

AB 1705 Resolution Template

Whereas, in the past decade the California legislature has consistently passed pieces of legislation designed to increase student access to equitable course placement in the California Community College (CCC) system and to streamline transfer processes;

Whereas, AB 705 was signed into law in 2017 with the aim to reduce lengthy remedial pathways within the California Community Colleges (CCC), establishing the need for a pathway to complete transfer-level math and English courses within a year;

Whereas, Title 5 § 55522 was enacted, going beyond the stated goals of AB 705 to increase access to transfer level courses and resulting in the effective banning of access to stand-alone pre-transfer classes;

Whereas, in 2022 AB 1705 was signed into law codifying the aforementioned Title 5 regulations, expanding beyond pre-transfer pathways and legislating transfer and degree pathways in STEM;

Whereas, California community college districts are no longer allowed to offer stand-alone foundational courses in mathematics and English, preventing students from enrolling in these courses even if it would be beneficial in their academic journeys, resulting in disproportionate drop and failure rates for historically underrepresented students;

Whereas, the prescribed corequisite model, while helpful to many students, is too accelerated and high-unit to be an adequate substitute for stand-alone foundational coursework which can help to prepare some students for academic success;

Whereas, the California Community Colleges are open-access institutions dedicated to addressing community needs and supporting local educational advancement and are, at their core, committed to equity, which requires flexibility in offering pathways to meet students where they are;

Resolved, that the California Community Colleges provide students the option to enroll in stand-alone pre-transfer coursework in math and English; and

Resolved, that the agency for making decisions regarding curricular and enrollment matters be returned to the individual students and faculty experts, who are most able to determine their needs to continue their educational journeys.