

General Assembly Spring 2015



RESOLUTIONS PACKET

May 1 - 3, 2015
Ontario Convention Center

Resolutions Committee

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Megan Turrill, Vice Chair

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Table of Contents

CONSENT CALENDAR

Baking Period Resolutions

None

Sunsetting Resolutions

- S 1 | S15: (F06 1.01) Recognition of Compton Educational Center as a Member Senate
- S 2 | S15: (F06 2.01) State of the Local Senates Report
- S 3 | S15: (F06 2.03) Collaboration Between Local ASO and Academic Senates
- S 4 | S15: (S07 20.02) Stop the Raid on Student Aid
- S 5 | S15: (S07 20.03) Remove Financial Aid Barriers for Students Recovering from Loss of Memory and/or Skills
- S 6 | S15: (S07 23.01) Unified Military Credit for Veterans
- S 7 | S15: (F07 4.01) Tax-Free Textbooks
- S 8 | S15: (F07 7.01) Stabilization of Student Fees
- S 9 | S15: (F07 13.01) Student Involvement
- S 10 | S15: (F07 13.02) Equal Participation of Student Trustees
- S 11 | S15: (F07 15.01) Requirement to Serve
- S 12 | S15: (F07 17.03) Waste Mitigation
- S 13 | S15: (F07 19.01) Statewide California Veteran Network to Help Veterans Transition
- S 14 | S15: (F07 19.02) Removing GI Bill Barriers
- S 15 | S15: (F07 24.01) Affordable Childcare Costs Initiative
- S 16 | S15: (F07 25.02) Health Center Services
- S 17 | S15: (F07 25.03) Disability Issues
- S 18 | S15: (F07 25.04) Brain Injury Awareness, Education & Prevention Day
- S 18 | S15: (S08 8.01) Supporting Those Who Served: Financial Aid for US Military Veterans
- S 19 | S15: (S08 19.01) Extended Library Service Hours
- S 20 | S15: (S08 19.02) Increasing Awareness For Student Safety And Security
- S 21 | S15: (S08 5.01) Green Collar Jobs
- S 22 | S15: (F08 5.01) Sustainable Cafeteria Practices
- S 23 | S15: (F08 6.01) Course Identification Numbering System
- S 24 | S15: (F08 7.01) Umoja Community
- S 25 | S15: (F08 9.01) Supporting Students' Dreams
- S 26 | S15: (F08 20.01) Custom Textbooks
- S 27 | S15: (S09 3.01) Removal of Basic Skills Unit Cap
- S 28 | S15: (S09 5.01) LEED Incentives
- S 29 | S15: (S09 6.01) Counseling Course
- S 30 | S15: (S09 8.03) Revisal to FAFSA "Independent" Claim
- S 31 | S15: (S09 9.01) AB 540 Student Accessibility
- S 32 | S15: (S09 12.01) Academic Curriculum and Student Government Operations Legalities
- S 33 | S15: (S09 19.01) Student Rights & College Catalogs

- S 34 | S15: (S09 19.02) Social Projects
- S 35 | S15: (S09 19.03) Accounting for Homeless Students
- S 36 | S15: (F09 2.01) Student Accreditation Participation
- S 37 | S15: (F09 2.02) Engaging Faculty to Better Assess Institutional Student Learning Outcomes
- S 38 | S15: (F09 5.02) Increased Recycling Guidance
- S 39 | S15: (F09 7.02) LGBT Anti-Harassment Policy
- S 40 | S15: (F09 7.03) Recognition of International Students
- S 41 | S15: (F09 7.04) Gender Identity Equality
- S 42 | S15: (F09 8.01) FAFSA Reform Act 2009
- S 43 | S15: (F09 9.03) Repeal of California's Super Majority Vote Requirement for State Budget
- S 44 | S15: (F09 12.01) District Credit Card
- S 45 | S15: (F09 12.04) Transitional Training Requirements & Digitized Archive of Records for Student Government
- S 46 | S15: (F09 19.02) Categorical Programs
- S 47 | S15: (F09 19.04) Advocate for Health Services
- S 48 | S15: (F09 20.01) E-Textbook & Hybrid Textbook Rental Program
- S 49 | S15: (S10 9.03) Take a Stand Against Arizona's SB 1070 and Similar Legislation That Could be Introduced in California
- S 50 | S15: (S10 12.01) Student Trustee Employment
- S 51 | S15: (S10 12.02) Program Vitality
- S 52 | S15: (S10 15.03) Student Leadership Independent Study Programs & Policies
- S 53 | S15: (S10 23.01) California Association of Students in Higher Education
- S 54 | S15: (S10 24.01) Halal Food Options
- S 55 | S15: (S10 24.02) Harvey Milk Day Recognition

Other

None

NEW RESOLUTIONS

Student Senate Council Sponsored

None

Region Sponsored

- R 1 | S15: Increased Access to Financial Assistance for Self-Supporting Students
- R 2 | S15: Improve Sustainability with Composting and/or Mulching
- R 3 | S15: Resolution Database
- R 4 | S15: The Dream Resource Center
- R 5 | S15: Divest from Companies Profiting from Human Rights Abuses in Palestine
- R 6 | S15: Student Body Associations
- R 7 | S15: Open Education Resources

Associated Student Organization Sponsored

- A 1 | S15: Food Pantry Programs on California Community College Campuses
- A 2 | S15: Support AB 200
- A 3 | S15: Support of AB.13 & AB.27 (Nonresident Tuition Exemption for Veterans/Special Circumstances)
- A 4 | S15: Priority Registration for STEM Majors
- A 5 | S15: Increased Access to Financial Assistance for Self-Supporting Students
- A 6 | S15: Strategy for STEM Advancement, Opportunities, and Resources
- A 7 | S15: The General Assembly Distance Resolution
- A 8 | S15: Advocating for Accelerated Reading, Writing and Reason for ESL Students
San Diego Miramar College
- A 9 | S15: Required SB 967 “Yes Means Yes” Training for SSCCC Senators
- A 10 | S15: Establishment of Restaurant Meal Program (RMP) at All California Community College Campus Cafeterias
- A 11 | S15: Advocate & Support of the AB 288
- A 12 | S15: Support & Advocate of the bill AB 770
- A 13 | S15: Hydration Station Implementation

CONSENT CALENDAR

Baking Period Resolutions

None.

Sunsetting Resolutions

S 1 | S15: (F06 1.01) Recognition of Compton Educational Center as a Member Senate

Whereas, Compton College as a result of losing its accreditation is now a satellite campus of El Camino College and is now known as Compton Community Educational Center and, the students of Compton College are now Compton Community Educational Center students;

Whereas, The Associated Student Body of the Compton Community Educational Center has been approved by the Board of Trustees of El Camino College District and Compton College District to remain separate and independent from the main campus;

Whereas, The Associated Student Body of Compton Community Educational Center has remained actively functioning with standards set forth by the Student Senate for California Community Colleges; and

Whereas, The Compton Community Educational Center Associated Student Body Council members have demonstrated that they are effectively serving the needs and interests of the students and remain stalwart advocates for students learning and success;

Resolved, That the Student Senate for California Community Colleges recognize the Compton Community Educational Center Associated Student Body as a constituent entity and afford its representatives recognition as full members

S 2 | S15: (F06 2.01) State of the Local Senates Report

Whereas, The California Code of Regulations Title 5 §50002 (a) states, “A Student Senate for the California Community Colleges has been established in conjunction with local associated student organizations...”;

Whereas, Each local associated student organization operates in unique local circumstances but is faced with situations that may not be unique to other local associated student organization;

Whereas, Local associated student organizations that are, or have, faced similar situations may offer assistance from local experience to other local associated student organizations; and

Whereas, Obtaining information regarding local associated student organizations to be used as a resource may help identify and set systemwide student priorities, strengthening the coalition of local associated student organizations that is the Student Senate for California Community Colleges while increasing the resolve of local associated student organizations and the Student Senate for California Community Colleges in matters of student representation;

Resolved, That the Student Senate for California Community Colleges produce an annual “State of the Local Senates” report containing information about local associated student organizations, which provides a systemwide outlook and analysis of the state of local student representation;

Resolved, That the Student Senate for California Community Colleges, in conjunction with the production of this report, compile an online database of all local associated student organization governing documents and ensure that the final report is available via the Student Senate website;

Resolved, That the Student Senate for California Community Colleges urge local associated student organizations to cooperate with all efforts made by the Student Senate for California Community Colleges to produce this report; and

Resolved, That the Student Senate for California Community Colleges annually present this “State of the Local Senates” report to the local associated student organizations beginning at the 2007 Spring General Assembly.

S 3 | S15: (F06 2.03) Collaboration Between Local ASO and Academic Senates

Whereas, The Student Senate for California Community Colleges is established by the California Code of Regulations Title 5 §50002 and the Academic Senate for California Community Colleges is established by the California Code of Regulations Title 5 §53206 whose primary work is shared governance at the systemwide level in which they have official liaisons to each others’ systemwide legislative bodies and recognizes the value in this working relationship;

Whereas, The California Code of Regulations Title 5 establishes certain local associated student organization rights in shared governance §51023.7 (b) (1), (4)-(7), and also establishes overlapping areas of responsibility for local academic senate rights in shared governance Title 5 §53200. (c) (1), (3)-(5), (10), and the California Community Colleges System Office Legal Affairs Division authored Legal Opinion M 97-20 on Page 11 the response to Question 28 recommends “The governing board should develop shared governance procedures which enable the associated student organization and academic senate to work together to develop recommendations. In fact, §51023.7 specifically states that the student government should be involved in 'jointly developing recommendations' for action by the governing board”;

Whereas, At the Academic Senate for California Community College Faculty Leadership Institute 2004's first breakout session presented a workshop titled “Participating Effectively in District and College Governance: Student Responsibilities” that encouraged local academic senates assist their local associated student organizations in effectively participating in shared governance, as affirmed by Academic Senate Resolution 20.02 Spring 2002 Students/Student Government, and collaboration on overlapping areas of responsibility; and

Whereas, Not all local associated student organization have an official seat on their local college and/or district academic senates, and vice-versa, which may lead to a lack of communication and thus neglect of properly consulting each other on overlapping areas of responsibilities that may result in violations of each others’ minimum condition rights in shared governance;

Resolved, That the Student Senate for California Community Colleges recognize the importance of local collaboration between local associated student organizations and academic senates, and work with the Academic Senate in conducting research to investigate the current practices of official representation on each other’s respective local legislative bodies across the system for

each college and district;

Resolved, That the Student Senate for California Community Colleges request that the Academic Senate encourage their respective local senates to establish in their local governing documents official seats on their respective organization's local legislative bodies, and work on establishing stronger relationships with each other at the college and district levels;

Resolved, That the Student Senate for California Community Colleges jointly develop with the Academic Senate a local resource paper on best practices for local associated student organizations and local academic senates representation on each other's respective legislative bodies and jointly develop recommendations on overlapping areas of responsibilities; and

Resolved, That the Student Senate for California Community Colleges widely distribute this resolution to the Academic Senate, all local academic senates, all local associated student organizations, and other constituent groups.

S 4 | S15: (S07 20.02) Stop the Raid on Student Aid

Whereas, 75% of financial aid assistance available to college students comes from the federal government, and 39% of college students graduate with unmanageable debt, a percentage that **will increase with recent changes to federal loan policies, and in the 2005-2006 school year**, undergraduate college students faced over \$31 billion in unmet financial need, thus making it essential that Congress invest in access to higher education in the face of the increasing cost of college;

Whereas, The President's proposed budget for Fiscal Year 2007 recommended the elimination of key higher education programs including: Leveraging Educational Assistance Partnership (LEAP), Perkins Loan Program but did not recommend increases to vital student programs including: Work Study, Pell Grant Maximum Award, Supplemental Educational Opportunity Grant (SEOG), Childcare Access Means Parents in School (CAMPIS);

Whereas, The President's proposed budget for the Fiscal Year 2007 decreased overall program funding for the Higher Education Programs and the acceptance of these proposals would negatively affect access to higher education; and

Whereas, The Student Senate for California Community Colleges, which represents millions of students statewide as the recognized voice for students on Capitol Hill, in the White House and

in the Department of Education, is conducting a campaign to increase federal funding of higher education and to overall increase access to higher education, and accountability of our elected leadership;

Resolved, That the Student Senate for California Community Colleges urges Congress to restore and increase funding for Leveraging Educational Assistance Partnership (LEAP), Perkins Loan Program, Work Study, Pell Grant maximum award, Pell Grant program Total, Supplemental Educational Opportunity Grant (SEOG), Child Care Access Means Parents in School (CAMPIS) requested by the Student Association of Community Colleges; and

Resolved, That the Student Senate for California Community Colleges shall join student governments from across the country in actively opposing cuts to higher education through participating in support of higher education.

