

# Resolution on Supporting Student Success and Access in Math and English

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<sup>1</sup> was signed into California law in 2017 with the aim to reduce lengthy remedial pathways within the California Community Colleges, establishing the requirement for a pathway to complete transfer-level math and English courses within a year;

Whereas, Title 5 § 55522 was enacted<sup>2</sup>, going beyond the stated goal of AB 705 to increase access to transfer level courses and resulting in the effective banning of access to stand-alone pre-transfer classes, with subsequent Chancellor's Office guidance memoranda leading to the complete elimination of stand-alone pre-transfer courses;

Whereas, in 2022 AB 1705<sup>3</sup> was signed into law codifying the aforementioned Title 5 regulations, expanding beyond pre-transfer pathways and legislating transfer and degree pathways in STEM;

Whereas, many California community college districts oppose legislation that censor and no longer allow stand-alone foundational courses in mathematics, reading, and English, preventing

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<sup>1</sup> <https://www.cccco.edu/-/media/CCCCO-Website/Files/Consultation%20Council/2019%20Attachments/0718-ab-705-implementation-memorandum-ada>

<sup>2</sup> <https://www.law.cornell.edu/regulations/california/5-CCR-55522>

<sup>3</sup> [http://www.leginfo.ca.gov/pub/11-12/bill/asm/ab\\_1701-1750/ab\\_1705\\_cfa\\_20120409\\_163201\\_asm\\_comm.html](http://www.leginfo.ca.gov/pub/11-12/bill/asm/ab_1701-1750/ab_1705_cfa_20120409_163201_asm_comm.html)

students from enrolling in these courses even if it would be beneficial in their academic journeys, and potentially resulting in disproportionate drop and failure rates for historically underrepresented students;

Whereas, the prescribed corequisite model<sup>4</sup>, while helpful to many students, is too accelerated to be an adequate substitute for stand-alone foundational coursework which can help to prepare some of our most underserved 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 at; therefore be it

Resolved, that the De Anza Academic Senate of the Foothill De Anza Community College District (FHDA) believes that the California Community Colleges should provide students the option to enroll in stand-alone pre-transfer reading and English, as well as mathematics courses prior to Calculus;

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

**Approved 6/9/2025**

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<sup>4</sup> <https://www.cccco.edu/-/media/CCCCO-Website/Files/Educational-Services-and-Support/ab-1705-implementation-guide-3-14-23-a11y.pdf>