 Yes votes (88.22% of the electorate) to limit members to three terms of office (twelve years) [2], and, in the March 2007 election, Los Angeles Unified School District voters in Los Angeles County approved Measure LAUSD-L: Term Limits, Campaign Finance Rules, Compensation Review with 113,920 Yes votes (67.8% of the electorate) to limit members to three terms of office (twelve years) [3]; and

**WHEREAS**, serving as a school board member should not be a career and term limits would close the door for career politicians, big-money, and special-interest groups from obstructing the best interests of students, educators, and the community by creating space for evolving perspectives that reflect the diverse student population school boards serve [4]; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges (SSCCC) strongly advocate for and promote, as one of its legislative priorities, legislation, or an amendment to the Constitution of California, to limit the number of terms a member of a governing board of a school district may serve during their lifetime to no more than 12 years; and

**RESOLVED**, that, upon passage of this resolution, the SSCCC Board of Directors shall assume full responsibility for its implementation and, at its next regular Board meeting from the date of passage, begin discussing their strategy for implementation.

Citation 1: “Eleven California Community College Trustees Receive 2020 Fulfilling the Trust Award,” Community College League of California, May 5, 2020,

<https://ccleague.org/about-us/press-releases-statements/eleven-california-community-college-trustees-receive-2020>

Citation 2: “November 6, 2018 General Election Results,” San Diego County Registrar of Voters, December 6, 2018,

[http://www.livevoteturnout.com/SanDiego/LiveResults/en/Index\\_5.html](http://www.livevoteturnout.com/SanDiego/LiveResults/en/Index_5.html).

Citation 3: Measure LAUSD-L: Term Limits, Campaign Finance Rules, Compensation Review - Los Angeles County, CA, accessed November 25, 2020,

<http://www.smartvoter.org/2007/03/06/ca/la/meas/LAUSD-L/>.

Citation 4: Mark Powell, “Term Limits Should Apply to School Board Members,” Tribune (San Diego Union-Tribune, August 27, 2016),

<https://www.sandiegouniontribune.com/sdut-utbg-schoolboard-term-limits-2016aug26-story.html>.

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### **S21.01.05 Advocacy for Ethnic Studies**

Authors: Angelica Campos, Jenn Galinato, Gerald Richardson III, Ka Ren MacCalla, Pauline Nassar

Sponsor: SSCCC Board of Directors, Region III, Student Trustee Caucus

**WHEREAS**, in August of 2020, Governor Gavin Newsom signed into effect AB 1460 (Weber, 2020) [1], an ethnic studies bill specifically geared towards the California State University system while rejecting AB 331 (Medina, 2020) [2], an ethnic studies bill where ethnic studies would have been implemented into the high school-level curriculum;

**WHEREAS**, according to the Academic Senate for California Community Colleges, ethnic studies is defined as “an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o American—offered through various disciplines including ethnic studies, chicana and chicano studies, Latina and Latino studies, African-American studies, Black studies, Asian-American studies, Native-American studies, Africana studies, Mexican-American studies, indigenous studies, Filipino studies, La Raza studies, and Central American studies” [3];

**WHEREAS**, within the state of California, ethnic minority populations account for more than 71% of the student population, there are over 90 languages spoken in high school districts, and the state’s annual diversity rate continues to increase in a variety of racial and ethnic groups [4]; and

**WHEREAS**, the passing of AB 331 (Medina, 2020) would have made ethnic studies a requirement for high school graduation beginning in the school year 2023-2024, thus providing students a learning environment that promotes diversity education about their cultural identity and historical roots, and closing the achievement gap by reducing student truancy and improve student enrollment, and better prepare them for a future within the workforce [2]; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges advocate for AB

331 (Medina, 2020) to be reintroduced;

**RESOLVED**, that the Student Senate for California Community Colleges call on the Academic Senate for California Community Colleges to work with both their California State University and University of California colleagues to require ethnic studies be one of the IGETC requirements; and

**RESOLVED**, that the Student Senate for California Community Colleges further work with local academic senates to pursue ethnic studies.

Citation 1: *Bill Text - AB-1460 California State University: Graduation Requirement: Ethnic Studies.*,

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460)

Citation 2: *Bill Text - AB-331 Pupil Instruction: High School Graduation Requirements: Ethnic Studies.*,

[http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB331](http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB331)

Citation 3: “Clarify and Strengthen the Ethnic Studies General Education Requirement.” ASCCC, 2020,

<https://asccc.org/resolutions/clarify-and-strengthen-ethnic-studies-general-education-requirement>

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## Caucus Sponsored Resolutions

### **S21.02.01 Minimum Qualifications for SBA Advisor**

Authors: Anjali Patel and Tristan Vu

Sponsor: Womxn’s Caucus, Region II, Associated Students of Sierra College

**WHEREAS**, Title 5 §51023.7(a) requires “The governing board of a community college district [to] adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance” [1];

**WHEREAS**, Title 5 §51023.7(a)4 states, “the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code §76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or

will have a significant effect on students” [1];

**WHEREAS**, some advisors do not have experience working with students, training and directing students in governance, the Brown Act, parliamentary procedure, and other skills needed to appropriately assist students in effectively participating in college governance; and

**WHEREAS**, it is vital for the function of student body associations to have advisors who can facilitate student governance, access administrative resources necessary for effective student leadership, advise on policy-making that provides for student welfare, and enable students to advocate for the issues and concerns of their peers; now, therefore, be it;

**RESOLVED**, that the Student Senate for California Community Colleges form a task force of students and advisors to develop an effective practices document for advising student body associations;

**RESOLVED**, that the Student Senate for California Community Colleges communicate these effective practices to the California Community College Student Affairs Association (CCCSAA), the Chancellor’s Office, and all 116 California community college vice presidents of student services (or their equivalent); and

**RESOLVED**, that the Student Senate for California Community Colleges strongly urge student body associations annually to communicate with their vice presidents of student services (or their equivalent) the importance of implementing the advisor effective practices on an ongoing basis.

Citation 1:

[https://govt.westlaw.com/calregs/Document/I49A33D60D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I49A33D60D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

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## **S21.02.02 Menstrual Sustainability, Access, and Equity**

Authors: Sophia Ruiz, Anjali Patel, Victoria Streitenberger, Priya Vasu, Valerie Fabbri Menna, Bindumadhavi Mukkamala, Jenn Galinato, Gerald Richardson III

Sponsor: Student Trustee Caucus, Womxn’s Caucus

**WHEREAS**, California community college students that experience menstruation, have befallen under the global sanitation issue of Period Poverty with ostracized concerns of sustainability and accessibility, in which envisioned, can be combated for a prosperous future for all harnessing goals of Menstrual Equity [1];

**WHEREAS**, menstruation is a natural part of life, and thus, must be destigmatized [2] in order to promote inclusivity as outlined in the Student Senate for California Community College Diversity, Equity, and Inclusion statement [3];

**WHEREAS**, part of the SSCCC’s mission is “to pursue policies that will improve student access and promote student success” [4] and the legislative priorities [5] for 2020-2021 include support for basic needs, and highlights student health services within this; and

**WHEREAS**, trans and nonbinary individuals menstruate and gender inclusive language is thus necessary when discussing menstruation [6]; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges work with the Chancellor’s Office and legislature to author policies and pursue legislation that encourage menstrual equity, access, and sustainability at all California Community Colleges;

**RESOLVED**, that the Student Senate for California Community Colleges work with the Womxn’s Caucus to host events together for all students that support the destigmatization of menstruation while promoting gender inclusive language when discussing menstruation; and

**RESOLVED**, that the Student Senate for California Community Colleges advocate to the Academic Senate for California Community Colleges, Board of Governors, and Chancellor’s Office to create and provide curriculum and workshops regarding sustainable, accessible, and equitable menstruation.

