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**Suzanne I Doree\*** (doree@augsborg.edu). *Not your mother's college algebra course – rethinking how we prepare students for quantitative reasoning across the disciplines.* Preliminary report.

Many of today's courses in college algebra were designed to prepare students for pre-calculus and, hopefully, calculus. Most of today's students in a college algebra course have other plans in mind. While a small percentage do continue to pre-calculus, and an even smaller percentage persist to calculus, the majority of college algebra students are preparing for courses in a range of quantitative disciplines – sciences, business or economics, statistics, computer science, and other mathematical sciences – and to become quantitatively literate citizens in today's society. This mismatch has led many of us to rethink both what and how we teach college algebra, often choosing to focus on more applied, context-based problems that will appeal to and better prepare this broad audience. For the past seventeen years we have taught a highly successful, 100% contextual, modeling-based "Applied Algebra" course to diverse learners at Augsburg College. This talk will overview the audience and content of this novel course and offer several specific examples of how the approach to content differs from the traditional approach. (Received September 21, 2010)