**Position Statement of The American Mathematical Association of Two-Year Colleges: The Appropriate Use Of Intermediate Algebra As A Prerequisite Course**

**Approved by the DMC November, 2013**

**The Appropriate Use of Intermediate Algebra as a Prerequisite Course**

**Rationale**

The prerequisites should provide a foundation for optimal student success. The content of a mathematics course should determine the prerequisite level of mathematical literacy, skills, and knowledge necessary for successful completion of the course.

The content of intermediate algebra is generally an appropriate prerequisite to algebra-based courses in a calculus-based course of study, but not a universal prerequisite for all college level mathematics courses.

College-level courses outside of the calculus-based course of study can be better served by other prerequisite courses that are more appropriate and relevant for preparing students for non-STEM courses of study. The content of a course, as defined by the course description and learning outcomes, should determine its mathematical level, prerequisites, and transferability.

The purpose of this position statement is to support the development of multiple options into college-level courses.

**Whereas**

* The prerequisites of a mathematics course should be those appropriate to providing a foundation for student success in that course;
* The course description and learning outcomes of a mathematics course determine the prerequisite level of mathematical literacy, skills, and knowledge necessary for successful completion of the course;
* The equivalent content in intermediate algebra courses is generally required to master the content of algebra-based courses leading to calculus; and,
* The equivalent content in intermediate algebra courses is not required to master the content for most college-level mathematics courses not leading to calculus.

**Therefore, it is the position of AMATYC that:**

* Prerequisite courses other than intermediate algebra can prepare students for courses of study not leading to calculus.