S 5 | S15: (S07 20.03) Remove Financial Aid Barriers for Students Recovering from Loss of Memory and/or Skills

Whereas, Federal and state financial aid and federal and state funded support programs such as EOPS, are not available to students who hold a BA degree or have completed six full time semesters or total completed units set by each individual district;

Whereas, There are a significant number of students who following an acquired brain injury or other catastrophic injury that results in the loss of skills and memory, are required to relearn their prior skills and lost education;

Whereas, It is more often than not a financial impossibility due to economic hardship as a direct result of their injury, and the current legislative barriers as they apply for financial aid and support services restrict the financial support needed to regain their lost education and skills; and

Whereas, Legislation may be introduced in January 2008 to address this issue and proponents are currently seeking support of state wide organizations validating the great and dire need;

Resolved, That the Student Senate for California Community Colleges bring this matter of financial aid and support services to these students recovering from loss of memory and/or skills forward with their full support to the Consultation Council, the Board of Governors, the Legislature, California Student Aid Commission and any other group that may assist with securing financial aid for these students; and

Resolved, That the Student Senate for California Community Colleges seek resources to assist advocates to communicate with the Board of Governors and the Legislature;

Resolved, That the Student Senate for California Community Colleges work closely with the UC and CSU systems urging their support on an issue that could impact and affect all potential students in this situation that are currently barred from re-gaining lost education and skills due to current financial barriers and persons who could be injured at any moment.

S 6 | S15: (S07 23.01) Unified Military Credit for Veterans

Whereas, Veterans are afforded military credit for their service, not all colleges afford the same amount of credit causing confusion when a student changes/transfers from one school to another or from one district to another; and

Whereas, Some California Community Colleges afford credit that is specific and applicable toward an A.A./A.S. degree such as health and physical education and some California Community Colleges afford credit that is not as useful or as applicable as other community colleges;

Resolved, That the Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges to review institutional practices in awarding credit for military service;

Resolved, That the Student Senate for California Community Colleges ask the Academic Senate for California Community Colleges to guide a unified approach to awarding credit for those who have served in the military and are seeking a college education, which would benefit both the community college and the veteran; and

Resolved, That the Student Senate for California Community Colleges support the creation of a system to award credit for, but not limited to, the health and physical education requirement for the A.A./A.S. degree as it is already done at some California community colleges.

S 7 | S15: (F07 4.01) Tax-Free Textbooks

Whereas, According to the United States Government Accountability Office, over the past two decades higher education textbook costs have risen at twice the rate of inflation and now equal approximately 72% of the cost of tuition for community college students, and the financial burden of textbook purchases is amplified by the sales taxes levied on them by the State of

California;

Whereas, Textbook purchases are currently tax exempt in the states of Connecticut, Massachusetts, Minnesota, New Jersey, New York, North Dakota, South Carolina, Tennessee and West Virginia, and legislation making textbook purchases tax-exempt has been introduced and is in various stages of passage in the legislatures of Georgia, Texas, and Virginia;

Whereas, A study conducted at the request of the Advisory Committee on Student Financial Assistance, a nonpartisan panel appointed by Congress to advise it on educational access issues, recommended legislative action to establish tax exempt status for textbook sales as a means to decrease financial barriers to higher education; and

Whereas, The Student Senate for California Community Colleges supports any efforts to reduce out-of-pocket expenses to students consistent with maintaining a high-quality educational environment, and believes tax-free textbooks should be a high priority legislative item;

Resolved, That the Student Senate for California Community Colleges support legislative efforts to amend California Code allowing for the exemption of sales tax on textbooks purchased by college students; and

Resolved, That the Student Senate for California Community Colleges work with the California Community College System partners, other statewide student groups, and local associated student organizations, to make collaborative efforts to achieve the passage of such legislation.

S 8 | S15: (F07 7.01) Stabilization of Student Fees

Whereas, The California Community Colleges are vital to the State's social, environmental, and economic well being and the Student Senate for California Community Colleges recognizes the importance of access to continuing education for transfer students;

Whereas, More than 60% of California State University and 30% of the University of California graduating students attended California community colleges;

Whereas, The California community colleges, California State University, and the University of California segments, form the State's world renown public higher education system and provide access to over 2.62 million, 400,000 and 200,000 students respectively; and

Whereas, Undergraduate student fees have increased at the California State University and the

University of California and thereby resulting in increased personal and financial hardship and limiting access to many students;

Resolved, That the Student Senate for California Community Colleges affirm that together with the students of the California State University and the University of California systems, it can achieve great things;

Resolved, That the Student Senate for California Community Colleges express its grave concern regarding that decline in state support for higher education;

Resolved, That the Student Senate for California Community Colleges convey its strong opposition to future increases in student fees at the California community colleges, California State University and the University of California; and

Resolved, That the Student Senate for California Community Colleges strongly encourage the Trustees of the California State University, the Regents of the University of California, the members of the State Legislature and the Governor to better recognize the importance of higher education by not increasing student fees.

S 9 | S15: (F07 13.01) Student Involvement

Whereas, Title 5 §51023.7 (4)(c) says “ The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff”;

Whereas, Many local colleges do not afford their students the opportunity to participate in the processes for hiring and evaluating faculty, staff, and administration. (Relations with Local Senates Survey Results, Fall 2007);

Whereas, It is important for students to be involved in the hiring and evaluation of faculty, administrators, and staff working in specific areas that have direct impact on the success of students;

Resolved, That the Student Senate for California Community Colleges gather from local senates their policies and procedures on the students’ role in hiring and evaluation of faculty, staff and administrators; and

Resolved, That the Student Senate for California Community Colleges work with the

Consultation Council to ensure full student participation in the processes of hiring and evaluation of faculty, administration, and staff and report back to the Fall 2008 General Assembly.

S 10 | S15: (F07 13.02) Equal Participation of Student Trustees

Whereas, The current Education Code allows for student trustees to operate under an advisory role;

Whereas, Local Board of Trustees policy may or may not allow for motions to be put forth and seconded by the student trustee;

Whereas, The student trustee is elected to serve as the voice of the students at the Board of Trustees meetings and to advocate on behalf of their associated student organizations and entire student body; and

Whereas, The student body has the most vested interest in the decisions made on behalf of the students by district trustees;

Resolved, That the Student Senate for California Community Colleges actively advocate for student trustees' equal participation and motioning and seconding rights at district Board of Trustees open session meetings;

Resolved, That the Student Senate for California Community Colleges advocate for and encourage district Boards of Trustees to call for the student advisory vote prior to calling for the Board vote; and

Resolved, That the Student Senate for California Community College encourage Boards of Trustee members to allow for the student advisory vote to weigh in significantly on their decisions.

S 11 | S15: (F07 15.01) Requirement to Serve

Whereas, The Student Senate for California Community Colleges is the representative body of all the California community college students;

Whereas, The California Community Colleges Chancellor's Office Legal Affairs Division has authored legal opinions E 01-09, E 01-13, and E 04-02 that concluded local colleges, community college districts, and student governments do not have the legal authority to raise the eligibility

requirements for district student trustees and student government members above the California Education Code §76061 requirements of five units and minimum standards of scholarship (typically a 2.0 G.P.A.), where those who do are not in compliance with state law;

Whereas, Many schools within the state are out of compliance in their local governing documents with state law by requiring various positions within their student government and/or district student trustee to be enrolled in greater than five units or maintain a G.P.A. greater than a 2.0; and

Whereas, In addition to the state laws and legal compliances stated above, many local student governments have established in their local governing documents a variety of other requirements that create even more barriers for students to participate at the local level and thus at the regional and/or district levels;

Resolved, The Student Senate for California Community Colleges strongly urge those student governments identified as being out of compliance with state law to adopt changes to their local governing documents and district board policies to get in compliance with state law by formally removing inappropriate unit and G.P.A. requirements to the state minimum of five units and minimum standards of scholarship adopted by their college or district for G.P.A.;

Resolved, The Student Senate for California Community Colleges strongly urge those student governments identified to in the meantime declare their current non-compliance standards permanently unenforceable until the changes are formally adopted since state laws supersede local college, district, and student government authority;

Resolved, The Student Senate for California Community Colleges strongly urge all local student governments within the state to strongly consider developing changes to their local governing documents and adopt such changes that eliminate all additional requirements that have been established locally and are not addressed in the California Education Code §76061 that can be a barrier for access in student participation; and

Resolved, The Student Senate for California Community Colleges take a formal position on encouraging greater open access for student participation in student government at all levels within the California Community Colleges System and; have copies of this resolution distributed widely, including, but not limited to, all local Chief Student Services Officers, all local Chief

Executive Officers, all local college and/or district legal counsel, district Boards of Trustees, all local associated student organizations, and the California Community Colleges Chancellor's Office Legal Affairs Division.

S 12 | S15: (F07 17.03) Waste Mitigation

Whereas, California generates 92 million tons of waste annually;

Whereas, The 72 community college districts have a responsibility under AB 75 (Strom-Martin, 1999) to divert at least 50% of their waste by source reduction, reuse, recycling, composting or by other means, and a current bill, SB 1020 (Padilla, 2007), aims to increase waste diversion mandates to 60% by 2012 and 75% by 2020;

Whereas, California's community colleges control annual budgets of enormous purchasing power for material goods, and purchasing departments generally abide by procurement policies; and

Whereas, Organizations like the Foundation for California Community Colleges research broker discounts with vendors for all community colleges;

Resolved, That the Student Senate for California Community Colleges ask local senates to audit their college district waste stream, and work with maintenance and operations staff to ensure that waste diversion for recycling is maximized in all district operations;

Resolved, That the Student Senate for California Community Colleges encourage local senates to work with district purchasing departments to prioritize the procurement of sustainable and recycled-content materials as a district policy;

Resolved, That the Student Senate for California Community Colleges request of the Foundation for California Community Colleges to work with the California Integrated Waste Management Board to develop environmentally preferable purchasing guidelines and agreements with recycled product manufacturers; and

Resolved, That the Student Senate for California Community Colleges support more strict mandates for waste diversion in the State of California.

S 13 | S15: (F07 19.01) Statewide California Veteran Network to Help Veterans Transition

Whereas, Many community colleges have some resources that provide assistance to facilitate “civilian transition” for military veterans;

Whereas, There is no exclusive outreach programs at California community colleges to enroll military veterans, and to provide assistance for veterans to network with other veterans who have made successful transitions into community college and university levels; and

Whereas, Veterans often feel excluded from the college, business, and social environments and need to have resources to help them move into these environments to ensure their success in any endeavor they pursue;

Resolved, That the Student Senate for California Community Colleges support the development of a social support mechanism within the California Community Colleges System for military veterans to assist with transfer, internships, and jobs;

Resolved, That the Student Senate for California Community Colleges assist in creating a statewide support network in order to rapidly send and receive information about community college enrollment, transfer, scholarships, internships, community involvement, career networking, and job placement within the California Community Colleges System; and

Resolved, That the Student Senate for California Community Colleges encourage opportunities for veterans to associate amongst other veterans who have shared similar struggles and have succeeded at the community college or university levels.

S 14 | S15: (F07 19.02) Removing GI Bill Barriers

Whereas, The current GI Bill for returning military and veterans only allows two years from the time of discharge to begin one’s college education and access GI Bill benefits;

Whereas, The current GI Bill does not provide any funding for less than 12 units per semester and it only provides funding for transferable courses;

Whereas, Nearly 60% of our returning military have acquired brain injuries, including concussive disorders and emotional barriers such as post traumatic stress disorder, as well as a variety of physical injuries; and

Whereas, The vast majority of these affected veterans will need more than two years of recovery

time before being able to begin or resume their college education, due to the high stress level of taking a “full load”, 12 units would not be realistic or possible and the necessity of taking basic skills classes is guaranteed;

Resolved, That the Student Senate for California Community Colleges support legislative changes made to the GI Bill to expand time limits or eliminate the two year limit all together, thus allowing veterans to access their educational monies when their recovery is sufficient to allow them to begin their education;

Resolved, That the Student Senate for California Community Colleges support legislative changes made to the GI Bill to allow affected veterans to take and/or retake any basic skills courses and undergo any possible retraining to reach their individual goals;

Resolved, That the Student Senate for California Community Colleges support legislative changes made to the GI Bill to allow affected veterans to take less than 12 units if needed, to allow for academic success relative to the individual’s level of functioning; and

Resolved, That the Student Senate for California Community Colleges support changes so that all veterans formal occupational training received during their military service be evaluated per individual situations to be used as course credit.

S 15 | S15: (F07 24.01) Affordable Childcare Costs Initiative

Whereas, Single parents and low income households pursue higher education to improve their wage earning capabilities;

Whereas, Single parents and low income households generally work full-time to provide income for their family and need additional resources to allow them to work less hours;

Whereas, There are locations that offer lower childcare fees off the college campus but it is more convenient having childcare located on campus; and

Whereas, Long Beach City College recently increased their childcare fees by 115%;

Resolved, That the Student Senate for California Community Colleges research the costs of childcare on community college campuses across California to determine the variation of childcare costs and to conduct a feasibility study for best practices on lowering childcare costs for community college students;

Resolved, That the Student Senate for California Community Colleges based on this research and study encourage local associated student bodies to work with administrators and Boards of Trustees on campuses to provide childcare at a reasonable costs; and

Resolved, That the Student Senate for California Community Colleges report its findings at the next possible General Assembly.

