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We redesigned a PreCalculus course to fit the “flipped” classroom model where students would have an increased opportunity to engage in meaningful classroom experiences so that they can make connections to mathematics content across disciplines. A total of four Pre-Calculus classes were “flipped” - 2 in Fall 2013 and 2 in Spring 2014. In this presentation we will highlight and describe:

- our vision and the reason for choosing Pre-Calculus as a candidate for “flipping”
- the background research and preparatory work (such as the backward course re-design process, the significant learning goals and components of the flipped model implemented, the activities developed, student and faculty surveys, course template and choice of interactive technology)
- the structure of the course
- the technology used to engage students daily in class.
- the active learning strategies implemented

- the quantitative and qualitative assessment results

We believe that this road map will be beneficial to anyone interested in “flipping” a course. This ongoing work is funded by STEM Initiative II Grant from the USG Board of Regents. (Received September 10, 2013)