1163-97-267   **Tracy Weyand*** (`weyand@rose-hulman.edu`). *Assigning versus integrating: How a skeptic became a believer.*

During the summer of 2018, I attended SIMIODE's MINDE workshop with the goal of finding more projects that I could assign my students to provide them with the opportunity to apply what they learned in class. When I left the workshop, I was still a skeptic of both the modeling-first approach and the ability to fit this in with the required curriculum. Even though I assigned new projects that fall, it didn't appear to have a positive impact on my students. I slowly started working towards "integrating" modeling rather than "assigning" modeling, as was introduced to me in the workshop. That was when I noticed a difference from my students, and that is when this skeptic became a believer.

I will describe how I am slowly transitioning my course(s) to incorporate more modeling without overburdening myself and while keeping to a common course schedule/curriculum. I'll explain several ways I have found, adapted, and integrated modeling into my course(s), and how this process has led to the publication of some of my modeling scenarios by SIMIODE. I will also note similarities and differences I have noticed from my students throughout this process. (Received August 31, 2020)