S 16 | S15: (F07 25.02) Health Center Services

Whereas, The students of California community colleges who are unable to acquire adequate and comprehensive health care solely depend on the health care services provided by the community college health centers;

Whereas, Health care is expensive for some students and so they rely on the health care centers in the community colleges;

Whereas, Not all health centers are open during the summer session; and

Whereas, Health care is very important and accidents are almost unavoidable and the health center would be the best place to get the first treatment;

Resolved, That the Student Senate for California Community Colleges support keeping health centers open during the summer sessions to support students and their health care needs.

S 17 | S15: (F07 25.03) Disability Issues

Whereas, Issues of concern are not being addressed for the disabled students on campus and they have been ignored for over 10 years;

Whereas, Some campuses have limited campus accessibility for wheelchair and walker users;

Whereas, Adaptive classes are being eliminated due to the mainstreaming mandate for disabled students and some colleges are not in compliance; and

Whereas, Education is the key to success among the disabled community;

Resolved, That the Student Senate for California Community Colleges survey local senates to

gauge the extent of noncompliance with federal and state building codes; and

Resolved, That the Student Senate for California Community Colleges urge local senates to work with their campus constituents to resolve issues of noncompliance.

S 18 | S15: (F07 25.04) Brain Injury Awareness, Education & Prevention Day

Whereas, The majority of the 22,413 traumatic brain injuries sustained by people in California annually occur in people 15-24 years of age, with young men in this age range having the highest rate of injury;

Whereas, Nearly 60% of combat veterans returning from military action in Iraq sustained head injuries ranging from mild concussive disorders to open and closed traumatic brain injuries and; veterans returning from Afghanistan and other combat zones sustained head injuries as well, thus resulting in significant increases in the percent of Acquired Brain Injury (ABI);

Whereas, California's community colleges will be providing educational opportunities to a significant number of the above mentioned populations; and

Whereas, A high percentage of persons who have ABI and whose families have not been educated on the many challenges, such as cognitive, perceptual, and social deficits that can result from even a mild ABI, do not realize their ability to successfully function, learn, and move forward in their education can be severely compromised;

Resolved, That the Student Senate for California Community Colleges support a Brain Injury Awareness, Education, and Prevention Day with the goal of helping to prevent brain injuries that are preventable and to maximize quality of life in all areas community colleges offer for those who have experienced a brain injury;

Resolved, That the Student Senate for California Community Colleges implement this day at least one time per semester, with the suggestion of offering it in October during the fall semester, as this is Brain Injury Awareness Month;

Resolved, That the Student Senate for California Community Colleges consider working in conjunction with the individual campus health centers to provide screenings to determine if ABI symptoms are present, thus potentially affecting educational success; and

Resolved, That the Student Senate for California Community Colleges contact and gain

educational material and resources to distribute to local campuses from organizations such as the California Brain Injury Association, Brain Injury Association of American, and Brain.aid.com on Brain Injury Awareness, Education, and Planning Day

S 18 | S15: (S08 8.01) Supporting Those Who Served: Financial Aid for US Military Veterans

Whereas, The total maximum educational benefit of the Montgomery GI Bill available to veterans who served with active duty units is \$39,636 and nation-wide the average four-year cost of attending a public college/university as an in-state student is \$65,428; a public college/university as an out-of state student \$105,216; and a private college/university \$133,204;

Whereas, A Congressional study found that for every \$1 invested in education under the original GI Bill of 1944, the nation received between \$5 and \$12 in new economic activity and increased tax revenue; and

Whereas, 16,000 of the 21,000 veterans and their dependents using GI Bill benefits at California public colleges and universities are in the California Community College System and;

Resolved, That the Student Senate for California Community Colleges support the creation of a national financial aid program for veterans of the US Armed Forces that would fully fund the costs of a bachelors degree in a public post-secondary educational institution.

S 19 | S15: (S08 19.01) Extended Library Service Hours

Whereas, Many community college libraries close before classes end;

Whereas, College libraries are designed to support and promote student success;

Whereas, Resources essential for educational success are located in community college libraries and are not readily available in the evenings and on weekends; and

Whereas, For many students access to these valuable resources are only available to them at their college libraries;

Resolved, That the Student Senate for California Community Colleges encourage the local associated student bodies to urge their administration to support the extension of library hours; and

Resolved, That the Student Senate for California Community Colleges encourage the local associated student bodies to urge their administration to require that their libraries open at a minimum, one hour prior to the first academic class start time and remain open at a minimum one hour after the last class.

S 20 | S15: (S08 19.02) Increasing Awareness For Student Safety And Security

Whereas, With the increase in campus violence and attacks, it is proposed that students on campuses across California are protected; and

Whereas, Every community college student is entitled to a safe environment for learning and social development;

Resolved, That the Student Senate for California Community Colleges promote awareness and education of campus violence and how it can be defused and prevented;

Resolved, That the Student Senate for California Community Colleges work with the Chancellor's Office, the faculty and other state offices to help maintain a positive learning environment for a 2.6 million community college student population; and

Resolved, That the Student Senate for California Community Colleges make a commitment to the students of California's 109 community colleges, in that they will take a stand against violence, for present and future students.

S 21 | S15: (S08 5.01) Green Collar Jobs

Whereas, The California Community Colleges comprise the largest system of higher education in the nation, training and educating individuals each year to enter into a career/ technical employment field;

Whereas, There is a rising need for certified "green collar" workers to meet the demand for the growing sustainability industry;

Whereas, The ongoing renovation of career/ technical programs is necessary to ensure curriculum and training that is of the quality and competitiveness demanded by vocational careers; and

Whereas, The development of new career/ technical programs often require grants and additional state and/or federal aid, in order to implement or expand;

Resolved, That the Student Senate for California Community Colleges advocate for additional funding in order to develop or expand existing “green collar” job programs on our campuses;

Resolved, That the Student Senate for California Community Colleges work with the Board of Governors and the Community College League of California to urge policy that supports the development of curricula and programs that prepare students with the necessary qualifications as required by the different facets of the sustainability construction and technological industries; and

Resolved, That the Student Senate for California Community Colleges recommend that additional funding from the California State Budget is appropriated in order for California community college students to maintain their competitive edge in the evolving “green” industry.

S 22 | S15: (F08 5.01) Sustainable Cafeteria Practices

Whereas, In keeping with ideals of the California Student Sustainability Coalition, consuming local agriculture products lowers carbon footprints, provides local jobs, keeps money in the local economy, and provides healthier alternatives to industrially produced food;

Whereas, Using washable and biodegradable utensils and dishes, in place of plastic and plastic coated items, lowers the adverse impact on the environment; and

Whereas, Colleges can partner with farmers’ markets, Community Supported Agriculture (CSA), and local independent farmers to provide students and staff with environmentally friendly choices for their meat, dairy, and produce selections;

Resolved, That the Student Senate for California Community Colleges encourage local senates to advocate for cafeteria operators to purchase packaged snacks, drinks, utensils, dining ware and condiments from sustainable manufacturers within California if available or from sustainable producers within the United States; and

Resolved, That the Student Senate for California Community Colleges encourage local senates to advocate for the cafeteria operators to use washable dishes, cups, and utensils for customers’ meals thereby creating more student worker jobs, and provide biodegradable to-go dishes, utensils and cups.

S 23 | S15: (F08 6.01) Course Identification Numbering System

Whereas, Some students are taking classes more than one time to fulfill their transfer requirements because course numbers do not match; and

Whereas, Independent colleges and universities and the Academic Senate of the California Community Colleges, California State University, University of California are working on a project to develop course identification numbers for California community college courses;

Resolved, That the Student Senate for California Community Colleges support the Course Identification Numbering System; and

Resolved, That the Student Senate for California Community Colleges urge local senates to work with their local academic senates to support the Course Identification Numbering System.

S 24 | S15: (F08 7.01) Umoja Community

Whereas, The Umoja Community for Student Success needs the voice of the Student Senate for California Community Colleges to further the progress in developing and expanding statewide efforts to improve success and retention of African American, basic skills, and other at-risk students;

Whereas, The Umoja Community's work is essential to addressing the equity strand contained in the current Basic Skills Initiative Professional Development Grant;

Whereas, At the January 14-15, 2008, Board of Governors meeting, the Board expressed its unanimous support for Umoja and encouraged the Umoja Community to seek funding through the system's budget request process;

Whereas, The Student Senate for California Community Colleges committed to addressing equity and diversity issues, and the defining of terms and principles at the Fall 2007 General Assembly resolutions in 3.01 F07;

Resolved, That the Student Senate for California Community Colleges work with the Umoja Community to share project information with the local senates across the state;

Resolved, That the Student Senate for California Community Colleges offer its assistance to the

leadership of the Umoja Community to support its work; and

Resolved, That the Student Senate for California Community Colleges work with groups such as the Umoja leadership, the Black Caucus, local senates, and other constituencies to communicate information about Umoja, including its effectiveness for African American, basic skills, and all other at-risk students.

S 25 | S15: (F08 9.01) Supporting Students' Dreams

Whereas, The United States Census Bureau estimated that in the year 2000, approximately 2.5 million undocumented youth under the age of eighteen were living in the United States; approximately 65,000 undocumented students graduate from U.S. high schools each year of this number roughly 40 %, or 26,000 undocumented youth reside in the State of California (as cited by the Pew Hispanic Center);

Whereas, The California Dream Act and other such legislation would have allowed AB 540 students to apply and compete for financial aid to attend college or university, but have so far been vetoed;

Whereas, Article II section 1A of the Student Senate's Constitution states that we will "serve as the voice of the students in matters of statewide concern and before the Board of Governors, Consultation Council, all statewide boards, committees, and ad hoc groups"; and

Whereas, No official recognition or stand in support of AB 540 students has been adopted by the General Assembly;

Resolved, That the Student Senate for California Community Colleges work with the Chancellor's Office to advocate for more funding to increase scholarships and book grants for AB 540 students;

Resolved, That the Student Senate for California Community Colleges work with the Chancellor's Office to incorporate a link on its website to facilitate AB 540 student enrollment; and

Resolved, That the Student Senate for California Community Colleges support the principles contained in such legislation as the California Dream Act.

S 26 | S15: (F08 20.01) Custom Textbooks

Whereas, According to the United States Government Accountability Office, in the last two decades, college textbook prices have increased at twice the rate of inflation increasing at an average of 6 % per year and is greatly due to developing products designed to accompany textbooks, such as CD-ROMs and other instructional supplements, of which both students and teachers do not take full advantage;

Whereas, Only a small percentage of classes utilize the majority of the required textbook materials, yet still require the purchase of the entire textbook;

Whereas, According to Bruce Hildebrand, Executive Director for Higher Education for the Association of American Publishers (AAP), custom textbooks are at the intersection of both student and faculty needs, enabling an efficient teaching method for professors and a quality learning experience for students; and

Whereas, According to the May 2007 Congressional report, custom textbooks are a solution for lowering student spending on course materials and would help offset the high costs of textbooks;

Resolved, That the Student Senate for California Community Colleges work with the Legislature to amend California Code, requiring the use of a minimum of 60% of the textbook, or otherwise utilizing customized textbooks;

Resolved, That the Student Senate for California Community Colleges work with California Community College System and its partners, other statewide student groups, and local associated student organizations, to make collaborative efforts to achieve the passage of such legislation.

S 27 | S15: (S09 3.01) Removal of Basic Skills Unit Cap

Whereas, According to the California Community Colleges Chancellor's Office, the total number of seats used for Basic Skills courses in Spring 2008 was 135,696; only 71.57% were retained and merely 51.04% succeeded;

Whereas, Title 5 §55035 states that, "...no student shall receive more than 30 semester units (or 45 quarter units) of credit for remedial coursework," making California the only state with a unit cap on remedial coursework (as defined as "nondegree-applicable courses" and that "the governing board of a district may provide a waiver of the limitation on remedial coursework with respect to any student who shows significant, measurable progress toward the development of skills appropriate to his or her enrollment in degree-applicable credit courses..." but the wording

“...may provide a waiver...” is ambiguous and does not guarantee students the opportunity to access such a waiver;

Whereas, Many community college districts specify up to 22 basic skills courses, which while designed to help students succeed, may also result in students surpassing the 30-unit semester threshold and are then being “restricted to taking only noncredit courses, nondegree-applicable courses which do not involve remediation, and those degree-applicable credit courses which do not have prerequisites or advisories on recommended preparation”; and

Whereas, Underprepared students must already navigate other restrictions to achieving the coursework, such as repetition limits, withdrawal limits, and financial aid limits;

Resolved, That the Student Senate for California Community Colleges advocate for the removal of the 30-unit cap on credit basic skills courses; and

Resolved, That the Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges to urge the Board of Governors, Consultation Council, and all statewide bodies, committees, and ad-hoc groups to amend Title 5 §55035.