Citation 1: <https://www.aclu.org/report/menstrual-equity>

Citation 2:

<https://pha.berkeley.edu/2018/06/05/menstruation-stigma-must-stop-period/>

Citation 3: <https://studentsenateccc.org/who-we-are/diversity-statement.html>

Citation 4: <https://studentsenateccc.org/who-we-are/mission.html>

Citation 5:

<https://studentsenateccc.org/what-we-do/legislative-advocacy/legislative-priorities.html>

Citation 6: <https://onlinelibrary.wiley.com/doi/full/10.1111/soin.12355>

### **S21.02.03 Establishment of Gender Studies Requirement**

Authors: Kelvin Chan, Steven Ziemann, Angelica Campos, and Jenn Galinato

Sponsor: Womxn's Caucus, Region III, City College of San Francisco

**WHEREAS**, according to the University of Kentucky's College of Arts and Sciences, gender studies is defined as "the study of feminine, masculine and LGBT identity, an interdisciplinary approach is used for the study of gender and the intersection of gender with other categories of identity such as ethnicity, sexuality, class, and nationality" [1];

**WHEREAS**, in a research study conducted in 2017 by The Washington Post, "7,782 degrees were in the broader category of 'area, ethnic, cultural, gender, and group studies,' which women's studies falls under and represents about 0.4 percent of all bachelor's degrees" in relation to how gender studies and other majors were perceived in the workforce [2];

**WHEREAS**, according to the Education Code §60040 , "when adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray cultural and racial diversity of our society" including section (b) "...lesbian, gay, bisexual, and transgender Americans...to the total development of California and the United States" [3]; and

**WHEREAS**, gender studies should be considered an essential part of students' community college education and would promote gender-inclusivity both in the classroom, on campus, in the workforce, and beyond [4]; now, therefore, let be it

**RESOLVED**, that the Student Senate for California Community Colleges urge for gender studies to be considered as an essential part of students' community college education;

**RESOLVED**, that the Student Senate for California Community Colleges urge the Academic Senate for California Community Colleges to work with both their University of California and California State University colleagues to implement gender studies as one of the IGETC requirements; and

**RESOLVED**, that the Student Senate for California Community Colleges pursue further legislative advocacy by mandating that gender studies become a GE requirement.

Citation 1: <https://mcl.as.uky.edu/gender-studies>

Citation 2:

<https://www.washingtonpost.com/news/rampage/wp/2017/04/13/what-happened-to-all-th>

[ose-unemployable-womens-studies-majors/](#)

Citation 3:

[https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201120120SB48](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201120120SB48)

Citation 4: [https://www.depts.ttu.edu/wstudies/faq\\_whatisit.php](https://www.depts.ttu.edu/wstudies/faq_whatisit.php)

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#### **S21.02.04 Bolstering Student Participation in Shared Governance**

Authors: Priya Vasu, Sophia Ruiz, Jorge Silva

Sponsor: Student Trustee Caucus, Black Caucus

**WHEREAS**, California community college district governing boards “shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action” and “the selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made by the appropriate officially recognized student associated student organization(s) within the district” [1];

**WHEREAS**, students are not always compensated for attending shared governance meetings though their faculty, staff, and administrative counterparts generally are in the form of flex hours or related practices;

**WHEREAS**, student enfranchisement on shared governance committees is critical to ensuring the student voice is heard and in fulfilling commitment to the Vision for Success which agrees to “always Design and Decide with Student in Mind” [2]; and

**WHEREAS**, in many cases the opportunity of shared governance is systemically hidden from students both within and outside of their student body association (SBA), despite the California Education Code [3] tasking students to participate in the governance of the college; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges advocate to the Board of Governors, Chancellor’s Office, and California legislature that in order to form and recognize a new shared governance committee, sub-committee, workgroup, etc. under the college’s and/or district’s shared governance structure, it must contain a student to be appointed by the SBA, and for students to be justly compensated for attending shared governance meetings by expanding the allowed usage of two dollar student representation fee with an amendment to California Education Code § 76060.5 [4];

**RESOLVED**, that the Student Senate for California Community Colleges advocate to the Board of Governors, Chancellor’s Office, and California legislature that students have a vote on shared governance committees excluding academic and classified senates;

**RESOLVED**, that the Student Senate for California Community Colleges advocate to the Board of Governors, Chancellor’s Office, and California legislature that internal and external outreach about the purpose and importance of shared governance become an institutional standard carried out both by the SBA and college administration, with an emphasis on reaching students outside of the SBA; and

**RESOLVED**, that the Student Senate for California Community Colleges advocate to the California legislature for a bill that encapsulates the aforementioned resolves.

Citation 1: Title 5, Cal. Code of Regulations § 51023.7

[https://govt.westlaw.com/calregs/Document/149A33D60D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/149A33D60D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Citation 2: Foundation for California Community Colleges. (n.d.). *Vision for Success*. <https://vision.foundationccc.org/>

Citation 3: Title 3, Cal. Education Code § 76060

[http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=76060](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=76060).

Citation 4: Title 3, Cal. Education Code § 76060.5

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=76060.5](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=76060.5).

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### **S21.02.05 Student Empowerment in Hiring Practices**

Authors: Colm Fitzgerald and David Ramirez

Sponsor: Student Trustee Caucus, Black Caucus

**WHEREAS**, the Board of Governors recommends the rights of students to participate in hiring committees as a best practice of Diversity, Equity, and Inclusion (DEI) work [1];

**WHEREAS**, in Fall 2020 the tenured academic faculty in the California Community Colleges were 60% White Non-Hispanic, 17.42% Hispanic, 10.11% Asian, and 4.75%

African-American [2]; Conversely, students were 24.20% White Non-Hispanic, 47.09% Hispanic, 11.05% Asian, and 5.33% African American [3] so the tenured academic faculty demographics do not match those of their students;

**WHEREAS**, a legal opinion requested by the Association of Chief Human Resource Officers on whether the inclusion of students in hiring processes violates Title 5 found no such violations [4]; and

**WHEREAS**, the inclusion of the student voice in recruitment practices leads toward the selection of individuals better suited to serve students and California Education Code § 70902(a)(7) [5] states that each California community college district must “establish procedures that are consistent with minimum standards established by the Board of Governors to ensure... students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance”; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges advocate for legislation solidifying the rights of students to participate in *all* hiring committees;

**RESOLVED**, that the Student Senate for California Community Colleges include in the aforementioned bill language ensuring that any student serving on hiring committees is adequately prepared by the district to represent the student perspective;

**RESOLVED**, that the Student Senate for California Community Colleges include in the aforementioned bill language for the expanded allowable uses of the student representation fee with an amendment to California Education Code § 76060.5 [6] to compensate students who serve on hiring committees; and

**RESOLVED**, that the Student Senate for California Community Colleges develop a web page for students detailing how to effectively serve on hiring committees.

