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Natasha Speer* (speer@math.umaine.edu), **Erin Vinson**, **MacKenzie Stetzer** and **Laura Millay**. *The University of Maine's Program to Incorporate Undergraduate Teaching Assistants into Faculty Course Reform Efforts.*

We created the Maine Learning Assistant (MLA) program based on positive outcomes of Learning Assistant (LA) programs at other institutions and sought ways to incorporate the program into other course reform efforts on our campus. Our program combines the LA model with a faculty course reform grant program. Faculty propose to introduce research-based, active learning instructional practices or enhance use of those practices already in place. As with other LA programs, undergraduates new to the program enroll in a teaching seminar. In addition, MLAs participate in weekly course preparation meetings with faculty instructors for the course. The program has run for seven years with a total of 45 STEM faculty and 344 MLAs. Courses involved include pre-calculus and three courses in our calculus sequences. We will provide an overview of the program design and a description of the professional development MLAs receive via the combination of the seminar and course preparation meetings. A particular focus will be challenges and opportunities we encountered when implementing the program with multiple mathematics faculty and in multi-section coordinated courses. We will also share findings from our program evaluation efforts and lessons we have learned about professional development needs. (Received September 25, 2018)