S 28 | S15: (S09 5.01) LEED Incentives

Whereas, Leadership in Energy and Environmental Design (LEED) standards guarantee the highest levels of environmentally sound and sustainable building construction;

Whereas, The Student Senate for California Community Colleges has already made a move towards sustainability by signing the Talloires Declaration, a declaration for sustainability; and

Whereas, It is our responsibility as student leaders to provide California community college campuses with an environmentally friendly and sustainable way for future generations to come;

Resolved, That the Student Senate for California Community Colleges advocate for, and seek incentives for, California community colleges for construction in accordance with LEED standards; and

Resolved, That the Student Senate for California Community Colleges advocate for, and seek incentives for, the renovating and upgrading of California community colleges.

S 29 | S15: (S09 6.01) Counseling Course

Whereas, Many students do not take counseling classes or explore other student support services to help them understand how to avoid problems with transferring;

Whereas, Some students miss deadlines for registering for four-year universities or for submitting their transfer documentation because of lack of information; and

Whereas, The needs of students and their educational goals should be met in a timely manner;

Resolved, That the Student Senate for California Community Colleges encourage local student senates to work with their local academic senates to establish a course for transfer bound students to learn about the process and deadlines of colleges, as well as transfer opportunities available; and

Resolved, That the Student Senate for California Community Colleges encourage students to utilize the academic counseling services available to them as often as possible to ensure proper and timely fulfillment of transfer requirements.

S 30 | S15: (S09 8.03) Revisal to FAFSA “Independent” Claim

Whereas, Students can only file as an independent student on the Department of Education Free Application for Federal Student Aid (FAFSA) form if you are over the age of 24;

Whereas, There are several cases of students being financially independent before the age of 24;

Whereas, The Department of Education FAFSA application only takes into account those who come from traditional households; and

Whereas, Those who are from the non-traditional households and those who are financially independent before the age of 24 will be considered ineligible for receiving financial aid under current standards;

Resolved, That the Student Senate for California Community Colleges recommend to the Department of Education that there be a special circumstance section on the FAFSA application similar to that of the College Scholarship Services (CSS) Profile.

S 31 | S15: (S09 9.01) AB 540 Student Accessibility

Whereas, The California State University at Fullerton Resource Center reported that Governor Gray Davis signed into law Assembly Bill 540 that added a new section 68130.5 to the California Education Code, creating a new exemption from payment of nonresident tuition for certain students who have attended high school in California for three years and received a high school diploma or the equivalent;

Whereas, In 2001 between 5,000 and 8,000 students qualified for AB 540 (Fireball, 2001) exemptions and since then the number has significantly increased, making California one of the first states to allow all those who finish high school may not be able to continue with higher education to pursue that dream;

Whereas, Undocumented students and out-of-state students who under the law are non-California residents have to pay higher tuition and a large number of them have been living in California for most of their lives and now qualify for AB 540 status when attending a community college don't know the rights, duties and responsibilities stated under the law since AB 540, and students who do not qualify for state/federal financial aid may not be able to complete their education; and

Whereas, A huge number of students attending the California State University, University of California and private institutions have transferred from a two-year college, including students who qualify for AB 540 exemptions, a portion of these students decide to not continue their education due to a lack of information and fear that they will be ostracized and deterred from continuing their dream;

Resolved, That the Student Senate for California Community Colleges support legislation that caters to students who qualify for in-state tuition that otherwise may not do so without the provisions of laws such as AB 540;

Resolved, That the Student Senate for California Community Colleges work diligently with individual schools, Board of Governors and system partners in reducing the stigma on AB 540 students, and work towards better understanding of any student that may fall under this category;

Resolved, That the Student Senate for California Community Colleges encourage colleges to distribute information upon admission in regards to opportunities, rights and responsibilities, including but not limited to registration, scholarships available and fiscal help to those students that qualify for AB 540 status; and

Resolved, That the Student Senate for California Community Colleges constantly work with its

system partners to encourage California State University, University of California and all other higher education institutions within the State of California to provide relevant information upon registration to those who qualify for AB 540 about opportunities, rights and responsibilities and to help establish programs that cater to the continuation and success of the students.

S 32 | S15: (S09 12.01) Academic Curriculum and Student Government Operations
Legalities

Whereas, The California Education Code §§76060 -76067 affords student organizations the opportunity to exist and the Ralph M. Brown Act in California Government Code §54953 requires all legislative bodies of a local agency to have open access to the public and be transparent, and associated student bodies are required to comply with the Brown Act;

Whereas, Many colleges require students participating in student governments in the California Community College System to enroll (or highly suggested that student enroll) in student leadership courses;

Whereas, There are a variety of legal and ethical complications with this practice including: 1) classes require students to enroll, resulting in having to pay to be a part of student government; 2) the Ralph M. Brown Act requires open meetings and closed class sessions combined cause limitations for scheduling meetings; 3) some class activities may require students to violate their student body governing documents; and 4) student government participants may be subject to instructor influence to achieve a good grade, which may interfere with their role in student government or individual free speech limitation, as well as open them up to potential retaliation because of different philosophies; and

Whereas, Faculty have academic freedom and control over their class, which can cause conflict as students have no legal say over how the class runs the student government meetings, which ultimately diminishes the power of the student voice and role in self governance;

Resolved, That the Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges to explore the practices on local campuses that impede students' rights to participate in college governance, particularly as it relates to the development of student government courses; and

Resolved, That the Student Senate for California Community Colleges request a Chancellor's Office legal opinion to address concerns when an academic class is integrated with official

meetings of the student government, including the question of requiring enrollment in any class as part of student government and the ramifications of not complying with the Brown Act.

S 33 | S15: (S09 19.01) Student Rights & College Catalogs

Whereas, Many California community college students are unaware of their rights as they pertain to pursuing higher education;

Whereas, Many California community college students experience significant difficulties while participating in community college learning environments;

Whereas, Many California community colleges students attend more than one California community college; and

Whereas, It is the goal of California community colleges that all students succeed in achieving their academic goals to become proficient and productive partners in the workforce community;

Resolved, That the Student Senate for California Community Colleges urge local student senates to work with local administrators to post on their campus websites student rights and electronic versions of the college catalog; and

Resolved, That the Student Senate for California Community Colleges urge local student senates to work with local administrators to make student rights and college catalogs more accessible to all students, whether on or off campus.

S 34 | S15: (S09 19.02) Social Projects

Whereas, The local senates of the California community colleges have the goal of creating the best possible collegiate experience for all students on each respective campus and ensuring that students have an equal opportunity to fulfill their goals;

Whereas, In order to help students achieve their goal of improving their economic and educational standards, the community colleges would be best served by providing further support to the many that need it;

Whereas, The economic crunch has affected the lives of students all over California, and in many cases, have affected them negatively; and

Whereas, Many students are struggling to afford basic necessities such as personal hygiene products and shelter, which has become an obstacle to obtain their educational and occupational goals;

Resolved, That the Student Senate for California Community Colleges suggest that all campuses encourage programs to raise awareness and provide support to those students who are unable to afford personal hygiene necessities; and

Resolved, That the Student Senate for California Community Colleges encourage student services, counseling staff, and student government to coordinate the collection and distribution of care packages at a campus level and inform the students of outside organizations that can further help.

S 35 | S15: (S09 19.03) Accounting for Homeless Students

Whereas, There are an unrecorded number of homeless students attending all of the community colleges throughout the State of California;

Whereas, The current economic climate is forcing thousands of individuals out of their jobs and pushing them on to the streets, with no place to go and no jobs to be found, making the community colleges the only chance to better their lives;

Whereas, The budget for California Community Colleges has been dramatically slashed and will face further cuts until the California budget can be balanced, including programs to assist homeless and struggling students in the community colleges; and

Whereas, If the California community colleges are forced to turn away benefits to the most needy students, this will again show that society turns its back on the homeless community;

Resolved, That the Student Senate for California Community Colleges work with the system partners, such as the Academic Senate for California Community College, to advocate on behalf of the homeless student population, to attempt to secure funding for the various programs that assist homeless students to attend the California community colleges; and

Resolved, That the Student Senate for California Community Colleges work with all available resources to conduct research on determining the population of homeless students throughout the 110 California community colleges and the various programs such as food bank and emergency loan programs available to assist homeless students to attend community college.

S 36 | S15: (F09 2.01) Student Accreditation Participation

Whereas, The two fundamental purposes for accreditation as defined by the Accrediting Commission for Community and Junior Colleges (ACCJC) are "to assure the quality of the institution" and "to encourage institutional improvement";

Whereas, Students have been recognized as a valuable constituency and guaranteed the right to participate in district and college governance by AB 1725 (Vasconcellos, 1988);

Whereas, Students at many colleges are currently providing valuable input into the accreditation of their own institutions; and

Whereas, Students, being a unique constituency in that they are the main beneficiaries of the college services, could offer a unique perspective in the analyzing of college self-studies and processes and offering suggestions for institutional improvement;

Resolved, That the Student Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges (ACCJC) to include students on its accreditation visit teams for California Community Colleges; and

Resolved, That the Student Senate for California Community Colleges urge the ACCJC to select these students from within associated student body organizations throughout the state in a manner similar to and with all the same privileges as, faculty and administrative members who are selected for this task.

S 37 | S15: (F09 2.02) Engaging Faculty to Better Assess Institutional Student Learning Outcomes

Whereas, Institutional Student Learning Outcomes (ISLOs) are the intuitive aspects of education, like using effective communication, critical thinking and sustainable philosophies, that the breadth and depth of community college education inspires students to carry forward in their lives;

Whereas, Federal, state and local educational districts ubiquitously support the use and assessment of student learning outcomes, and more specifically the use of institutional learning outcomes, to identify a school's affect on the motivational aspects of a student's propensity to be successful in society and life;

Whereas, Institutional student learning outcomes and the assessment processes that are designed to quantify institutional learning, identify how community colleges foster socially responsible behaviors in students; and

Whereas, Evaluating how faculty socially interact with students, which has been demonstrated by "student-involvement" research to be helpful in understanding how students develop interests in cooperative behavior, critical thinking, and social responsibility, is vital to the institutional learning outcome assessment process;

Resolved, The Student Senate for California Community Colleges collect and identify educational research that supports assessing institutional student learning outcomes as a method of bettering education through student involvement and mentorship pedagogues; and

Resolved, The Student Senate for California Community Colleges engage faculty and administrators throughout the California Community College system, including the Academic Senate for California Community Colleges, in discussions of the research, knowledge, wisdom and benefits that assessing institutional student learning outcomes both currently bring, and will bring about further, (if greater emphasis is placed on this activity) to the educational system.

S 38 | S15: (F09 5.02) Increased Recycling Guidance

Whereas, Various community colleges find that current recycling programs are largely ineffective due to lack of participation and awareness; and

Whereas, A campus recycling program could increase the community's environmental sustainability as well as its own;

Resolved, That the Student Senate for California Community Colleges research and create a recycling program guide, including items such as case studies and explanations of successful campus recycling programs to help colleges further their environmental sustainability; and

Resolved, That the Student Senate for California Community Colleges attach to the guide a report on alternative recycling methods and that this program and report be made available to all California community colleges by no later than the Spring 2010 General Assembly.

S 39 | S15: (F09 7.02) LGBT Anti-Harassment Policy

Whereas, The California community college student body includes thousands of students who are Lesbian, Gay, Bisexual, and Trans-gendered (LGBT);

Whereas, California community colleges have sometimes ignored rampant anti-LGBT harassment in their hallways and classrooms, and according to a 2001 survey, 65% of LGBT students report being physically harassed and 42% reported being sexually harassed at school;

Whereas, In a psychological study of 484 students at six community colleges conducted by Dr. Karen Franklin, 18% of the men interviewed admitted that they had committed physical violence or threats against men and/or women they perceived as gay or lesbian; and

Whereas, California community college districts have adopted anti-harassment policies that outline different types of harassment but do not always include sexual orientation and gender identification;

Resolved, That the Student Senate for California Community Colleges advocate for the inclusion of sexual orientation harassment and gender identity harassment to include transgender in all the California community college district's anti-harassment policies; and

Resolved, That the Student Senate for California Community Colleges advocate that California community colleges promote awareness workshops on campuses to educate the student body.

S 40 | S15: (F09 7.03) Recognition of International Students

Whereas, International students in California community colleges lack diversity in terms of accommodation; and

Whereas, International students are not offered scholarships for achievements at the community college level at the same level as native students;

Resolved, That the Student Senate for California Community Colleges urge community college administrators, faculty and staff to create methods of recognizing international students at individual colleges; and

Resolved, That the Student Senate for California Community Colleges urge local foundations to create scholarships for International Students.