Citation 1:

[https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO\\_DEI\\_Report.pdf](https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_DEI_Report.pdf)

Citation 2: [https://datamart.cccco.edu/Faculty-Staff/Staff\\_Demo.aspx](https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx)

Citation 3: [https://datamart.cccco.edu/Students/Student\\_Term\\_Annual\\_Count.aspx](https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx)

Citation 4: <https://bit.ly/38lOnZ5>

Citation 5: Title 3, Cal. Education Code § 70902

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=70902.&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=70902.&lawCode=EDC)

Citation 6: Title 3, Cal. Education Code § 76060.5

**S21.02.06 Student Leadership Recognition in District Governance**

Authors: Megan Aves, Colm Fitzgerald, David Ramirez, Lauren Sanders

Sponsor: Student Trustee Caucus, Black Caucus

**WHEREAS**, the Board of Governors Student Award highlights the importance of recognizing the work of student leaders in the California Community Colleges [1];

**WHEREAS**, the Vision for Success [2] commits to “always designing and deciding with the student in mind,” highlighting the student perspective as critical in addressing the many barriers to student success and equity; and

**WHEREAS**, over 70% of student trustee respondents in a Student Senate for California Community Colleges survey [3] expressed not feeling fully prepared and supported in their role, and over 50% indicated that the student perspective is not always taken seriously in their governing boards; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges advocate to the Chancellor’s Office and Board of Governors for the establishment of a process where the Dean of Student Life (or its equivalent) and the Advisor of the student body association of each college put forward up to three names annually of students and discuss their reasoning for nominating these individuals for recognition, and each board of trustees chooses one name from each;

**RESOLVED**, that the Student Senate for California Community Colleges advocate to the Board of Governors and Chancellor’s Office for the establishment of this district level student leadership recognition award to be named after a prominent activist of color and California Community College alumni; and

**RESOLVED**, that the Student Senate for California Community Colleges advocate that each recipient of this award be compensated with no less than 300 dollars from the district’s general fund.

Citation 1:

<https://www.cccco.edu/About-Us/Board-of-Governors/Recognitions-and-Awards>

Citation 2: <https://vision.foundationccc.org/a-vision-for-change>

Citation 3:

## Region Sponsored Resolutions

### **S21.03.01 Food Pantry Support**

Authors: Brandon Zuniga & Franly Rivera Rugama

Sponsor: Region VII, West Los Angeles College

**WHEREAS**, food is a basic need that students require to perform well in college which the lack of has the potential to harm college students' ability to achieve their educational and professional goals if they are experiencing food insecurity;

**WHEREAS**, a survey conducted from 57 California Community Colleges concluded that 50% of 40,000 student respondents were food insecure in the 30 days prior to the survey and two-thirds of vulnerable students who have been in the foster care system experience food insecurity showcasing the constant need [1];

**WHEREAS**, the region making up Los Angeles and Orange County has the second highest percentage of food insecure students at 54% which is only narrowly better than northern California at 59% which demonstrates a need throughout the state [2]; and

**WHEREAS**, Feeding America food banks operates 316 pantries and 124 mobile pantry distributions on college campuses, a service that is already common at community colleges [1]; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges advocate to student governments to host food pantries regularly and to allocate 5% to 10% of their annual fiscal budget for the operation of food pantries in order to ensure academic success; the funds are to be used as each campus sees fit; and

**RESOLVED**, that the Student Senate for California Community Colleges advocate to California community college administration to at least match funds or provide more funding as allocated by student governments for food pantries.

Citation 1: Feeding America. Retrieved December 22, 2020, from

<https://www.feedingamerica.org/research/college-hunger-research>

Citation 2: Los Angeles Regional Food Bank. Retrieved December 22, 2020, from

<https://www.lafoodbank.org/stories/programs/community-college-food-insecurity/>

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### **S21.03.02 Bill of Privileges**

Authors: Brandon Zuniga & Franly Rivera Rugama

Sponsor: Region VII, West Los Angeles College

**WHEREAS**, the Board of Governors recognizes the Student Senate for the California Community Colleges as the representative of community college-associated student organizations before the Board of Governors and the Chancellor's Office;

**WHEREAS**, the validity and inclusion of student input in decision making are challenged at various levels; for example, the Student Senate for California Community Colleges in 2019 participated in a rally to support the Ohlone College Student Government after its board of trustees refused to recognize their role as the student voice; and

**WHEREAS**, the Student Senate for California Community Colleges passed in 2019 the S19-R-04 Student Trustee Full Rights and Responsibilities Resolution [1] to continue to empower the student voice; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges create an ad-hoc committee to create a bill of privileges on a universal basis to ensure that student governments throughout the state have the undisputed privilege to represent the official student voice including being a voting member on campus committees, hold the privilege of freedom of speech and assembly, have validity and control over its policies and members as a safeguard against improper disciplinary action; and

**RESOLVED**, that the Student Senate for California Community Colleges advocate to student governments and their campus to adopt the “bill of privileges” outlined above.

Citation 1: SSCCC 2020 Active Resolution Packet. Retrieved December 22, 2020, from [https://studentsenateccc.org/what-we-do/ssccc-resolutions.html?get\\_id=T%252BwgK9%252BRScPFnRvZCM9yTu5i6V66tn6tCG3uwpRtDqf7Q04aKIWxKwPCCR1k2BFL6k7wTnT5%252FerbAQehAXD6DmE6NDp7czoymDoiZGlzcGxheV91c2VyX2RldGFpbHMiO2l6MTtzOjc6lnVzZXJfaWQiO2k6MjMyOTg5MDtzOjQ6ImRhdGUiO3M6MTQ6jlwMjEwMjAyMjAwMzQyIjtzOjc6ImV4cGlyZXMiO2k6MDt9](https://studentsenateccc.org/what-we-do/ssccc-resolutions.html?get_id=T%252BwgK9%252BRScPFnRvZCM9yTu5i6V66tn6tCG3uwpRtDqf7Q04aKIWxKwPCCR1k2BFL6k7wTnT5%252FerbAQehAXD6DmE6NDp7czoymDoiZGlzcGxheV91c2VyX2RldGFpbHMiO2l6MTtzOjc6lnVzZXJfaWQiO2k6MjMyOTg5MDtzOjQ6ImRhdGUiO3M6MTQ6jlwMjEwMjAyMjAwMzQyIjtzOjc6ImV4cGlyZXMiO2k6MDt9)

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### **S21.03.03 Open Educational Resource Books Advocacy**

Authors: Brandon Zuniga & Franly Rivera Rugama

Sponsor: Region VII, West Los Angeles College

**WHEREAS**, textbook affordability continues to be an impediment on students mainly low income; textbooks are one of the major costs of college with the cost of textbooks

comprising 40% of tuition at a two-year community college and 13% at a four-year public university, and between 2006 and 2016 college textbook prices increased by 88% [1];

**WHEREAS**, a student Public Interest Research Group (PIRG)'s survey conducted from students through the state in 2020 found that 70% of students had skipped buying books due to cost, 94% of students who had foregone purchasing a textbook were concerned that doing so would hurt their grade in a course, 35% indicated they did not have sufficient resources to afford books and supplies [1];

**WHEREAS**, in 2012, SB 1053 [2] established the California Digital Open Source Library under the administration of CSU in collaboration with California Community Colleges for the purpose of housing open source materials to provided internet web-based resources for students, faculty, and staff to easily find, adopt, utilize, or modify course materials online for little or no cost; and

**WHEREAS**, in 2015 the bill AB 798 [3] (The Open Educational Resources Adoption Incentive Program) was created to provide incentives and reward campus, staff, and faculty efforts to accelerate the adoption of open educational resources in the CSU system and the California Community College system; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges advocate to allocate more funds for bill AB-798 to accelerate the adoption of open educational resources in the California Community College system, including the development of zero-cost textbooks; and

**RESOLVED**, that the Student Senate for California Community Colleges create a task force to educate student governments and/or campus administrations on how to advocate for open educational resources textbook at their campus using bill AB-798.

