

Curriculum Committee Members,

As mentioned in the [Standing Articulation Report](#) at yesterday's Curriculum Committee meeting, below are resources that historicize and contextualize current statewide, intersegmental (UC/CSU/CCC) discussion on *alternative* quantitative reasoning pathways to baccalaureate degree.

Also, included for your reference is the intersegmental language that requires intermediate algebra as a prerequisite for courses that seek placement in quantitative areas on baccalaureate degree GE breadth patterns. *This requirement is at the center of the alternative pathway discussion.*

These links are not exhaustive, but tell an interesting story. Tina Akers-Porter or other math faculty members may be able to provide additional resources or insights that I am unaware of.

Enjoy!
Letitia

LINKS

- Current alternative quantitative pathways: [Statway](#) and the [California Acceleration Project](#)
- CSU Office of the Chancellor Memo "[Statistics Pathway in Quantitative Reasoning](#)" (10/20/2015)
- ASCCC "[Quantitative Reasoning at the Baccalaureate Level: How We Arrived at the Moment and the Need for Further Dialog among All Faculty](#)" (11/2015)
- Academic Senate of the CSU, [Quantitative Reasoning Task Force Final Report](#) (8/1/2016)
- ASCCC "[Letter from ASCCC President re: \[Carnegie Math Pathways\] Correspondence](#)" (12/21/2016)
- [CSU Executive Order 1065](#) which establishes current GE breadth area criteria, including the requirement of a prerequisite of intermediate algebra for course placement on CSU-GE:B4 and IGETC:2.

Here's a screenshot from the [Guiding Notes for GE Reviewers](#):

Guiding Notes for General Education Course Reviewers

CSU GE-Breadth Area B4 and IGETC Area 2

Mathematical Concepts and Quantitative Reasoning

From Executive Order 1067:

Courses in subarea B4 shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

From the IGETC Standards 1.3:

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of intermediate algebra. Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement, as long as the course has intermediate algebra as a prerequisite and knowledge of intermediate algebra is necessary to be successful. An appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

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