S 41 | S15: (F09 7.04) Gender Identity Equality

Whereas, Most Colleges and Universities mainly have a acceptance towards students who are LGB (Lesbian, Gay and Bisexual) and not to Transgender Students;

Whereas, Many transgender youth never pursue a college career due to fear of being ridiculed by faculty, and staff who are not educated on what it means to be a transgender individual;

Whereas, Assembly Bill (AB) 537, the California Student Safety and Violence Prevention Act of 2000, changed California's Education Code by adding actual or perceived sexual orientation and gender identity to the existing nondiscrimination policy; and

Whereas, Transgender youth face the challenge of finding gender neutral public restrooms and facilities;

Resolved, That the Student Senate for California Community Colleges urge community college administrations to educate faculty and staff on transgender youth through local equity and diversity committees;

Resolved, That the Student Senate for California Community Colleges urge community college administration to promote themselves as LGB and Transgender friendly; and

Resolved, That the Student Senate for California Community Colleges urge community college administrations to establish gender neutral accommodations for all individuals.

S 42 | S15: (F09 8.01) FAFSA Reform Act 2009

Whereas, College students over the age of 24 are defined by the Department of Education Free Application for Federal Student Aid (FAFSA) form as independent, and the majority of college students are under the age of 24 but are legally considered adults;

Whereas, many adult college students receive insufficient wages to afford college and at the same time afford living expenses;

Whereas, there are adults attending college who are not dependents of their parents, who receive zero family contributions, and, as independent adults under the age of 24 and self-supported, are denied financial aid due to the Expected Family Contribution (EFC) restrictions on grants and subsidized loans; and

Whereas, the appeals process begins only after a student is denied financial aid, which further limits the financial assistance available;

Resolved, that the Student Senate for California Community Colleges recommends that the FAFSA be amended to allow students who are under the age of 24, and who have maintained an independent status, to have the opportunity to prove their independence through submitting appropriate documentation during the initial FAFSA submission; and

Resolved, that the Student Senate for California Community Colleges recommends the appropriate documents coincide with the current requirements needed to appeal denial of financial aid

S 43 | S15: (F09 9.03) Repeal of California’s Super Majority Vote Requirement for State Budget

Whereas, The California Constitution, Article IV, Section 12 (d), requires a mandatory two-thirds majority vote for the adoption of the state budget, and California is one of only the three states in the United States of America that has such an antiquated stipulation;

Whereas, A two-thirds majority vote requirement foments partisanship and ideological defiance causing outmost detrimental consequences for the residents of California, particularly community college students;

Whereas, The super-majority vote requirement has been the source of numerous fiscal stalemates that block any necessary appropriations for state agencies, including California Community Colleges, creating a situation in which college districts are forced to borrow money under very unfavorable interest rates to cover expenditures that allow Community Colleges in their respective districts to function and keep the doors open for students; and

Whereas, Students of the California community college system should not be hostages to California’s Legislature’s failure to pass a budget before a constitutionally stipulated deadline.

Resolved, That the Student Senate for California Community Colleges support the amendment of California’s Constitution, Article IV, Section 12 (d) to remove the stipulation of a two-thirds majority vote in favor of a simple majority vote requirement for the passage of the budget bill(s).

S 44 | S15: (F09 12.01) District Credit Card

Whereas, The advisor of the local associated student governments is invaluable in the execution of the duties of all California community colleges and make it possible for students to attend conferences; and

Whereas, The advisors to some schools are placed in a hardship by their college policy, which will not allow the use of district credit cards for the purpose of reserving hotel rooms for students and leaving the advisor with the responsibility to use their personal credit cards to hold rooms;

Resolved, That the Student Senate for California Community Colleges advocate the issuance of special credit cards for use by advisors for events such as the Student Senate and other worthwhile student events; and

Resolved, That the Student Senate for California Community Colleges encourage California community colleges to work with local advisors of their associated student governments to find ways to reduce hardships on the use of personal credit cards.

S 45 | S15: (F09 12.04) Transitional Training Requirements & Digitized Archive of Records for Student Government

Whereas, Internal operations and external student issues may exist, some may take longer than one student administrative term to address causing a vital need to have this information provided and defined to the incoming officers and members with proper training;

Whereas, Over the past decade great advances in communication technology have been made regarding the direct sharing of information such as: documents, website links, opinions, etc., which has revolutionized the way organizations and individuals conduct business, make digital archives for all records as a realistic and prudent option to provide historical documentation and information to all student government administrations;

Whereas, Some campuses have an official written transitional plan, and there are always more advanced methods available showing a continued need for outside resources to be developed in this area; and

Whereas, The American Student Government Association (ASGA) is a national organization that researches best practices of students governments across the nation and has a wealth of knowledge, documentation, experts, and other resources on the best methods to conduct transitions for student governments;

Resolved, That the Student Senate for California Community Colleges direct its council and all the regions under its umbrella to create a transition process including holding an annual transition training based retreat that includes both incoming and outgoing members to commence one month prior to the end of the outgoing term; and

Resolved, That the Student Senate for California Community Colleges direct its council to actively work with the American Student Governments Association (ASGA) to develop a California Community Colleges based resource packet to provide the general best practices for having transition training retreats, document tracking systems, and integrating a permanent line item in their annual budgets for this purpose, etc., to oversee that this packet is annually disseminated to all district and individual student governments.

S 46 | S15: (F09 19.02) Categorical Programs

Whereas, Categorical programs help underrepresented students in California;

Whereas, Categorical programs such as EOPS, DSPS and CalWORKS were cut by 39%, Matriculation was cut 51 %, programs took a severe cut in serving Community college students; and

Whereas, DSPS helps serve disabled students, EOPS serves underrepresented and first generation students, CalWORKs helps single mothers and other students who are on welfare, and Matriculation helps students from the beginning of their education to graduation;

Resolved, That the Student Senate for California Community Colleges address the state Legislature for no further cuts to categorical programs.

S 47 | S15: (F09 19.04) Advocate for Health Services

Whereas, According to governmental data, due to the economic crisis 14,000 people are losing their health insurance every single day, and many of them return to community colleges to continue their education;

Whereas, The physical and mental health of one person potentially affects the community as a whole; and

Whereas, The physical and mental health of students directly affects all aspects of their educational progress;

Resolved, That the Student Senate for California Community Colleges work with the Board of Governors, Consultation Council and other system partners to amend the Education Code to mandate all California community colleges to provide a health service center; and

Resolved, That the Student Senate for California Community Colleges work with California Community Colleges to provide information on the availability of health services on their campus, which will expand their access to health services.

S 48 | S15: (F09 20.01) E-Textbook & Hybrid Textbook Rental Program

Whereas, According to the National Association of College Stores (NACS) website, the average student spends approximately \$900 per school year on textbooks and according to Pearson, a textbook publisher, the average cost of St. Martin's Guide to Writing (Axelrod & Cooper), College Algebra (Blitzer), Psychology: The Science of Behavior (Carlson, Miller, Heth, Donahoe & Martin), and American Government: Roots and Reform (O'Connor & Sabato), four widely used general education textbooks, cost \$515.61 in traditional format, while the electronic version of these same books costs only \$245.34;

Whereas, A company by the name of Freeload Press, which was created in 2004 to help reduce educational expenses for students has entire textbooks online at no charge, the student would pay as low as a few dollars for the textbook and DeAnza College has established their On-line Research Center with much success;

Whereas, The internet includes items such as courses, course materials, textbooks, streaming video of classroom lectures, tests, software, and any other tools, materials, or techniques used to transmit knowledge that have an impact on teaching and learning; and

Whereas, California Assembly Bill 2477 (2007), requests the California Community College System to encourage faculty, through the Academic Senate for California Community Colleges, to consider the use of low cost textbooks, work with publishers to create cost-effective bundles, inform students of book costs and differences between editions, evaluate the system of how faculty notify the campus bookstore of textbook selection, evaluate the current system of communication between faculty and the campus bookstore and urges schools to give students as many options as possible for purchasing textbooks and yet currently many colleges do not follow through with these requests;

Resolved, That the Student Senate for California Community Colleges urge local senates to discuss with faculty and bookstores incentives that would encourage schools to offer a partial or hybrid textbook rental programs, offer electronic textbooks to be used on computers or digital readers and offer digital readers to the students in the college's bookstore;

Resolved, That the Student Senate for California Community Colleges urge local senates to discuss incentives to publishers to provide e-books more readily and work with the publishers to publicize the use of e-books, to get the students and colleges informed such as subscription programs; and

Resolved, That the Student Senate for California Community Colleges work with the Chancellor's Office and the Board of Governors to expand the current pilot program at DeAnza College to provide faculty and staff from college districts around the state with incentives to use electronic books

S 49 | S15: (S10 9.03) Take a Stand Against Arizona's SB 1070 and Similar Legislation That Could be Introduced in California

Whereas, The California Community College System values diversity, cultural awareness, and equality for the student experience;

Whereas, Arizona SB 1070 calls for police in that state to use "reasonable suspicion" to question and detain possible undocumented immigrants;

Whereas, This provision under Arizona's SB 1070 legalizes racial profiling of people in the Latino community and violates the Fourth and Fourteenth Amendments to the United States Constitution; and

Whereas, Many states are taking interest in legislation such as Arizona's SB 1070 and if such legislation took effect in California, it would affect 36.6% of the California population that is Latino/Hispanic, many of whom go to community college to receive an education;

Resolved, That the Student Senate for California Community Colleges advocate against such legislation being introduced in California.

S 50 | S15: (S10 12.01) Student Trustee Employment

Whereas, California Education Code §72023.5 requires the board of trustees of each community college district to have at least one non-voting member to be selected by students and provides the general responsibilities and privileges of student trustees;

Whereas, California Education Code §72103 addresses eligibility requirements for any person to serve on a community college district governing board and states that when a college employee is elected, he/she must resign prior to swearing into office or be automatically terminated;

Whereas, There is ambiguity between §72023.5 and §72103 in that community college district governing boards may hold a student trustee accountable to the employment provision stated in §72103 when there is a potential conflict of interest for a student trustee; and

Whereas, The Attorney General Opinion 06-406 dated August 15, 2007, noted that when a community college student is a part-time student with a job on campus at the time he/she is elected to the district's governing board, §72103 "has no application to student trustees";

Resolved, That the Student Senate for California Community Colleges work with the Consultation Council to review the California Education Code, Attorney General's opinion, and the practices on local boards of trustees to ensure that the requirements for student trustees are clear, fair, transparent;

Resolved, That the Student Senate for California Community Colleges work with the Community College League of California to encourage boards of trustees to review their practices related to student trustees to ensure that students who are also employees of the district are not adversely impacted by policies or practices created for other college employees; and

Resolved, That the Student Senate for California Community Colleges report back at the Spring 2011 General Assembly on the progress of the Consultation Council review and the League's participation.

S 51 | S15: (S10 12.02) Program Vitality

Whereas, In a time of financial instability for California, California community colleges

are taking an 8% cut in funding;

Whereas, Many necessary programs at local colleges are being removed from their respective institutions without observing objective and subjective evidence about a programs' educational importance; and

Whereas, Many colleges do not have proper guidelines such as board policies, and administrative procedures and/or shared governance procedures to review the vitality of their respective educational programs;

Resolved, That the Student Senate for California Community Colleges remind colleges and districts of the mandated role given to students in college and district governance by Title 5, §51023.7, which includes “courses or programs which should be initiated or discontinued” as policies and procedures that have or will have a significant effect on students;

Resolved, That the Student Senate for California Community Colleges remind local boards of trustees that shared governance policies are mandated by state law and regulations and should be properly followed, even during difficult budget times; and

Resolved, That the Student Senate for California Community Colleges work with local senates to advocate for fair and equitable college and district processes to ensure that students are provided an equal voice in program and course creation, review and discontinuance.

S 52 | S15: (S10 15.03) Student Leadership Independent Study Programs & Policies

Whereas, Student leadership is vital to changing the course of the state's economic recession and for the restoration of educational funding;

Whereas, Student leadership requires the dedicated time and concerted efforts of individual students to protect and prioritize education;

Whereas, Students are effectively being penalized for their involvement as their dedication and participation often result in lowered grade point averages, higher stress levels, and over-all fatigue leading to apathy and despondence; and

Whereas, Students are learning invaluable life skills through practical application of these

experiences;

Resolved, That the Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges and system partners as well as local student and academic senates to develop directed, independent study courses or similar programs; and

Resolved, That the Student Senate for California Community Colleges work with the Academic Senate for California Community Colleges and system partners as well as local student and academic senates to develop policies that recognize and reward students for their active leadership and participation in civic engagement activities.

S 53 | S15: (S10 23.01) California Association of Students in Higher Education

Whereas, The Intersegmental Committee of the Academic Senates (ICAS) is a group of academic senate leaders from each of the three segments of public higher education in California—CSU, UC, and CCC—that meets for the purpose of jointly addressing matters of academic importance to all three segments;

Whereas, The University of California’s approximately 200,000 students are represented by the University of California Student Association (UCSA); and

Whereas, The California State University’s approximately 400,000 students are represented by the California State Student Association (CSSA);

Resolved, The Student Senate for California Community Colleges negotiate and propose that the SSCCC, CSSA and UCSA form an Intersegmental Committee of Student Senates or equivalent body of a mutually agreed upon name;

Resolved, That the Student Senate for California Community Colleges proposed Intersegmental Committee of Student Senates when presented to CSSA and UCSA meet on an as needed basis.

