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**Abigail L. Higgins\*** (ahiggins@math.wsu.edu), Department of Mathematics and Statistics, Washington State University, PO Box 643113, Pullman, WA 99164. *Student Agency and Engagement in an Active-Learning Business Calculus Class.*

Business calculus at my institution covers the derivative, the integral, and their applications. This course is a requirement for every major within the school of business. This results in a high volume of students taking this course each semester. Through my own experience teaching this course and interviews with students, I found that many of these students perceive the content to be irrelevant. Student participation in this course tends to be quite low.

The design of my course was intended to provide students with opportunities to be active in class and emphasized applications of the derivative and the integral. I video- and audio-recorded each class session and identified three students during the semester who seemed to represent three different ways of engaging and achieving agency. These students were interviewed.

This project seeks to address concerns with this course (see first paragraph). In the context of my classroom, I consider student agency to be supportive or resistive moves to instructional design, classroom norms, and prescribed curriculum. What are the student moves in response to these dimensions of structure? What do these moves indicate about a student's agency or engagement? What instructional practices support student agency? (Received February 08, 2017)