Citation 1: U.S PIRG Education Fund & The Student PIRGs. Retrieved December 22, 2020, from

<https://uspirg.org/feature/usp/fixing-broken-textbook-market>

Citation 2. Legislative Information. Retrieved December 22, 2020, from

[https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201120120SB1053#:~:text=The%20bill%20would%20add%20provisions,while%20providing%20an%20Internet%20Web](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201120120SB1053#:~:text=The%20bill%20would%20add%20provisions,while%20providing%20an%20Internet%20Web)

Citation 3: California Legislative Information. Retrieved December 22, 2020, from

[https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201520160AB798](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB798),

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#### **S21.03.04 Non-Credit Student Leader Enfranchisement**

Authors: Angelica Campos, Esther Mita Arias, Ron Gonzalez

Sponsor: Region III, Region IX, City College of San Francisco

**WHEREAS**, there were 306,580 non-credit full-time equivalent students enrolled in the California Community College system in the Spring of 2020 and at City College San Francisco, the amount of non-credit full-time equivalent students is 37% [1], meaning 4 of 10 students are denied the right of representation in their student government (“Office of Research and Planning”);

**WHEREAS**, as evidenced in a 10-year study, 90% of non-credit students never transferred to credit courses [2], with countless others abandoning their goals of obtaining certification, highlighting an inability to meet their unique needs and the negative impact of the lack of non-credit student representation on their academic success[3];

**WHEREAS**, the Student Senate for California Community Colleges’ approved resolution from 2016 in support of non-credit student leaders [4] but excluded them from attaining positions as student body association presidents, vice presidents, and student trustees; and

**WHEREAS**, per California Code of Regulations, Title 5, § 51023.7., the district or college has a responsibility to consult with students on district and college policies and procedures that have a “significant effect on students”; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges advocate for an addendum to the California Education code to allow non-credit students to serve in student government positions, including president, vice president, and student trustee, and subsequently allow them them to sit on its internal boards and committees;

**RESOLVED**, that the Student Senate for California Community Colleges create and work with colleges to implement an action plan that recognizes, empowers, and protects non-credit student leaders; and

**RESOLVED**, that the Student Senate of California Community Colleges work with the Chancellor’s Office to ensure that California Code of Regulations, Title 5, § 51023.7., regarding student participation in district governance, is upheld within each college district and that college administration actively seeks inclusion of their credit and non-credit student leaders in the district decision making process.

Citation 1: CCSF Enrollment Fact Sheet

[https://archive.ccsf.edu/dam/Organizational\\_Assets/Department/Research\\_Planning\\_Grants/Reports/Fact\\_Sheets/Factsheet\\_Term\\_Enrollment.pdf](https://archive.ccsf.edu/dam/Organizational_Assets/Department/Research_Planning_Grants/Reports/Fact_Sheets/Factsheet_Term_Enrollment.pdf)

Citation 2: ESL to Credit Course Transition Brief

[https://archive.ccsf.edu/dam/Organizational\\_Assets/Department/Research\\_Planning\\_Grants/Reports/NC\\_ESL\\_to\\_CR\\_Transitions\\_Brief\\_20200413\\_ADA.pdf](https://archive.ccsf.edu/dam/Organizational_Assets/Department/Research_Planning_Grants/Reports/NC_ESL_to_CR_Transitions_Brief_20200413_ADA.pdf)

Citation 3: Equity and Achievement Data:

[https://archive.ccsf.edu/dam/Organizational\\_Assets/Department/Research\\_Planning\\_Grants/Reports/Student%20Equity%20and%20Achievement%20data\\_September2019.pdf](https://archive.ccsf.edu/dam/Organizational_Assets/Department/Research_Planning_Grants/Reports/Student%20Equity%20and%20Achievement%20data_September2019.pdf)

Citation 4: SCCC Non-Credit Student Leader Resolution 2016

[https://studentsenateccc.org/what-we-do/ssccc-resolutions.html?get\\_id=fNnxDi8RihBJxBw25JditnPZ7%252BSb%252F%252Fmq011qAe9bfMQCo1WdHpoPsawSxK%252BBU7HVByEj8sN3TbvHWwYX3qBCWE6NDp7czoyMDoiZGIzcGxheV91c2VyX2RIdGFpbHMiO2I6MTtzOjc6InVzZXJfaWQiO2k6MjM1Njc5ODtzOjQ6ImRhdGUiO3M6MTQ6IjIwMjEwMjAxMDMwOTMwIjtzOjQ6ImV4cGlyZXMiO2k6MDt9](https://studentsenateccc.org/what-we-do/ssccc-resolutions.html?get_id=fNnxDi8RihBJxBw25JditnPZ7%252BSb%252F%252Fmq011qAe9bfMQCo1WdHpoPsawSxK%252BBU7HVByEj8sN3TbvHWwYX3qBCWE6NDp7czoyMDoiZGIzcGxheV91c2VyX2RIdGFpbHMiO2I6MTtzOjc6InVzZXJfaWQiO2k6MjM1Njc5ODtzOjQ6ImRhdGUiO3M6MTQ6IjIwMjEwMjAxMDMwOTMwIjtzOjQ6ImV4cGlyZXMiO2k6MDt9)

#### **S21.03.04A Amend Resolution S21.03.04 Non-Credit Student Leader Enfranchisement**

Sponsor: City College of San Francisco SBA

Amend the fourth whereas to read:

**WHEREAS**, per California Code of Regulations, Title 5, § 51023.7., the district or college has ~~a responsibility~~ an obligation to consult with students on district and college policies and procedures that have a “significant effect on students” and should consult with non-credit students; now, therefore, be it

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#### **S21.03.05 Book Services for Student Accessibility**

Authors: Patricia Hernandez-Beltran

Sponsor: Region III, Region V, Region IX

**WHEREAS**, the College Board states that the average student spends over \$1,200 per year on textbooks and the rising cost of textbooks continues to be an increasing concern for community college students [1];

**WHEREAS**, according to the Student Public Interest Research Group (PIRG)’s poll of 2,000 college students from around the country, approximately 48% stated that high textbook costs had an impact on courses they decided to not take, 65% did not buy or

rent a textbook due to the costs, and 95% skipped buying a textbook and were concerned it would hurt their grade [2];

**WHEREAS**, AB 798 (2015) demonstrates an evident need for lower-cost textbook options and aimed to implement an open educational resources adoption incentive program that would have rewarded campus, staff, and faculty efforts to accelerate the adoption of open educational resources[3]; and

**WHEREAS**, textbooks that are required for the study programs are often changed, libraries have limited books on reserve [4], and this increases the achievement gap for students who need to access books; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges work with the Chancellor's Office to advocate for California Community College system to develop a fund that extends book vouchers to more students including but not limited to merit based, income based, or attending an event the college hosts;

**RESOLVED**, that Student Senate for California Community Colleges create a taskforce to identify organizations, including non-profits, that offer book services to students, and have it readily accessible to students on the Student Senate for California Community Colleges' website and each CCC website;

**RESOLVED**, that the Student Senate for California Community Colleges work with the Chancellor's Office to develop and implement a book loan program accessible to all 116 California community colleges; and

**RESOLVED**, that the Student Senate for California Community Colleges work with the Chancellor's Office to ensure that college libraries have the extended reserves of new versions of digital books and textbooks, for students to check out for extended periods.

