

Differences in Pathways

While the philosophy and approach to each of the three pathways is the same, there are differences specific to each outcome course. The following table summarizes some main differences. Consult a pathway’s content competencies for more information.

TRANSITIONAL MATH		PATHWAY		
		STEM	Quantitative Literacy and Statistics	Technical Math
TRAIT	Mathematical goal	Use Algebra 2 skills and concepts successfully in College Algebra	Use numeracy and basic algebra skills in general education math courses	Use numeracy in a technical math course
	Mathematical outcome in a college course requiring extra attention in the transitional course	Transition from procedural algebra to graphical representations	Reading word-based problems and determining the needed algebraic and numeric concepts	Using numeric skills easily in a variety of applied situations
	Outcome college math courses	College Algebra General Education Statistics (M1902) General Education Mathematics (M1904) Quantitative Literacy (M1901) Elementary Math Modeling (M1907) Technical math*	General Education Statistics (M1902) General Education Mathematics (M1904) Quantitative Literacy (M1901) Elementary Math Modeling (M1907) Technical math*	Technical math*
	Consequence for students changing transitional paths	None	Subject to college placement policies	Subject to college placement policies

* The Transition to Technical Math course provides preparedness for most technical math courses that satisfy the math requirements for an AAS degree. Consult local technical math course requirements.

Note on Competencies

The competencies stated in this document comprise the minimum standards for a transitional math course. High schools and colleges may add to the minimum content as needed to support existing courses and address local employer needs provided there is sufficient time to address the required and additional content in the manner described here.

