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In an effort to improve student success in College Algebra, the presenters are transforming sections of College Algebra from a primarily lecture based format to a flipped classroom. The desired effects of this initiative are to improve students' performance and appreciation of mathematics by increasing student engagement, and making the material more accessible to students.

The design of this flipped course includes pre-class videos to be viewed by students along with on-line homework of easier computational-type problems, and in-class activities/exercises with an emphasis on applications. This presentation will include the theory behind a flipped classroom, details of the course design and materials, outcomes, and future plans. (Received August 29, 2012)