Citation 1: Barrington, Kate.2016. "Tips for Cutting Costs on Textbooks to Save Money."College Review.

<https://www.communitycollegereview.com/blog/10-essential-money-management-tips-for-community-college-students>

Citation 2: Koenig, Rebecca. 2020. "When Colleges Sign 'Inclusive Access' Textbook Deals, Can Students and Professors Opt Out?" EdSurge.

<https://www.edsurge.com/news/2020-02-27-when-colleges-sign-inclusive-access-textbook-deals-can-students-and-professors-opt-out>

"AB-798, Bonilla. College Textbook Affordability Act of 2015." 2015-2016. California Legislative Information Bill Text.

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201520160AB798](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201520160AB798)

Citation 4: McKenzie, Lindsay. 2020. "Textbooks in Short Supply Amid COVID Quarantines." Inside HigherEd.

<https://www.insidehighered.com/news/2020/10/13/covid-19-forces-college-libraries-quarantine-textbooks-hitting-low-income-students>

Citation 5: "More Equitable Approach to Cost of Textbooks." 2019. SCCC Resolutions.

[https://studentsenateccc.org/what-we-do/ssccc-resolutions.html?get\\_id=f8Ha3GoP5vz5WL0umpkBzF8Ruexupu1QbWoeqmgrGB3LxkK0et1z%252FrrghjMC6rW5u08vwqteoQhejccXfs0QA2E6NDp7czoyMDoiZGlzcGxheV91c2VyX2RldGFpbHMiO2I6MTtzOjc6InVzZXJfaWQiO2k6MjM0MzI0MDtzOjQ6ImRhdGUiO3M6MTQ6IjIwMjEwMjAxMDMyMTU0IjtzOjc6ImV4cGlyZXMiO2k6MDt9](https://studentsenateccc.org/what-we-do/ssccc-resolutions.html?get_id=f8Ha3GoP5vz5WL0umpkBzF8Ruexupu1QbWoeqmgrGB3LxkK0et1z%252FrrghjMC6rW5u08vwqteoQhejccXfs0QA2E6NDp7czoyMDoiZGlzcGxheV91c2VyX2RldGFpbHMiO2I6MTtzOjc6InVzZXJfaWQiO2k6MjM0MzI0MDtzOjQ6ImRhdGUiO3M6MTQ6IjIwMjEwMjAxMDMyMTU0IjtzOjc6ImV4cGlyZXMiO2k6MDt9)

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## SBA Sponsored Resolutions

### **S21.04.01 Emergency Student Body Association Exemptions**

Authors: Brandon Zuniga & Franly Rivera Rugama

Sponsor: West Los Angeles College

**WHEREAS**, student government officers are democratically elected students and advocate for the wellbeing of community college students at personal expense;

**WHEREAS**, Education Code §76061 states that "A student who is elected to serve as an officer in the student government of a community college shall meet both of the following requirements (a) The student shall be enrolled in the community college at the time of election, and throughout his or her term, with a minimum of five semester units, or its equivalent (b) The student shall meet and maintain the minimum standards of scholarship prescribed for community college students by the community college district" [1]; and

**WHEREAS**, a pandemic or national crisis, such as the COVID-19 outbreak in 2020, can exponentially affect students ability to perform in academics and in their everyday lives due to said crisis, and should not create an extra obstacle for student governments to function if elected student advocates are removed; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges advocate to amend the Education Code by adding a provision that states "while in a national, state, and personal crisis, requirements for student government officers shall be suspended to ensure continued participation and to reflect comradery during the crises"; and

**RESOLVED**, that the Student Senate for California Community Colleges change its policies on member requirements during a national crisis once the Education Code is amended.

Citation 1: California Legislative Information. Retrieved January 12, 2020 from [http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=76061.#:~:text=A%20student%20who%20is%20elected,both%20of%20the%20following%20requirements%3A&text=\(b\)%20The%20student%20shall%20meet,by%20the%20community%20college%20district.](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=76061.#:~:text=A%20student%20who%20is%20elected,both%20of%20the%20following%20requirements%3A&text=(b)%20The%20student%20shall%20meet,by%20the%20community%20college%20district.)

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### **S21.04.02 Addition of the A+ Grade Symbol**

Authors: Dustin Brakebill, Rudy Atler-Lamb, and Steven Ziemann

Sponsor: Associated Students of Delta College

**WHEREAS**, according to the University of California Information Center, the California State University Data Center, and the California Community Colleges Chancellor's Office, for the fall 2019 semester, an estimated 17,158 California Community College students transferred to a UC Campus [1], 155,748 students transferred to a CSU campus [2], and 21,597 students transferred to a private out-of-state or in-state institution [3];

**WHEREAS**, the top three UC and CSU campuses that students transferred to in Fall 2020 were UC Irvine [4], UCLA [5], UC San Diego [6], CSU Fullerton [7], CSU Northridge [8], and CSU Long Beach [9] and all have their own grading systems with a majority of campuses having the A+ grade symbol as one of the evaluative grading symbols;

**WHEREAS**, the Law School Admissions Council [10], Association of American Medical Colleges [11], and many other private higher education institutions to which students transfer have created their own grading scale, where an A+ symbol adds to a GPA of 4.33 or 4.0 and an A symbol has a GPA of 4.0; and

**WHEREAS**, 8 of the 116 California community colleges has an A+ grade in their evaluative grading symbols, including Chaffey College, College of Marin, College of the Sequoias, Cuyamaca College, DeAnza College, Foothill College, Grossmont College, and Santa Barbara City College and by not providing the A+ symbol, California Community College students who wish to transfer to higher institutions are put at a disadvantage due to their current campus policies; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges encourage all California community college campuses to add the A+ grading symbol to their grade policies and calls on the Academic Senate for California Community Colleges to enact policies that align with this goal.

