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This presentation describes using an inquiry-based learning approach in two mathematics courses at the University of Arkansas at Little Rock, Intro to Proofs and Advanced Calculus. Two mathematics department faculty members were involved in developing these courses with the IBL approach. Our talk will cover warm-up activities (challenge problems to get the students comfortable working together), and the approaches we used in class to encourage students to write their proofs and work problems in a group setting, and to gain confidence in their abilities to communicate with others. The primary textbook for both courses was a set of class notes, one on Intro to Proof and the second on Advanced Calculus. Both courses represented a trial run, which proved successful. As a result, Introduction to Proof, is now required at the sophomore level for all mathematics majors and Advanced Calculus is required for some of our degree programs. The authors express their appreciation to the Educational Advancement Foundation for financial support, and to Mike Starbird and his colleagues at the University of Texas at Austin for generously allowing us to attend well-established and well-designed inquiry-based learning classes on their campus. (Received September 17, 2013)