

1067-K1-1465

Charles R. Hadlock* (chadlock@bentley.edu). *Opportunities and Challenges in Incorporating Service-Learning in Mathematical Sciences Programs.*

Except for statistics and mathematics education, most math faculty would probably be hard pressed to point to good and convenient opportunities to incorporate service-learning in the math curriculum. To be sure, there are many challenges associated with arranging projects that make a meaningful contribution to the learning process and that are practical for a teacher to set up and supervise. Several years ago, the MAA asked me to put together a book on service-learning, as math had been distinctly absent from a series on service-learning in the disciplines that had been published by AAHE. As the result of a broad survey of the community and written contributions from many inspiring and energetic colleagues, this book was published by the MAA in 2005 (<http://www.maa.org/pubs/hadlock/index.html>). This talk will emphasize some of the largely untapped opportunities I see in mathematical service-learning, and it will also address the larger institutional context and how this can help faculty find the right model for implementation. (Received September 21, 2010)