Citation 1: UC Information Center Fall 2019 Transfer Data:

[https://visualizedata.ucop.edu/t/Public/views/UCTransferAdmissionsDashboard/TransferDashboard?embed\\_code\\_version=3&embed=y&loadOrderID=0&display\\_spinner=no&showAppBanner=false&display\\_count=n&showVizHome=n&origin=viz\\_share\\_link](https://visualizedata.ucop.edu/t/Public/views/UCTransferAdmissionsDashboard/TransferDashboard?embed_code_version=3&embed=y&loadOrderID=0&display_spinner=no&showAppBanner=false&display_count=n&showVizHome=n&origin=viz_share_link)

Citation 2: CSU Data Center Fall 2019 Transfer Data:

[https://tableau.calstate.edu/views/SelfEnrollmentDashboard/EnrollmentSummary?iframeSizedToWindow=true&embed=y&display\\_count=no&showAppBanner=false&showVizHome=no&origin=viz\\_share\\_link](https://tableau.calstate.edu/views/SelfEnrollmentDashboard/EnrollmentSummary?iframeSizedToWindow=true&embed=y&display_count=no&showAppBanner=false&showVizHome=no&origin=viz_share_link)

Citation 3: California Community Colleges Chancellor's Office 2018-2019 Transfer

Data: [https://datamart.cccco.edu/Outcomes/Student\\_Transfer\\_Volume.aspx](https://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx)

Citation 4: UC Irvine Academic Policies:

<https://senate.uci.edu/uci-academic-senate-manual/part-ii-regulations/#regulationA345>

Citation 5: UCLA Grade Points and Grade-Point Average:

<http://catalog.registrar.ucla.edu/ucla-catalog20-21-119.html>

Citation 6: UC San Diego Grade and Grade Points:

<https://www.ucsd.edu/catalog/front/AcadRegu.html>

Citation 7: CSU Fullerton Grading Symbols:

<https://catalog.fullerton.edu/content.php?catoid=61&navoid=7328#grading-system>

Citation 8: CSU Northridge Grading Symbols:

<https://catalog.csun.edu/policies/grading-symbols/>

Citation 9: CSU Long Beach Grading Symbols:

<http://catalog.csulb.edu/content.php?catoid=5&navoid=369&hl=grading&returnto=search#final-course-grades-grading-procedures-and-final-assessments>

Citation 10: Academic Record | The Law School Admission Council:

<https://www.lsac.org/applying-law-school/jd-application-process/jd-application-requirements/academic-record>

Citation 11: AMCAS Grade Conversion Chart:

[https://aamc-orange.global.ssl.fastly.net/production/media/filer\\_public/2f/f2/2ff2540b-0e3c-4201-a6c8-c4829c9abcdf/amcas\\_grade\\_conversion\\_chart.pdf](https://aamc-orange.global.ssl.fastly.net/production/media/filer_public/2f/f2/2ff2540b-0e3c-4201-a6c8-c4829c9abcdf/amcas_grade_conversion_chart.pdf)

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### **S21.04.03 Civic Engagement**

Authors: Dustin Brakebill, Rudy Atler-Lamb, and Steven Ziemann

Sponsors: Associated Students of Delta College

**WHEREAS**, in the United States General Election held every four years, community college students elect members on CCC boards of trustees, city and county representatives, statewide legislators, and federal officials, each having a role in changing and shaping the policies and procedures that directly impact CCC students;

**WHEREAS**, according to the National Study of Learning, Voting, and Engagement (NSLVE), California college students ages 18-21 had the lowest voter turnout in the 2016 General Election, with only 44.8% turning in ballots [1];

**WHEREAS**, when the California Students Vote Project was involved on California college campuses and institutions participated in the Ballot Bowl project, the rate of voting among students doubled over the span of four years (2014-2018), shown by an increase from 19.3% in 2014 to 40.3% in 2018 [2]; and

**WHEREAS**, the California State Assembly and Governor passed AB 963, the Student Civic and Voter Empowerment Act, in October of 2019, which establishes Civic and Voter Empowerment Coordinators to have statewide involvement on all California college campuses by developing a voter action plan, sharing voting-related information on social media, and consulting with the Secretary of State to distribute voting dates and deadlines for college campuses [3] and also amends Sections 66850-66852 of Education Code to set requirements for Civic and Voter Empowerment Coordinators on each CCC campus [4]; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges call for all 116 community college campuses to start a civic engagement project where every two years faculty, administrators, and each campus's student body association engage in discussion and promote civic education in their respective district; and

**RESOLVED**, that the Student Senate for California Community Colleges work to ensure all community colleges are registered into the annual Ballot Bowl and are same-day registration and voting centers.

Citation 1: 2017 NSLVE Report:

<https://idhe.tufts.edu/sites/default/files/2012and2016NSLVEReport-Sample2-yearCampus.pdf>

Citation 2: NSLVE Democracy Counts 2018 Report:

<https://idhe.tufts.edu/sites/default/files/DemocracyCounts2018.pdf>

Citation 3: California Legislature AB-693 Bill Text:

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB963](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB963)

Citation 4: Sections 66850-66852 of California Education Code:

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.&chapter=10.5.&article=](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.&chapter=10.5.&article=)

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#### **S21.04.04 Supporting Mental Health Safety, Not Stigmas**

Authors: Rudy Adler Lamb, Jewelian Johnson, Steven Ziemann

Sponsors: Associated Students of Delta College

**WHEREAS**, suicide is the second most common cause among college students with more than half of students having had suicidal thoughts [1], which has translated to a demand in mental health services increasing much higher than the rate of growth in enrollment [2];

**WHEREAS**, the American Health College Association (ACHA) reported that three out of five college students experienced “overwhelming anxiety,” just in the past year [3], while the PEW Research Center reported that 70% of teens surveyed identified anxiety and depression as major problems among their peers [4];

**WHEREAS**, Active Minds, a group dedicated to supporting the mental health of college students, claims 39% of college students experienced a “significant mental health issue,” and a 2018 report from the ACHA said more than 40% “felt so depressed they had difficulty functioning,” [5] causing fewer than 40% of community college graduates to dropout due to lack of support from campus institutions [6]; and

**WHEREAS**, minority populations of the Hispanic, Asian, and African-American communities comprise 63% (1.4 million students) [7] of all California community colleges, and according to the National Alliance on Mental Illness (NAMI), racism, discrimination, and stigmas surrounding mental health treatment were listed as the top reasons that prevented minority communities from seeking mental healthcare [8]; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community College recognize the necessity of prioritizing efforts to mitigate the steady increase in mental illness for all of its students;

**RESOLVED**, that the Student Senate for California Community Colleges partner with the Chancellor’s Office to develop a mental health accessibility and treatment plan in a quick and timely manner by the fall of 2024, with the goal of increasing the volume of mental health resources, as well as increasing student accessibility to these said resources; and

**RESOLVED**, that the Student Senate for California Community Colleges advocate for SB 849 [9] to be revitalized with the inclusion of California community college students, which would expand the breadth of excused absences to include reasons surrounding mental and behavioral health, further equating mental and physical health and further removing the stigma around mental health treatment.

Citation 1: SafeColleges: Suicide Second Highest Cause of Death Among College Students:

<https://www.safecolleges.com/suicide-second-highest-cause-of-death-among-college-students/>

Citation 2: California Budget and Policy Center:

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

Citation 3: Deteriorating Mental Health Among U.S. College Students:

<https://www.imagine-america.org/deteriorating-mental-health-u-s-college-students-part/>

Citation 4: Pew Research Center Study:

<https://www.pewsocialtrends.org/2019/02/20/most-u-s-teens-see-anxiety-and-depression-as-a-major-problem-among-their-peers/>

Citation 5: California Budget and Policy Center:

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

Citation 6: 40 percent of college students drop out - The Washington Post:

<https://www.washingtonpost.com/education/2019/09/10/a-dereliction-duty-college-dropout-scandal-how-fix-it/>

Citation 7: California Community Colleges Chancellor's Office - Data Mart:

[https://datamart.cccco.edu/Students/Student\\_Term\\_Annual\\_Count.aspx](https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx)

Citation 8: Disparities Within Minority Mental Health Care | NAMI: National Alliance on Mental Illness:

