

1067-D1-1859      **Darcel Ford\*** (dford64@comcast.net), 5403 Riverfront Dr, Palmyra, NJ 08065. *Remedial Math and the Non-Traditional Learner (A Proposed Course Design)*.

With respect to pre-algebra taught to non-traditional learners in non-traditional learning environments, the daunting task facing educators is transforming students that are considered “non college material” into focused adult learners spirited on to complete their educational goals. The presumption here is that these students have the potential to make the transition to college algebra and then onto other analytically focused courses (finance, accounting, economics, statistics, etc.). To achieve these ends, a revamped remedial mathematical course will have to be developed and introduced. Given that the students that enroll into the remedial mathematics course severely lack the most basic mathematical skills, these students do not benefit from the usual mass teaching methods and are more likely to become disenchanted with the program and abandon their educational goals. This presentation and subsequent paper will discuss the methodology used to support learning objectives for the remedial mathematics student in the non-traditional learning environment. Topics will include: Course Placement in the Curriculum Course Design (Iterative Process) Student Orientation Pre and post test design The Math Czar (Received September 22, 2010)