S 54 | S15: (S10 24.01) Halal Food Options

Whereas, A significant number of California community college students would prefer to have food available that meets halal requirements;

Whereas, 70% of Muslims in the United States follow a Halal based diet according to nationmaster.com;

Whereas, Halal food only refers to meat and poultry properly slaughtered by a Muslim according to Islamic rituals; and

Whereas, Food meeting kosher requirements is frequently offered at community college cafeterias, and cafeteria staff are informed of what foods meet kosher requirements;

Resolved, That the Student Senate for California Community Colleges support meeting the dietary needs of minority populations in the California community colleges.

S 55 | S15: (S10 24.02) Harvey Milk Day Recognition

Whereas, Many community colleges and universities hold events to recognize the struggles of many great civil rights heroes and diversity groups;

Whereas, Harvey Milk is the single most notable Lesbian, Gay, Bisexual, and Transgender (LGBT) advocate in the State of California and one of the greatest LGBT advocates in the world;

Whereas, Harvey Milk, like many of the great civil rights advocates including Martin Luther King Jr, and Caesar Chavez, fought and died for the rights of the LGBT community; and

Whereas, The State of California has established every May 22nd as Harvey Milk Day in recognition of his struggles and the struggles of everyone fighting for the civil rights of the LGBT community;

Resolved, That the Student Senate for California Community Colleges encourage all California community colleges' administrations and governing boards to recognize Harvey Milk Day as an official day of observance on college campuses; and

Resolved, That the Student Senate for California Community Colleges encourage local senates to advocate for the recognition of Harvey Milk Day on their college campuses.

Other

None

NEW RESOLUTIONS

Student Senate Council Sponsored

None

Region Sponsored

R 1 | S15: Increased Access to Financial Assistance for Self-Supporting Students

Region VI

Designee: Nicolas Steil, Santa Barbara City College

Whereas, there is a unknown yet substantial amount of students across the state that are facing or experiencing homelessness or a financial crisis while attending courses in the California Community College system that may drop, fail, or withdraw from classes in an attempt to rectify their situation,

Whereas, it is in the best financial interest of the student, the state government, and the federal government that a student receiving scholarships, the Board of Governors Fee Waiver and/or Federal Financial Aid Grants complete their coursework in the recommended amount of time as well as to produce higher educated workforce that will, over their lifetime, earn and proportionally pay more into state and federal tax system, strengthening infrastructure across the state,

Whereas, students experiencing a housing/financial crisis are more likely to pursue basic and fundamental support such as finding showers, finding food, securing storage, etc. rather than focusing on their coursework thus failing, dropping, or withdrawing from coursework, potentially wasting their time and money as well as the money of the government, and

Whereas, Community Colleges use funds received through tuition and fees drawn from enrolled students to fund programs, courses, and facilities throughout the campus as deemed necessary by the college, however a student may be denied access to these facilities since they are not enrolled in coursework requiring said facilities (such as being denied access to showers and lockers since they are not enrolled in a physical education department course).

Let it be resolved, that the Student Senate for California Community Colleges advocate for an emergency support program facilitated by Extended Opportunities Programs and Services

(EOPS) that would allow any students enrolled in a California Community College facing a financial/housing crisis the opportunity to shower in locker room facilities maintained by that college without the requirement of enrollment in additional coursework,

Resolved, that the Student Senate for California Community Colleges work with California Community Colleges Chancellor's Office to create an intake process for said program that will be implemented and facilitated by EOPS departments requiring students enrolled in said program to sign a Conduct and Liability contract as well as provide enrolled students with community resource information,

Resolved, that said program will cover access to shower facilities for current semester only and students will be required to make progress toward their educational goals while maintaining enrollment throughout the semester (verified by EOPS through student progress reports), and

Resolved, said program will record and provide limited data (in compliance with FERPA) on the number of students utilizing this program, the grades they received and the cost analysis for facility usage.

R 2 | S15: Improve Sustainability with Composting and/or Mulching

Region VIII

Designee: Brandon Gonzales, Orange Coast College

Whereas, California Community Colleges, resolve to move in the direction of encouraging sustainable means of processes that will increase the awareness of the impact of human ecological foot prints, this is done by providing systems of innovative thought to be a part of the Green Movement in California. As it stands, 1,200 pounds of organic waste per capita goes directly into landfills, which could be composted. The United States per capita level of waste annually is around 1,600 pounds; This means that the United States, containing 5% of the world population, contributes to 40% of gross international waste;

Whereas, California Community Colleges, seek to embed means of efficient waste management through ensuring the transformation of useful inputs to outputs. It is essential to maintain a sense of stewardship on campus through any reasonable means and a level of sustainability to provide educational opportunities for environmental science. There is a multitude of ways that this process can be developed and this includes scale, level of technology, and location. The process of initiation is by institutional case basis. The climate, budget, and space play a role in its initiative. Initial campus activity to sustainably process organic waste can include, but is not limited to, mulching, in-vessel composting, vermicomposting, industrial composting, and off-site composting.

Whereas, Through the development of an open system of circular flow, waste management at California Community Colleges can avert thousands of tons of unnecessary waste from moving into landfills. Johnson County Community College in Kansas is one example of a impactful composting in-vessel system that collects 2,000 pounds of compost per week and thus averted 17 tons of waste to the landfill within the 6 months of their infrastructure's development. California's UC system operates mechanisms of composting to move toward their goal of achieving Zero Waste by 2020. In 2008, the University of California school system reached 50% of that goal and in 2012 they reached 75% of that goal. Average costs for their systems of transport to the landfill reached \$72 a ton, while composting brought this cost down 33% at \$48 dollars a ton. UCI buys back its mulching production to facilitate landscaping that is now less expensive to fertilize. UC Berkeley started implementation of composting throughout 9 different buildings in 2010 through funding by grants from the Chancellor's Advisory Committee on Sustainability, The Green Initiative Fund and the Alameda County Stop Waste program. These systems are examples of the future of infrastructure development.

Whereas, Composting is not a new methodology of sustainability, it is time that the California Community colleges ignite the process of encouraging the creation of their own centralized composting and mulching systems to divert waste from landfills. This reduces carbon emissions and energy use through distributing the mass quantities of compost/mulch production to farmers: with then lowers their need for chemical fertilizers that are extremely energy intensive to produce. Organic waste is a fuel and resource that would serve the interests of sustainability to ensure healthy environments for California's students and future by utilizing its potential.

Resolved, That the Student Senate for California Community Colleges strongly encourage the Associated Student Organizations of the California Community Colleges to facilitate the process implementing the sustainable practices of mulching and composting on their campuses.

Resolved, That the Student Senate for California Community Colleges lobby in favor each year for a California State Budget that ensures that all California Community College districts are able to implement green initiatives for infrastructure development.

Resolved, That the Student Senate for California Community Colleges lobby in favor of all future state legislation that is related to sustainable practices on California Community College campuses.

Whereas Citations:

1. http://compostingcouncil.org/wp/wp-content/uploads/2014/05/FR2YW_BMP.pdf
2. <http://www.calrecycle.ca.gov/Organics/CompostMulch/default.htm>
3. <http://www.green-technology.org/ccsummit-09/directory.html>

4. <http://www.macalester.edu/academics/environmentalstudies/students/projects/srseminar2010/compostingimplementation.pdf>
5. <http://www.usi.edu/recycle/solid-waste-landfill-facts>
6. <http://www.jccc.edu/sustainability/projects/composting/index.html>
7. <http://www.universityofcalifornia.edu/news/uc-increases-composting-efforts>

R 3 | S15: Resolution Database

Region VII

Designee: Marco Marrufo, Los Angeles Harbor College

Whereas, the Student Senate for California Community Colleges has resolution archives and requires all of its operating committees that are assigned resolutions to create implementation reports (Resolutions Procedures p.9, #1). As these are kept as separate documents, there can be a disconnect and difficulty in finding information on passed resolutions and how they're being implemented by SSCCC (F'06-F'14 Resolutions, #2).

Whereas, the active resolutions archive that was disseminated is organized in a manner that makes it difficult to research active resolutions on a given topic without going through the entire 500+ page packet. To further note, the archive is simply a compilation of resolution disposition reports from all the past General Assemblies (F'06-F'14 Resolutions, #2).

Whereas, there is a difficulty in keeping institutional memory for resolutions as shown by an email that was sent to the SSCCC listserv containing a list of sunseting resolutions. Of the total 136 resolutions, 90 were marked with no statuses and senators were assigned to investigate what had happened to the resolutions so as to assign them either a COMPLETED, IN PROGRESS, or INFEASIBLE status (Sunsetting Resolutions, #3).

Whereas, it is unrealistic to expect the 30 SSCCC senators to implement all resolutions passed at General Assembly without involvement from Regions, ASOs, and, most important of all, students.

Resolved, that SSCCC works with the California Community Colleges Chancellor's Office to consolidate all resolution archives and implementation reports to create a Resolution Database that indexes and categorizes all Active, Sunset, and Completed Resolutions to improve institutional memory, accountability, and increase involvement from students.

Resolved, that the Resolution Database will have information on all resolutions including, but not limited to:

1. A complete copy of the resolution adopted along with the date of adoption.
2. The contact information of the lead senator assigned to said resolution.

3. Committee(s) the resolution was assigned to including minutes of all committee meetings where said resolution was discussed or action was taken upon.
4. A history of a resolution from adoption at a General Assembly to implementation, or failure of, the resolution that includes all implementation reports on said resolution.
5. A current status of the resolution. If for any reason a resolution is unable to be implemented, then a reason as to why shall be given here.

Resolved, that SSCCC will encourage participation from all students by working with CCCCCO to make the Resolution Database accessible to the public and a key feature on the SSCCC website that is easily navigable too.

Resolved, that the Resolution Database will be updated, at a minimum, once per semester on a sensible timeline.

Whereas Citations:

1. Student Senate for California Community Colleges Resolutions Procedures. (n.d.). Retrieved from https://docs.google.com/document/d/1wH7AYUZK_aOnjdMbKkahGy5cbOw5vNnD4yGz7zb-FOc/edit
2. F'06-f'14 Resolutions Packet. (n.d.). Retrieved from <http://studentsenateccc.org/Portals/1/SSCCC%20Resolutions%20Packets%20-%20Single%20File%20-%20F06%20to%20F14.pdf>
3. Public Dissemination of Sunsetting Resolutions - Spring 2015. (n.d.) Retrieved from https://docs.google.com/spreadsheets/d/14u3lbfHjkMer-Agmk_e1pO1wnIoGJHxFOUiLGTHGEGg/edit#gid=0

R 4 | S15: The Dream Resource Center

Region VII

Designee: Gerson Sanchez, East Los Angeles College

Whereas, the U.S. Department of Homeland Security has identified an estimate of three million undocumented immigrants, in the State of California, as of 2011 making up 24% of the entire undocumented population in the Nation (Passel 2008, #1).

Whereas, each year roughly 65,000 undocumented students graduate from high school, but less than 20% of these students enroll in college (Abrego & Gonzales, 2010, #2). Due to lack of social security number, undocumented students cannot secure legal gainful employment and are often charged non-resident fees. In California, undocumented students have access to college through the law: AB540, AB130, and AB131. While these state policies alleviate some financial burden, eligibility for such policies are limited but combined make college access and retention more realistic for some undocumented students.

Whereas, many undocumented youth, families, and educators are unaware and/or uninformed of these policies. California undocumented youth often navigate college via involvement in off-site organizations such as CHIRLA (Coalition for Humane Immigrant Rights of Los Angeles) and the California Dream Network which provide information, scholarships and various workshops for undocumented youth and allies. Yet, no centralized place exists on college campuses that provide specialized support services and resources designed for undocumented student success.

Whereas, legislation has been introduced in the California Assembly (AB1366) and State Senate (SB 247) to establish Dream Resource Centers at public K-12 schools and state colleges to support undocumented students in California. These bills aims to increase student success and foster an undocumented student receptive culture at all colleges through the following outcomes: 1) Increase translation of documents and materials for literacy of programs and resources vital to undocumented student recruitment and retention; 2) develop literacy of university, state, and federal policies affecting undocumented students; 3) enhance professional development and leadership skills; 4) increase on-campus engagement for low-income students; and 5) facilitate collaboration and networking between undocumented youth, peers, faculty staff, administrators, and community members.

Resolved, that the Student Senate of California Community Colleges support the enactment of AB1366 and SB247 to establish a Dream Resource Center to provide support and services to seek the retention of undocumented youth in college.

