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Susan L. Ganter* (sganter@clemsun.edu), Dept of Mathematical Sciences, Box 340975, Martin Hall O-110, Clemson, SC 29634-0975, and **Joanne Caniglia** and **William Haver**. *The MAA Curriculum Foundations Project: A report from the workshop on mathematics and the arts and implications for the undergraduate mathematics curriculum.*

Since the 1950s, the MAA has had a major role in formulating recommendations concerning the foundational years in college mathematics instruction. Given the impact of mathematics instruction—especially instruction during the first two years—on other disciplines, there is a need for significant input from these colleagues to inform such recommendations. Much of this necessary information for the "mathematics intensive" disciplines has been gathered through a series of disciplinary workshops. These findings were published as *Voices of the Partner Disciplines* (Ganter and Barker, 2004) and contributed to MAA's national report on the undergraduate mathematics program (MAA, 2004). A second series of disciplinary workshops, focused on the social sciences and humanities, is now being conducted. This presentation will report on the results from the workshop on Mathematics and the Arts. Workshop participants included artists who express their work with mathematical themes and mathematicians who use artistry as a means of making the abstract concrete. The resulting report represents a consensus of artists, art educators, mathematicians, and mathematics educators on the mathematical needs of college-level students majoring in the arts. (Received September 08, 2008)