<https://www.nami.org/Blogs/NAMI-Blog/July-2017/Disparities-Within-Minority-Mental-Health-Care>

Citation 9: Bill Text - SB-849 Pupil attendance: [http://www.leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200SB849](http://www.leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB849)

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#### **S21.04.05 Support for Increasing Nursing Program Resources and Eliminating the Lottery System**

Authors: Katelyn Bourne, Emma Brunke, and Jorge Silva

Sponsor: College of the Redwoods SBA

**WHEREAS**, since 2007, the system for accepting students into community college

nursing programs has been conducted through a computer system which randomly selects applicants with little to no merit given towards any factor other than prerequisites [1];

**WHEREAS**, according to a study by Nightingale College during the 2019-2020 academic year, 75,000 students within the United States have been rejected due to the nursing lottery system and the lack of adequate program capacity to accept all verified applicants [2];

**WHEREAS**, as predicted by the U.S. Department of Health and Human Services Health (DHHS) Resources and Services Administration Bureau of Health Workforce, there will be an estimated shortage of 44,500 registered nurses by 2030 in the state of California [3]; and

**WHEREAS**, in order to accurately reflect the demand for nurses in the medical field, the randomized lottery system should be eliminated and increase current resources for students who wish to pursue a nursing career; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges work to dissolve the randomized lottery system as it is unfair to students that have been trying to get accepted to the program for years;

**RESOLVED**, that the Student Senate for California Community Colleges urge that these students be accepted on a first come, first serve basis within the program, regardless of merit, as long as all prerequisite courses and tests are passed and completed accordingly;

**RESOLVED**, that the Student Senate for California Community Colleges advocate that more resources be provided to California community colleges in order to have as many students complete the Registered Nursing program necessary to fulfill the projected shortage of RN's by 2030; and

**RESOLVED**, that the Student Senate for California Community Colleges advocate for more scholarships and grants to help nursing students who may not be able to join the program, due to financial hardship and fulfill their educational goals.

Citation 1: School Students Decry Planned Lottery | Nursing Today. Nursing Journals : American Society of Registered Nurses:

<https://www.asrn.org/journal-nursing-today/106-nursing-school-students-decry-planned-lottery.html>

Citation 2: How Hard Is Nursing School? The Truth on Why It's Competitive - Nightingale College: <https://nightingale.edu/blog/how-hard-is-nursing-school/>

Citation 3:

<https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/nchwa-hrsa-nursing-report.pdf>

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#### **S21.04.06 Creation of Natural Relief Fund**

Authors: Jack Hill, Jenn Galinato, and Angelica Campos

Sponsor: Solano Community College, City College of San Francisco

**WHEREAS**, natural disasters, such as wildfires or floods, throughout California [1] have created economic hardships on students, leaving them unable to fully pursue their academic goals and made it necessary to seek out financial assistance;

**WHEREAS**, the Student Senate for California Community Colleges approved a resolution in 2019 titled “Student Housing Insecurity Initiative” [2] which resulted in the creation of AB 302 (Berman, 2019) [3]; and

**WHEREAS**, within the last 3 years, there have been natural disasters that have left California community college students [4] needing more help than ever following the aftermath of these natural disasters to receive relief in order continue their education; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges establish a natural relief fund that would financially assist community college students who have been impacted by natural disasters;

**RESOLVED**, that the Student Senate for California Community Colleges work with the Chancellor’s Office in addition to their California State University counterpart to provide assistance to students who are affected by natural disasters; and

**RESOLVED**, that the Student Senate for California Community Colleges work to ensure that students who have been impacted by natural disasters have resources that are made accessible to them in addition to the funds allotted to them through the organization.

Citation 1: List of disasters

<https://www.ftb.ca.gov/file/business/deductions/disaster-codes.html>

Citation 2: “What We Do : SSCCC Resolutions.” *Student Senate for California Community Colleges*,

[https://studentsenateccc.org/what-we-do/ssccc-resolutions.html?get\\_id=dQbOCuFLC](https://studentsenateccc.org/what-we-do/ssccc-resolutions.html?get_id=dQbOCuFLC)



their education;

**RESOLVED**, that the Student Senate for California Community Colleges create a scholarship in the honor of community college students who were murdered by the police with the criteria that the funds could be used to provide impacted families financial, mental health, academic assistance, and other resources to help students succeed; and

**RESOLVED**, that the Student Senate for California Community Colleges work with affected individuals to develop criteria for the scholarship fund and to participate on the scholarship oversight group to recommend scholarships.

Citation 1: <https://mappingpoliceviolence.org/states>

Citation 2: [Suspected Looter Was Kneeling and Had a Hammer, Not a Gun, When Fatally Shot By Vallejo Police – NBC Bay Area](#)

Citation 3: [Death by gentrification: the killing that shamed San Francisco | San Francisco | The Guardian](#)

Citation 4: [Sacramento Man Fatally Shot by the Police in His Backyard - The New York Times \(nytimes.com\)](#)

Citation 5:

<https://www.mercurynews.com/2020/06/08/community-college-chief-wants-police-training-changes/>

Citation 6:

<https://studentsenateccc.org/news-events/newsroom/newsroom.html/article/2020/09/06/sccc-anti-racism-a-student-plan-of-action>

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#### **S21.04.08 Free Community College**

Authors: Misia Farris, Eira Kien, Win-Mon Kyi, Alexis Yonan

Sponsor: City College of San Francisco, Foothill College

**WHEREAS**, tuition costs have been an educational barrier for underrepresented students, which make up 51% of the student body [1], and the community college education system has been historically underfunded and privatized through divestment, austerity cuts, and downsizing because of current funding avenues;

**WHEREAS**, the current climate of civil rights, and the push for public resources to rectify socioeconomic disparities indicates a need for tuition free education in all 116 California Community Colleges by working with local city governments;

**WHEREAS**, the Free City program for City College of San Francisco [2] has successfully been implemented in 2017, making community college free for all San Francisco residents from the use of city property taxes to provide free tuition and resources in through the Prop W measure; and

**WHEREAS**, the Student Centered Funding Formula (SCFF) [3] may penalize low enrollment resulting in further loss of accreditation and financial barriers could cause low enrollment so seeking alternative funding can both increase enrollment and the overall economy as the community college system is the largest workforce training provider for the 2 million students [4] facing financial hardship due to COVID-19 , with students attending or graduating doubling chances of employment [1]; now, therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges will develop an action plan for free tuition through alternative funding in collaboration with black, Indigenous and people of color and including a statement in support of ethnic studies, other relevant studies, and free education;

**RESOLVED**, that the Student Senate for California Community Colleges support any initiatives, campaigns and reforms that advocate for free education, redirect funding for police and military towards universal education, and advocate for ethnic studies and other relevant education initiatives;

**RESOLVED**, that the Student Senate for California Community Colleges advocate to have the Student Centered Funding Formula steer away from performance-based funding and make assessments on how the Student Centered Funding Formula has affected vulnerable student populations community colleges; and

**RESOLVED**, that the Student Senate for California Community Colleges advocate that all students regardless of immigration, resident, and citizenship status are included in this tuition free program.

Citation 1. <https://foundationccc.org/About-Us/About-the-Colleges/Facts-and-Figures>

Citation 2.