Whereas Citations:

1. Passel, J., Cohn, D. (2008, October 2nd). Trends In Unauthorized Immigration: Undocumented Inflow Now Trails Legal Inflow. Retrieved from <http://www.pewhispanic.org/2008/10/02/trends-in-unauthorized-immigration/>
2. Abrego, L., Gonzales, R. (2010, April 20th). Blocked Paths, Uncertain Futures: The Postsecondary Education and Labor Market Prospects of Undocumented Youth. Retrieved from http://www.academia.edu/1561813/Abrego_Leisy_J._and_Roberto_G._Gonzales._2010._Blocked_Paths_Uncertain_Futures_The_Postsecondary_Education_and_Labor_Market_Prospects_of_Undocumented_Youth._Journal_of_Education_for_Students_Placed_at_Risk_15_1

R 5 | S15: Divest from Companies Profiting from Human Rights Abuses in Palestine Region VII

Designee: Robert Gardner, Los Angeles Valley College

Whereas, The West Bank territory of Palestine is recognized by the Permanent Observer Mission of Palestine to the United Nations as a “belligerent occupation,” occupied by an occupying power, with characteristics of colonialism and apartheid, in violation of International Humanitarian Law (Israel Occupation and International Humanitarian Law, 1999, #1), (UN

expert calls for assessing legal status of prolonged Israeli occupation of Palestinian lands, 2010. #2)

Whereas, The United Nation's Rapporteur for Human Rights in the Palestinian Occupied Territories concluded that the occupation of the Palestinian territories resembles South African Apartheid, designed to dominate and systematically oppress the occupied people(Johnston 2007, #3), (Falk 2014, #4); and the Human Science Research Council of South Africa concluded in a study that the practices in the occupied territory results in colonialism and apartheid, prohibited under international law (Human Science Council Research Report, 2009, p.15. #5).

Whereas, The occupation continues to result in separate legal systems based on race (Human Rights Watch Reportl, 2010. #6), and segregated settlements are built in which Palestinians are not allowed to live—construction of these settlements are illegal under international law, a violation of Article 49 of the Fourth Geneva Convention. Transfer of a country's civilian population into occupied territories is illegal (UN Fact Sheet Report, 2012. #7), (Sherwood, 2013. #8), (Cumming, 2013. #9).

Whereas, Investment in these companies directly affect California Community College students—especially students whose families live in the occupied territories—who pay tuition that in turn, is invested into these companies; as a result, California and other National colleges have called for and passed divestment resolutions (UC divestment coverage, 2015. #10).

Resolved, That the Student Senate for California Community Colleges stand united with other National and California campuses, including, but not limited to: UCLA, UC Berkeley, UC Santa Cruz, UC Davis, UC Irvine, UC San Diego, and UC Riverside—as well as Stanford University, by passing this resolution to urge that the California Community College system examine it's financial holdings and divest from companies that profit from human rights abuses and international law violations in the occupied territories of Palestine, who continues to:

1. Help maintain ethnically exclusive settlements, illegal under international law, as practiced by companies such as RE/MAX, and others(Who Profits Report on Remax, #1), (UN human rights expert encourage corporations to withdraw from profit making in the illegal settlement enterprise, 2013. #2).
2. Help maintain other segregated systems such as buses and roads, in which companies such as Veolia and others profit (Stl-psc committee report. #3), (Global Exchange Report, #4).
3. Aid in the escalation of systematic ethnic cleansing of Palestinians from their homes by the use of bulldozers. Companies such as Caterpillar, among others, provide these materials that have been condemned by human rights groups (Garwood, 2010. #5), (Human Rights Watch Report, 2004. #6), (Center for Constitutional Rights Report. #7).

Resolved, That the Student Senate for California Community Colleges call upon the California Community College system to disassociate itself with any companies that engage in any form of discrimination, prejudice, or oppression against the population of Palestine based on race, ethnicity, religion, nationality, sexual orientation, and gender identity— along with any other human rights violations.

Whereas Citations:

1. Observer report “Israeli occupation and international humanitarian law - Conf. of High Contracting Parties to 4th Geneva.”: <http://unispal.un.org/UNISPAL.NSF/0/6B939C57EA9EF32785256F33006B9F8D>
2. UN fact sheet report “The Humanitarian Impact of Israeli Settlement Policy” (2012, December). http://unispal.un.org/pdfs/OCHA_HumImpact-Settlements.pdf
3. Sherwood, H. Guardian coverage “Israel must withdraw all settlers or face ICC, says UN report” (January 31): <http://www.theguardian.com/world/2013/jan/31/israel-must-withdraw-settlers-icc> Global Research published UN report “UN Report on Palestine: Military Occupation, Apartheid, Torture - Israeli Violations are "Deliberate, Organised, and Institutionalised" (2014, January 14): <http://www.globalresearch.ca/un-report-on-palestine-military-occupation-apartheid-torture-israeli-violations-a-re-deliberate-organised-and-institutionalised/5372212>
4. Human Science Research Council Report “Occupation, Colonialism, Apartheid? A re-assessment of Israel’s practices in the occupied Palestinian territories under international law” (2009, May): http://www.alhaq.org/attachments/article/236/Occupation_Colonialism_Apartheid-FullStudy.pdf
5. Human Rights Watch report “Israel/West Bank: Separate and Unequal. Under Discriminatory Policies, Settlers Flourish, Palestinians Suffer” (2010, December 19): “UN expert calls for assessing legal status of prolonged Israeli occupation of Palestinian lands.” (2014, March 21): <http://www.un.org/apps/news/story.asp?NewsID=47406#.VSeVhJMngOl>
6. Johnston, A. BBC coverage “UN envoy hits Israel 'apartheid'” (2007, February 23): http://news.bbc.co.uk/2/hi/middle_east/6390755.stm
7. Cumming, N. NY-Times “U.N. Panel says Israeli Settlement Policy Violates Law” (2013 January 31). <http://www.nytimes.com/2013/02/01/world/middleeast/un-panel-says-israeli-settlement-policy-violates-law.html> UC divestment coverage. Mondoweiss “In historic vote, UC Student Association endorses call for divestment in support of Palestinian rights” (2015 February 5): <http://mondoweiss.net/2015/02/association-divestment-palestinian>

Resolved Citations:

1. UN human rights expert encourage corporations to withdraw from profit making in the illegal settlement enterprise. “Deals linked to settlements in occupied territories could be ‘criminal’, UN expert warns” (2013 October 30): <http://www.un.org/apps/news/story.asp?NewsID=46379#.VSeqZtFFBjp>
2. Who Profits report on RE/MAX. (n.d.). <http://whoprofits.org/company/remax-israel-impact-property-developers>
3. Stl-psc committee report. (n.d.). http://www.endtheoccupation.org/downloads/Veolia_BeautifulFactSheet-Color.pdf
4. Global Exchange Report “Why Target Veolia?”. (n.d.) <http://www.globalexchange.org/economicactivism/veolia/why>
5. Garwood, E. Amnesty International “Caterpillar Inc’s Role in Human Rights Violations in the Occupied Palestinian Territories” (2010, December 23):

<http://blog.amnestyusa.org/middle-east/caterpillar-incs-role-in-human-rights-violations-in-the-occupied-palestinian-territories/>

R 6 | S15: Student Body Associations

Region II

Designee: Tami Dunning, American River College

Whereas, Education Code Section 76060 states “The governing board of a community college district may authorize the students of a college to organize a student body association; and

Whereas, The current language referring to student government organizations has not been consistent from the SSCCC; and

Whereas, each student body organization refers to itself as an Associated Student Body, Associated Student Organization, or other variations of a student body association; and

Whereas, The SSCCC has not been consistent in use of terminology regarding all student body associations in its writings and has instead used the terms ASO, ASB, and other designations interchangeably;

Resolved, That the SSCCC will refer to all community college student government organizations as Student Body Association unless referring to a specific school.

Whereas Citations:

1. CA Codes (edc:). (n.d.). Retrieved March 15, 2015, from <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=76001-77000&file=76060-76067>

R 7 | S15: Open Education Resources

Region II

Designee: Joe Stanton, Lake Tahoe Community College

Whereas, Digital textbooks reduce textbook manufacturing and distribution costs,

Whereas, Online courseware reduces grading costs and provides valuable metadata about student work, informing teachers on the needs of specific students, and

Whereas, by preventing the free distribution of course textbooks and software, copyright holders limit the extent to which students and schools may benefit from the aforementioned cost savings;

Resolved, That the Student Senate for California Community Colleges shall continuously support the establishment and maintenance of a public database of open textbooks and open courseware for free use by the California Community College, California State University, and University of California systems, the California public K-12 schools, California private schools, public and private educational institutions beyond California, and independent learners around the world,

Resolved, That the Student Senate for California Community Colleges shall recommend to amend California Assembly Bill 798 to include the California K-12 schools in the maintenance and use of the database,

Resolved, That upon imminent creation of the aforementioned database, the Student Senate for California Community Colleges shall strongly encourage the teachers of the California Community Colleges, California State University, University of California, and the California public K-12 schools to widely adopt open textbooks and open courseware in their curriculum, citing the potential benefits of freely distributable and modifiable textbooks and courseware, and

Resolved, That upon imminent creation of the aforementioned database, the Student Senate for California Community Colleges shall strongly encourage the California Community Colleges, California State University, University of California, and the California public K-12 schools to eliminate contractual obligations with textbook publishers.

Associated Student Organization Sponsored

A 1 | S15: Food Pantry Programs on California Community College Campuses

Butte College

Designee: Joy Nakabira, Butte College

Whereas, Some community college campuses in the state of California have a food pantry program that supports students on campus by providing non-perishable food to students in need;

Whereas, Underprivileged students have to battle hunger as well as rising costs of education and living expenses;

Whereas, Thousands of low-income students experience stress and depression caused by a lack of food, which threatens their academic success;

Whereas, Students cannot focus on their education and do not perform as well in class if they are hungry;

Resolved, That the Student Senate for California Community Colleges researches best practices for campuses to host food pantry programs;

Resolved, That the Student Senate for California Community Colleges strongly advocates for and distributes best practices for campus food pantry programs, via the regional structures and through available media.

A 2 | S15: Support AB 200

MiraCosta College

Designee: Geoffery Koch, MiraCosta College

Whereas, Sustained sources of funding for students to remain in college continues to be a barrier to education; and the Cal-Grant program is a program that provides grants to thousands of community college students each year.

Whereas, AB 200 would increase the number of Cal Grant A and B awards by 77,500 over the next five years.

Resolved, The Student Senate for California Community Colleges supports the passage of AB 200 by the California Legislature in the 2014-15 regular session; and therein the increase in Cal-Grant awards.

Whereas Citations:

1. Alejo, L., & Jones-Sawyer, R. (2015, March 11). California Legislature, Assembly Bill No.200. Retrieved April 4, 2015.

A 3 | S15: Support of AB.13 & AB.27 (Nonresident Tuition Exemption for Veterans/Special Circumstances)

MiraCosta College

Designee: Geoffery Koch, MiraCosta College

Whereas, Existing law generally requires community college districts to charge a higher tuition fee to nonresident students, AB13 and AB27 establishes a standard to exempt specified community college students from paying that nonresident fee.; and,

Whereas, AB13 additionally exempts students living in California and enrolled at a Community Colleges who are covered by the GI Bill namely Veterans; and,

Whereas, AB27 sets further standards for which veterans will be exempt from Nonresident tuition; and

Whereas, Assembly Member Chavez has introduced these two bills to address these needs,

Resolved, That the Student Senate for California Community Colleges Support the Nonresident Tuition Exemption Program outlined by AB13 and AB27; and,

Resolved, that copies of this legislation will be sent to relevant school officials and appropriate members of the California Legislature.

Whereas Citations:

1. Chavez, R. (2015, March 4). California Legislature, Assembly Bill No.13.
2. Chavez, R. (2015, March 4). California Legislature, Assembly Bill No.27.

A 4 | S15: Priority Registration for STEM Majors

Orange Coast College

Designee: Maren McClanahan, Orange Coast College

Whereas, A STEM major is defined as a major including life sciences (excluding medical sciences), physical/mathematics and social sciences, mathematics, computing, and engineering;

Whereas, SSSCC Resolution, IGETC for High Unit Majors, resolution number 15.01, Spring 2014, defines a STEM major as a high unit major, where high unit majors are allowed general education exceptions in both IGETC and CSU General Education Breadth Requirements (Tran, 2014);

Whereas, Under the Transfer Model Curriculum (TMC) of IGETC (includes unit count for CSU requirements) for STEM majors outlines the minimum unit count for General Education Breadth Requirements and required lower division preparation for each identified STEM major within the Community College system and its CSU and UC counterparts. Chemistry majors are required to complete a minimum 34 units of lower division preparation for major, Computer Science to complete a minimum 28 units, Geography to complete a minimum 18-20 units, Geology to complete a minimum 26 units, Mathematics to complete a minimum 18 units, Physics to complete a minimum 24 units, Biology to complete a minimum 32-37 units, Engineering (Electrical and Computer) to complete a minimum 35 units, and Engineering (Mechanical, Civil, Aero, Manufacturing) to complete a minimum 51 units. The minimum unit count of GE requirements for CSU and UC campuses is about 36 units, depending on the California

Community College Campus. Therefore, the average of the minimum unit count for lower division prep and GE requirements for STEM majors is 66.333, rounded to 66 units;

Whereas, A full time student is defined as taking 12 units per semester, and a year consists of 2 semesters, at a minimum average of 66 units, it will take a STEM major about 5.527 semesters to transfer with the minimum requirements for major, if 12 units are taken per semester and the student is able to register for all required classes. Rounded up to 6 semesters, the minimum average amount of time a STEM major will spend at Community College before transfer is 3 years;

Resolved, That the Student Senate for California Community Colleges urge California Community College Districts to amend the current registration process for the California Community Colleges to incorporate a priority registration for classes including the lower division preparation classes for major, but not General Education Breath Requirement classes, as articulated through TCM of IGETC for STEM majors, and all prerequisite or co-requisite courses for those lower division preparation classes in TCM of IGETC for STEM majors; the priority registration eligible to students with a STEM major, each class only available to each STEM major group based on the individual disciplines articulated in TCM.

