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Roberto Carlos Pelayo* (rcpelayo@uci.edu), University of California, Irvine, Mathematics Department, Irvine, CA 92697-3875. *Improving Equity and Access in Mathematics Curricula.*

For many students, access to rigorous and appropriately-paced mathematics curricula in high school and university settings is a barrier to graduation and the completion of a STEM degree. While this access is largely a function of school funding and demographics, several educational policies are attempting to provide more effective curricular pathways. This talk will discuss these efforts, including a re-crafting of the traditional mathematics course sequencing at the high school level and a decrease in developmental course offerings at the university level. We discuss the impacts of these policies and highlight ways that higher educational faculty can contribute to these efforts. (Received September 16, 2019)