1125-O5-2729   **Jean W. Richard***, Department of Mathematics, BMCC, The City University of New York, 199 Chambers Street, New York, NY 10007, and **Daniela Bardac-Vlada**, **Susan Licwinko**, **Lucio M-G Prado** and **Bettina Hansel**. *Curriculum Innovations for Developmental Mathematics: Introductory Statistics with Algebra Workshops.*

Statistical concepts and models are among the most important for students majoring in Human Services, Criminal Justice and other non-STEM related fields. In most community colleges across the United States, students must be exempt from remedial algebra before registering for an introductory statistics course. For the majority of students, this presents a challenge since many do not successfully complete the remedial algebra course. We proposed that concepts of elementary algebra be embedded in a traditional introductory statistics course, allowing students to fulfill the remedial course in the same semester and receive college credit for statistics. This course was piloted for four semesters. This talk outlines the curriculum of algebraic concepts developed in a traditional introductory statistics course and shares our teaching experience. Additionally, we will describe how the students benefit in terms of attendance, passing rates and acceleration towards graduation at Borough of Manhattan Community College.