Resolved, That the Student Senate for California Community Colleges lobby for legislation that seeks to increase funding in STEM related departments in California Community colleges.

Whereas Citations:

1. Tran, T. (2014, January 1). IGETC for High Unit Majors. Retrieved March 24, 2015, from <http://www.asccc.org/resolutions/igetc-high-unit-majors>
2. Transfer Model Curriculum. (n.d.). Retrieved March 24, 2015, from <http://www.asccc.org/sites/default/files/STEMTMCs.pdf>

A 5 | S15: Increased Access to Financial Assistance for Self-Supporting Students

Victor Valley College

Designee: Jazmin Gailey, Victor Valley College

Whereas, Many self supporting students are limited in their access to various forms of financial assistance due to the unwarranted dependant status in accordance with the Free Application for Federal Student Aid (FAFSA) requirements, and the narrow process offered to qualify for dependency override;

Whereas, The independent age to receive federal financial aid currently stands at 24, denying students who financially support themselves, but do not fall under the special circumstances

listed on FAFSA form sheet for independent status, access to financial aid as it is based on parent(s)/guardian(s) income rather than individual student merit; and

Whereas, The Higher Education Opportunity Act of 2008 (HEOA) granted that students whose parent(s)/guardian(s) refuse support, making them ineligible for dependency override, may still receive unsubsidized Stafford loans, while many California Community Colleges do not offer these loans in order to avoid the risk of student loan defaults, therefore excluding financial opportunities from “dependent,” self-supporting students; therefore

Resolved, That the Student Senate of California Community Colleges advocates that no student should be denied access to education regardless of the income status of their parent(s)/guardian(s), when the student is financially solvent and independent financially, age notwithstanding;

Resolved, That the Student Senate of California Community Colleges encourages FAFSA to lower the independent age to 21, to allow these students who do financially support themselves greater access to financial assistances for education; and

Resolved, The Student Senate for California Community Colleges acknowledges that financial aid in the form of loans are not measures that focus first and foremost on the learner; and advocate against endorsements of legislative bills or administrative decisions that push students towards getting loans.

A 6 | S15: Strategy for STEM Advancement, Opportunities, and Resources

Victor Valley College

Designee: Jazmin Gailey, Victor Valley College

Whereas, The federal government has made funding available for Science, Technology, Engineering, and Mathematics (STEM) programs within California Community Colleges, while action from the Department of Education and colleges themselves has yet to capitalize on this opportunity,

Whereas, The Student Senate of California Community Colleges (SSCCC) has yet to address the current need for resources provided to STEM majors which will improve the future of research, innovation, and technology advancement,

Whereas, The SSCCC recognizes the increasing importance of equal opportunity allowance for students pursuing STEM majors, and the effect that resource provision for their preparation has on their academic and career endeavors,

Whereas, Many California Community Colleges lack substantial STEM academic curriculum,

Resolved, That the SSCCC urges community colleges to establish STEM resource centers that offer student services related to STEM subjects, including, but not limited to:

1. Tutoring
2. Meeting rooms (for the purpose of a collaborative space for club meetings, peer-to-peer networking, etc.)
3. Study labs

Resolved, That SSCCC encourages equal opportunity and broadened participation offered through STEM resource centers through distributing electronic and tangible information regarding STEM opportunities, including, but not limited to:

1. Scholarships
2. Internships/jobs
3. Field trips/workshops

Resolved, That California community colleges capitalize on federal funding for STEM, through developing inclusive strategies to allocate sufficient classes in STEM subjects, support the inclusion of additional STEM transfer degrees, and provide the necessary faculty to accommodate established STEM programs.

A 7 | S15: The General Assembly Distance Resolution

Clovis Community College

Designee: Trevor Carr, Clovis Community College

Whereas, the Student Senate for California Community Colleges (SSCCC) is tasked with providing a voice for all of the community college students in California.

Whereas, General Assembly is the means by which students across the state to voice their concerns, opinions, and goals to the SSCCC, thus tasking the organization with both broad and specific policy directions.

Whereas, General Assembly has been hosted in Southern California for three (3) consecutive semesters.

Whereas this entails a disproportionate expenditure of funds by Associated Student Organizations (ASO's) to participate in statewide discourse and policy determinations, which contradicts the principle of equity that permeates California Community Colleges.

Be it Resolved, That the SSCCC hosts the General Assembly in the North, Central, and Southern areas of California in a rotation.

**A 8 | S15: Advocating for Accelerated Reading, Writing and Reason for ESL Students
San Diego Miramar College**

Designee: Olivia Light, San Diego Miramar College

Whereas, ESL students constitute in average 45% of the community college population and that they must pass the long pattern ESL English classes to reach their major prerequisite courses

Whereas, Many students spend a lot of money on certain ESL classes with not much effects on their improvement according to "Student's Satisfaction on ESL Classes Survey"

Many students are held in community college for as long as three to four years due to long pattern ESL course requirement

Resolved, That English 47a and other accelerated reading, writing and reason classes shorten the degree path for transfer student and save a big portion of time toward their educational goal.

Resolved, That the availability of these classes in all colleges prevents high transportation costs and transportation time for community college students.

Resolved, That since English 47a and other accelerated reading, writing, and reson classes accumulates three courses with non-transferable units in one semester, it provide more available spots for students to take their transferable courses.

**A 9 | S15: Required SB 967 “Yes Means Yes” Training for SSCCC Senators
American River College**

Designee: LeslieAnn Dameron

Whereas, Senate Bill 967 (SB 967) “Yes Means Yes” has been adopted into law as of September 28, 2014 and requires the governing boards of each community college district, the Trustees of the California State University, the Regents of the University of California, and the governing boards of independent post-secondary institutions to adopt policies concerning sexual assault, domestic violence, dating violence, and stalking that include certain elements, including an affirmative consent standard in the determination of whether sexual consent was given by a complainant, in order to receive state funds for student financial assistance; and

Whereas, The eligibility verification process and Ethics Training for local public officials pursuant to AB 1234, used in the verification and training of Student Senate for California Community Colleges Senators, does not currently include a training section that informs and teaches potential Senators about the adopted policies within SB 967; and

Whereas, In failing to require SSCCC Senators to complete “Yes Means Yes” instruction as part of their training, the SSCCC is not only neglecting to provide the tools with which SSCCC Senators may inform and protect their constituents, but also failing to adhere to the standards and requirements set forth in SB 967, be it

Resolved, That the Student Senate for California Community Colleges work alongside the Chancellor’s Office and other necessary associated organizations to create and implement a requirement along with the AB 1234 Ethics Training for local public officials that covers SB 967 and its contents including methods by which SSCCC Senators and their constituents may nurture an informed public and foster a safer school environment; and

Resolved, That the Student Senate for California Community Colleges Senators strongly recommend to their respective Regions that Associated Student Organizations within their jurisdiction promote the information included in the proposed training and remain supportive in a collective effort to eliminate the fear of and occurrence of sexual assault, domestic violence, dating violence, and stalking on California Community College campuses.

Whereas Citations:

1. Text. (n.d.). Retrieved February 5, 2015, from http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB967
2. AB 1234 Ethics Training for Local Officials. (n.d.). Retrieved February 5, 2015, from <http://www.fppc.ca.gov/index.php?id=477>

**A 10 | S15: Establishment of Restaurant Meal Program (RMP) at All California Community College Campus Cafeterias
Miramar College**

Designee: Olivia Light, Miramar College

Whereas, The purpose of the Associated Student (AS) leadership is to represent all regularly enrolled students of their respective community colleges in all matters relating to shared student governance;

Whereas, The CalFresh Program, federally known as the Supplemental Nutrition Assistance Program (SNAP), "can add to one's food budget to put healthy and nutritious food on the table

through the issuance of monthly electronic benefits that can be used to buy most foods at many markets and food stores;"

Whereas, California's Restaurant Meal Program (RMP) allows eligible EBT cardholders receiving CalFresh benefits "(formerly known as Food Stamps and federally known as Supplemental Nutrition Assistance Program (SNAP)," to purchase hot prepared foods at participating restaurants using their Electronic Benefit Transfer (EBT) cards;

Whereas, The California community colleges currently provide cafeterias where hot prepared foods can be purchased but do not participate in the Restaurant Meals Program;

Resolved, The Student Senate for California Community Colleges (SSCCC) advocate on behalf of such a program to be implemented at all California community colleges.

Whereas Citations:

1. (CalFresh Program, 2007, p. 1) Retrieved from <http://www.dss.cahwnet.gov/foodstamps/pg847.htm>
(Resaurant Meals Program, 2010, p. 1) Retrieved from
<http://ebtproject.ca.gov/CommercialInformatin/restaurant.shtml>

A 11 | S15: Advocate & Support of the AB 288

Shasta College

Designee: Abhirup Saha & Jesus Galeana, Shasta College

Whereas, it will provide High School students an opportunity to transfer to a CCC to invigorate their academic careers;

Whereas, they can attain a college level education which will increase their college level experience when they start college on a permanent basis;

Whereas, it will help high school students be college ready and increase their transfer rates from High School to CCC;

Whereas, it will increase the High School completion rates for students and allows student to take to take classes in CCC and up to 15 units per semester;

Resolved, SSSCC should support AB 288 bill.

Resolved, SSSCC advocate in passing the bill AB 288.

A 12 | S15: Support & Advocate of the bill AB 770

Shasta College

Designee: Abhirup Saha & Jesus Galeana, Shasta College

Whereas, research within California has demonstrated that an alarmingly small amount of students who enroll in remedial courses attain a post-secondary degree, credential, or transfer to a four-year institution,

Whereas, Student come under-prepared for attending college level courses and Student takes a longer time to graduate as they spend a lot of taking courses that bring them up to college standards and meet prerequisites for the courses which is required for their major,

Whereas, it will save the students a significant amount of money,

Whereas, AB 770 strives to alleviate this problem by giving community college districts the chance to apply to the chancellor for funds that will be used for methods that shorten remedial courses and fast-track student transfer rates,

Resolved, That SSCCC support AB 770.

Resolved, That SSCCC advocate for this for the best interest of the students.

Resolved, SSCCC creates a plan of action so that students benefits by helping different ASO to adopt or expand the use of evidence-based models of academic assessment and placement, remediation, and student support that accelerate the progress of under-prepared students toward achieving post-secondary educational and career goals.

A 13 | S15: Hydration Station Implementation

Antelope Valley College

Designee: Francisco Ferreyra, Oxnard College

Whereas, the state of California is experiencing one of the most severe droughts on record, yet California-based water bottle companies continue to extract water from unregulated groundwater resources and municipal supplies for next to nothing and sell it back to us for profit;[1] [2]

Whereas, 1,500 plastic water bottles are used every second in the US alone, and only 1 in 5 plastic bottles are recycled;[3] [4]

Whereas, institutions of higher learning have a responsibility to set an example in environmental sustainability and lessen our collective carbon footprint;

Whereas, campus hydration stations encourage eco-friendly reusable containers and provide clean, filtered, water essential to our health;

Resolved, that the Student Senate for California Community Colleges encourage and support local ASOs in exploring ways to install hydration stations/water filtration systems on their respective campuses;

Resolved, that the Student Senate for California Community Colleges encourage local ASOs to provide their respective students with information on our state water resources, the on-going drought, and how they can do their part to conserve.

Whereas Citations:

1. Julia Laurie, Drought Water Comes From The Most Drought-Ridden Places In The Country, MotherJones.com, August 11, 2014, <http://www.motherjones.com/environment/2014/08/bottled-water-california-drought>
2. Hanna Ellscury, 10 Startling Facts About Bottled Water, Banthebottle.net, October 25, 2012, <http://www.banthebottle.net/articles/10-startling-facts-about-bottled-water/>
3. Steve Scauzillo, California Has Entered Fourth Year of Drought, Water Experts Say, cadrought.com, February 26, 2015, <http://www.cadrought.com/california-entered-fourth-year-drought-water-experts-say/>
4. Petz Scholtz, The US Consumes 1500 Water Bottles Every Second, a fact by Watershed, Treehugger.com, October 15, 2009, <http://www.treehugger.com/clean-water/the-us-consumes-1500-plastic-water-bottles-every-second-a-fact-by-watershed.html>