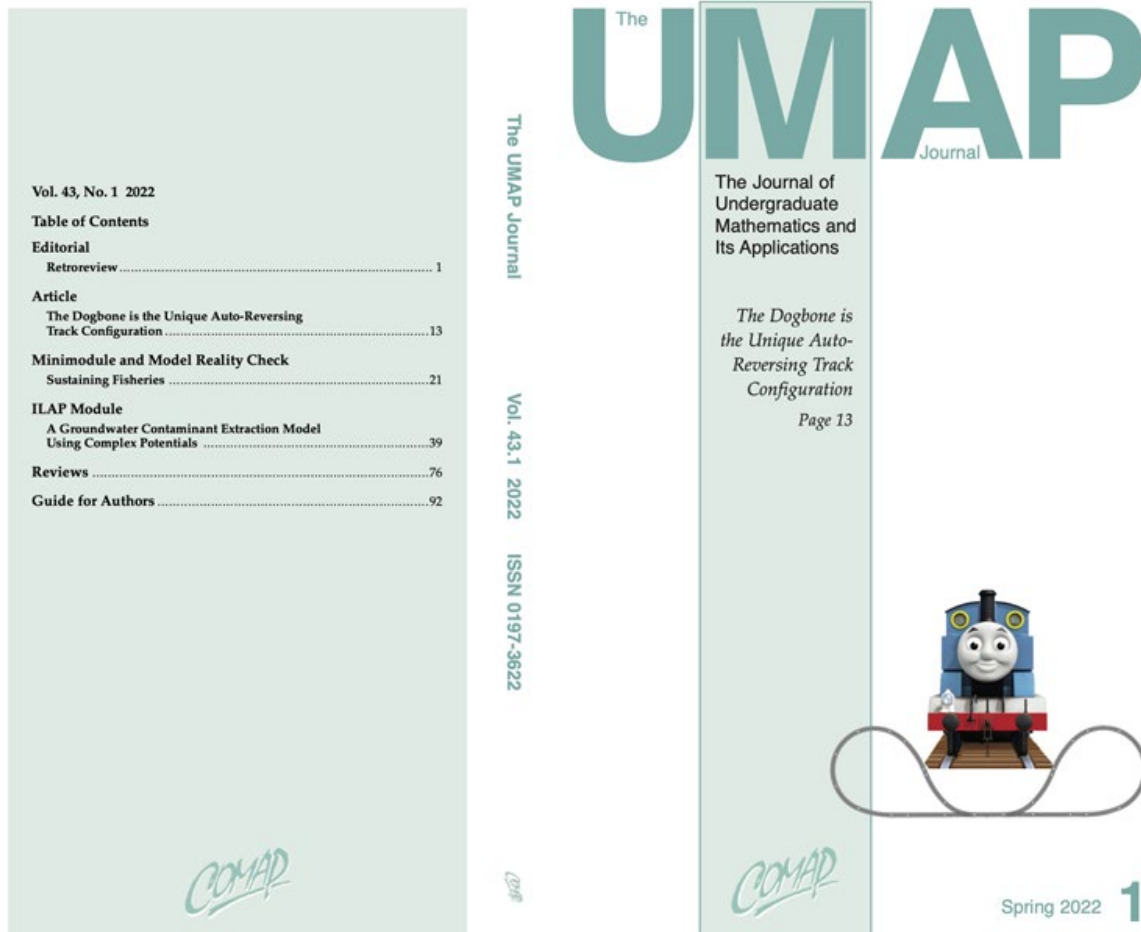




The UMAP Journal of Undergraduate Mathematics and Its Applications

The UMAP Journal publishes materials on **mathematical modeling and applications of mathematics at the undergraduate level**. Authors have included research mathematicians, college mathematics instructors, and college students (recently even a high school student).

The Journal publishes various kinds of materials. We list them below, with each linked to a sample from a past issue.

A **Model Reality Check** compares a mathematical model to the original real-world context

A **UMAP Module** is a teaching/learning module that states the target audience, the mathematical prerequisites, and the time for completion, together with exercises (with solutions) and often a sample exam.

An **ILAP Module** (Interdisciplinary Lively Application Project) is a student group project, jointly authored by faculty from mathematics and a partner department.

A **Minimodule** is a short piece (6–12 *Journal* pages) that differs from an article in having exercises with answers.

A **Teaching Modeling** article offers tips, techniques, and advice for teaching mathematical or interdisciplinary modeling.

A **MathServe** piece reports on a collaboration that uses mathematics to address social, health, or environmental challenges in a community. A **Data Detectives** MathServe researches data questions posed by a leader of a community organization tackling systemic problems.

On Jargon columns explain mathematical terminology or notation.

And, of course, contributions are welcome also for **Articles**, **Reviews**, and **Guest Editorials**.

Two of the annual issues publish problems, Outstanding student solution papers, and commentaries from COMAP's Mathematical Contest in Modeling (MCM) and Interdisciplinary Contest in Modeling (ICM).

An author considering a topic, or deciding on a format, is welcome to consult either the editor or an associate editor (see the masthead of any issue).

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