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Faced with an increasing failure and withdrawal rates in remedial mathematics in community colleges for non-STEM students, we present alternative pathways for developmental algebra, which is critical for student advancement towards graduation. Often, non-stem students need a credit-bearing mathematics course to satisfy requirements for their degree. This talk will argue that while elementary algebra is important for certain disciplines, alternative pathways must be made available to students who struggle through it several semesters; who then often end up dropping out from college. There are several alternatives which integrate algebraic concepts into credit-bearing classes including statistics, fundamentals of mathematics (sometimes referred to as Liberal Arts mathematics), and quantitative literacy. These innovative pathways represent a cornerstone in the evolution of developmental mathematics

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