A. Dale Magoun* (magoun@ulm.edu), The University of Louisiana @ Monroe, Dept of Mathematics and Physics, Monroe, LA 71209-0575, A. Serpil Saydam (saydam@ulm.edu), The University of Louisiana at Monroe, Dept of Mathematics/Physics, Monroe, LA 71209, Charlotte H. Owens (owens@ulm.edu), The University of Louisiana at Monroe, Dept of Mathematics/Physics, Monroe, LA 71209, Elizabeth T. Smith (bsmith@ulm.edu), The University of Louisiana at Monroe, Dept of Mathematics/Physics, Monroe, LA 71209, and Stephen Richters (magoun@ulm.edu), The University of Louisiana at Monroe, Provost, Monroe, LA 71209. Integrating College Algebra with Modularity and Technology (iCAM&T): A first year Follow-up. Preliminary report.

Integrating technology into the college classroom has recently received much attention from the National Center for Academic Transformation (NCAT). Under their roadmap to redesign (R2R) criteria, mathematics classrooms at many universities have incorporated new approaches to student learning. This paper discusses each of the major components of designing a new modular, technology-based curriculum, the development of a mathematics resource center to support the curriculum, and the first year results of the implementation of R2R at our university. (Received July 23, 2008)