

1154-A5-2749 **Topaz H Wiscons*** (topaz.wiscons@csus.edu). *Designing, Coordinating, and Supporting Active Learning for Multi-Section College Algebra Courses.*

In August 2017 The California State University (CSU) issued Executive Order 1110, which effectively eliminated all pre-baccalaureate developmental mathematics courses across all campuses of the CSU. In response to this, CSU, Sacramento (Sacramento State) introduced two new entry-level baccalaureate credit-bearing college algebra courses in Fall 2018: one developed for STEM majors and one developed for non-STEM majors. Both courses were designed to be taught using inquiry-based methods to elicit student engagement, strengthen analytical ability, and increase student confidence and self-reliance. To uphold the objectives of the course design and to support the course instructors, these courses are coordinated and course materials are provided to instructors. In this talk, I will share how these two courses are coordinated across 39 sections and 28 instructors (primarily part-time instructors and graduate students) in Fall 2019 and the parameters that informed our coordinating decisions. I will discuss what we have learned from our efforts to support both instructors and students, including professional development for instructors. Finally, I will report student anecdotes and the impact this redesign has had on student success in algebra at Sacramento State. (Received September 17, 2019)