<https://money.cnn.com/2017/02/10/pf/college/san-francisco-free-community-college/index.html>

Citation 3:

<https://www.asccc.org/content/revising-%E2%80%9Cstudent-centered-funding-formula%E2%80%9D-incentivize-student-focused-outcomes-0>

Citation 4:

<https://edsources.org/2020/tuition-free-college-is-critical-to-our-economy/641232>

**S21.04.08A Amend Resolution S21.04.08 Free Community College**

Sponsor: City College of San Francisco SBA

Amend the first and second whereas and the first, second, and three resolves to read:

**WHEREAS**, ~~tuition costs have been an educational barrier for underrepresented students, which make up 51% of the student body [1] are underrepresented students,~~ and the community college education system has been historically underfunded and privatized through divestment, austerity cuts, and downsizing because of current funding avenues;

**WHEREAS**, the current climate of civil rights, the push for public resources to rectify socioeconomic disparities indicates a need for tuition free education in all 116 California Community Colleges by working with local city governments ~~and increased funding overall in all 116 California Community Colleges through the use of progressive/wealth taxes;~~

**RESOLVED**, that the Student Senate for California Community Colleges will develop an action plan for free tuition through alternative funding in collaboration with black, Indigenous and people of color and including a statement in support of ethnic studies, other relevant studies, and free education; ~~increased funding for other educational resources, through alternative funding, particularly through the use of progressive/wealth taxes, in collaboration with black, Indigenous and people of color;~~

**RESOLVED**, that the Student Senate for California Community Colleges support any initiatives, campaigns and reforms that advocate for free education, ~~and redirect funding for police and military towards universal education, and advocate~~ for ethnic studies and other relevant education initiatives;

**RESOLVED**, that the Student Senate for California Community Colleges advocate to have research and publish how the Student Centered Funding Formula steer away from affects every community college with demographic data on vulnerable student populations included, since performance-based funding and make assessments on how the Student Centered Funding Formula has affected vulnerable student populations community colleges; and

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### **S21.04.09 Online Student Equity: Asynchronous Courses**

Authors: Allison Schiffmaier

Sponsor: Associated Students of Foothill College

**WHEREAS**, according to BestColleges in 2017, the flexibility of asynchronous courses allow “Students [to] complete their coursework first thing in the morning, before heading into the office; in the evening, while dinner is cooking; or even late at night, after the kids are already in bed.” [1];

**WHEREAS**, If the asynchronous class format is consistently applied in the CCC system for Science, Technology, Engineering, and Mathematics (STEM), as well as for Business and Law, then the individuals with irregular schedules or learning disabilities could be more successful in their courses work, as noted by a study conducted by Johanna Elizabeth Nieuwoudt, “The flexibility of online education can enable students to be successful in their studies.” [2];

**WHEREAS**, in 2017, the California Community Colleges Chancellor’s Office addressed the need and challenge for “accessibility and universal design” [3], which would allow for DSPS and all students alike to conquer irregular schedules, technological issues, and the COVID-19 virtual environment; and , thus increasing the rate of graduation;

**WHEREAS**, according to a study conducted by Johanna Elizabeth Nieuwoudt, “Academic success may be increased by providing various options for students to participate and interact online, and to attend classes asynchronously. The flexibility of online education can enable students to be successful in their studies. The inclusion of varied activities is therefore recommended to increase academic success in online education.” [2]; now, therefore, be it

**RESOLVED**, That the Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges to encourage all faculty to increase online asynchronous course offerings for STEM, Business, and Law courses when possible;

**RESOLVED**, that the Student Senate for California Community Colleges encourage local student body associations to work with their local curriculum committee and local academic senate to advocate for faculty to include online asynchronous course offerings for STEM, Business, and Law courses when possible; and

**RESOLVED**, that the Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges to encourage all faculty to ensure that there are office hours available, both in-person and virtually, for students to ask questions about coursework.

Citation 1: BestColleges, “What Is the Difference Between Synchronous and Asynchronous Online Classes?”,

<https://www.bestcollegesonline.org/faq/what-is-the-difference-between-synchronous-and-asynchronous-online-classes/#:~:text=The%20Flexibility%20of%20Asynchronous%20Online%20Courses&text=They%20don't%20have%20to%20deadline%2C%20not%20an%20arbitrary%20timeline.>

Citation 2: Johanna Elizabeth Nieuwoudt, “Investigating synchronous and asynchronous class attendance as predictors of academic success in online education”, *Australasian Journal of Educational Technology*, Vol. 36 No. 3 (2020): AJET,

<https://ajet.org.au/index.php/AJET/article/view/5137>

Citation 3: “California Community Colleges: 2017 Distance Education Report”, *California Community Colleges Chancellor’s Office*,

[https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/2017-DE-Report-Final-ADA.pdf?la=en&hash=4AE873DEA54A9A245CCBE547CF0ACEBE218EB24A,](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/2017-DE-Report-Final-ADA.pdf?la=en&hash=4AE873DEA54A9A245CCBE547CF0ACEBE218EB24A)

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### **Resolution Postponed from Spring 2020**

**Note: This resolution would result in a Bylaws change and require a  $\frac{2}{3}$  vote by the Delegates**

#### **S20.03.10 Executive Position Minimum Requirements**

Sponsor: SSSCC Region X

**WHEREAS**, officers and directors of the Student Senate for California Community Colleges (SSCCC) are responsible for maintaining a well-functioning statewide student organization;

**WHEREAS**, the responsibilities of said offices dictate that well-equipped student leaders must be prepared and capable to oversee the functions of the SSSCC and their corresponding regions; and

**WHEREAS**, the SSSCC policies do not currently set minimum experience standards for its board officers and regional directors, which exposes the organization to instability and potential for ill-trained candidate pools to assume executive and director positions; now,

therefore, be it

**RESOLVED**, that the Student Senate for California Community Colleges establish minimum competence and interest measures to qualify for a nomination for an executive or director role to ensure that leaders of the organization are familiar with the inner workings of the organization; and

**RESOLVED**, that the Student Senate for California Community Colleges include the following language in its policy to ensure qualified student leaders fill such executive and/or director positions:

Minimum Qualifications for Office

Candidates for Board Officer positions within the SSCCC, and the various Regions within the organization, shall have achieved these minimum qualifications to be considered for office of SSCCC Board Officer Candidates for the position of President, Vice President, Vice President of Legislative Affairs, Vice President of Regional Affairs, Vice President of Finance, and Vice President of Communications:

- Shall have completed, or will complete by the time of taking office, no less than sixteen (16) academic weeks of service to a student body association; and
- Shall have attended, or will have attended by the time of taking office, no less than three (3) Regional meetings within the candidate's Region, and no less than two (2) statewide committee meetings that correspond to the executive position the candidate is seeking (e.g. two Legislative Affairs committees if the candidate is applying for Vice President of Legislative Affairs).

SSCCC Regional Executive Board Candidates for the position of Legislative Affairs Director, Regional Affairs Director, Vice-Chair, Communications Officer, and Treasurer:

- Shall have completed, or will complete by the time of taking office, no less than eight (8) academic weeks of service to a student body association; and
- Shall have attended, or will have attended by the time of taking office, no less than two (2) Regional meetings within the candidate's Region, and no less than two (2) Regional committee meetings that correspond to the executive position the candidate is seeking (e.g. two (2) Finance committee meetings for the position of Region Treasurer; and/or committee meetings to the relevance and of interest to the student leader).