

1106-VU-1656 **Mary H Williams*** (s-mwilli34@math.unl.edu), 215 Henzlik Hall, Lincoln, NE 68505, and
Ruth Heaton and **Wendy Smith**. *Understanding One Faculty Member's Experience Teaching College Algebra*. Preliminary report.

For large Universities, teaching College Algebra is largely delegated to graduate teaching assistants(GTAs), while decisions about College Algebra curricula and logistics tend to be made by faculty. Such faculty typically do not teach College Algebra regularly and may not be familiar with the student demographics in these lower-level courses. While this arrangement is logical in many ways, it creates a disparity between the intended and the enacted curriculum of the course. For one Midwestern University, which is trying to change the pedagogy and success rates of freshman-level mathematics classes, one senior faculty member decided to teach a section of College Algebra. The purpose of this narrative research study was to capture this professor's experiences teaching College Algebra, to more deeply understand how this experience might affect the professor's teaching and gather feedback that could improve future teaching lower level courses. Implications of this research include helping other large Universities consider (a) what faculty might need to know in order to better develop College Algebra curricula and effective teaching strategies; (b) how similar experiences can impact the teaching practices of tenured faculty; and (c) how to better prepare GTAs to teach College Algebra. (Received September 14, 2014)