Will undergraduate mathematics faculty be ready for students who have participated in the Common Core State Standards? Will we be prepared to meet them where they are and take advantage of what they know and have experienced? Will we understand and embrace our broader role in mathematics education than we may have historically taken? Through a personal narrative of change occurring over 45 years of teaching undergraduates the presenter will share experiences with specific examples that make him believe teaching mathematics in context, with modeling and the full integration of technology for doing mathematics, is a reasonable way to embrace the transitioners and help them “Keep on truckin’.” (Received September 12, 2011)