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Sheldon P. Gordon* (gordonsp@farmingdale.edu), Mathematics Department, Farmingdale, NY 11731. *Integrating College Algebra and Statistics to Meet Students' and Other Disciplines' Needs.*

Each year, about 1,000,000 students take College Algebra courses. Most of these courses were originally designed to prepare students for mainstream calculus and many are still offered in that spirit. However, perhaps only about 5-10% of the students who take these courses have any intention or need to take Calculus I and far fewer ever go on to start Calculus I. Most students take these courses because of requirements from other disciplines. And, in conversations between the mathematics community and leading educators from the other fields, it is apparent that what most of their students need is more exposure to statistics rather than manipulative algebra. This presentation will focus on ways to integrate statistical ideas and methods throughout a college algebra course to better meet the needs of the students and the other disciplines. The goal is to have the statistics arise in college algebra contexts, so that it becomes a natural mesh of the two rather than a disconnected add-on to a college algebra course. This approach is also in the spirit of the MAA's initiative to change the focus of college algebra and related courses. (Received September 13, 2006)