Expanding on last year’s highly acclaimed series of themed short sessions, the AMATYC Academic Committees took your suggestions and organized four new separate themed presentations for the 2003 AMATYC Conference to be held November 13-16 in Salt Lake City. Three themed series will run simultaneously Thursday morning to allow attendees to sample short, 15 minute talks from each. Themes will include:

- Best practices in placement and assessment
- Technologies and instructional techniques proven effective in distance learning
- “Wow! It’s Working!”—techniques to increase student success

These will be followed by “Math on the Web” featuring 30 minute demonstrations designed to whet your appetite for innovative ways to use the Internet in your classroom and for delivery of online course material.

Learn from and be challenged by Thursday’s keynote speaker, Eric Jolly, as he shares his views on “Bridging Homes and Schools: Education in a World of Diversity.” Test your mathematical abilities during Saturday morning’s Awards Breakfast as keynoter Joseph Gallian applies an interesting problem solving technique in his humorous “Breaking Drivers’ License Codes.”

AMATYC is pleased to present “The Scholarship of Teaching,” featuring recognized authorities Tom Angelo and Donna Duffy. On Friday, Angelo will present a special session open to all followed by an in-depth symposium. The topic will be further explored during the conference with a selection of workshops and talks designed to provide practical, useful ideas for developing your own classroom research projects.

Teri Glaess is organizing a new edition of our poster session sponsored by the Grants Committee and the National Science Foundation (NSF) featuring grant projects funded by NSF and implemented by colleges just like yours. Meet the project directors and discuss ways in which their work can benefit your students.

Another highlight will be “Math and Music” by Steve Gadbois, and look for the return of Janet Tarjan’s exceptionally popular math songfest. All this, plus talks on nearly any topic applicable to the two-year college mathematics classroom awaits you in Salt Lake City’s “Prime Time for Mathematics,” also known as the 2003 AMATYC Annual Conference. See you there!!!!

Note: Reservations will be accepted for Angelo’s symposium using the same process as for workshops. Look for details in the miniprogram in August.
Research says” … Words that one hears more and more in mathematics education. The No Child Left Behind law demands research-based programs of study for K-12.

An excellent series of articles in the NEA Thriving in Academe series, by Virginia Lee, North Carolina State Univ, told me the following, which I am extensively paraphrasing or quoting where indicated, with permission. See her excellent article in the June 2002 edition, which can be found at the NEA higher education website, www.nea.org/nea.

In an effort to make college teaching a valued activity, twenty years ago Lee Shulman codified teacher knowledge. He said it includes knowledge of learners and their characteristics—and a working understanding of how people learn, distilled from the growing body of research in psychology, education, and, increasingly, neuroscience on learning.

Chickering and Gamson distilled years of research in higher education into “seven principles for good practice in undergraduate education:
1. Encourage student-faculty contact;
2. Encourage cooperation among students;
3. Encourage active learning;
4. Give prompt feedback;
5. Emphasize time on task;
6. Communicate high expectations;
7. Respect diverse talents and ways of learning.”

The constructivist theory of learning is advocated by learning experts. It says that learning is constructing meaning. Students need to explore and be actively involved in learning. It stresses conceptual learning, and research has shown that for K-12 at least this is indeed better than simple learning of algorithms and facts.

A range of classroom practices is consistent with constructivism including problem-based learning, group work to promote individual learning, projects, and writing assignments.

The Committee on Developments in the Science of Learning of the National Research Council has published “How People Learn: Brain, Mind, Experience, and School,” a synthesis and compendium of research in psychology, education, and neuroscience (National Academy Press). It advances three key findings related to the role of students: prior knowledge in learning, the development of competence in an area of inquiry, and metacognition, each of which has far-reaching implications for teachers.

Prior knowledge is seen as “probably the most important determinant in new learning.” At the risk of over-simplifying, this means, among other things, building on what students know. The example that comes to my mind is teaching students about having $20,000 invested in two accounts, paying 5% and 8% interest…. when many of them don’t understand the basics of computing interest on one account. Our texts don’t review that—in fact it really needs teaching, in developmental courses—and many teachers jump into these problems not knowing what their students don’t know. I remember working with a developmental student on the perennial two trains leave towns A and B problems and, on a hunch, asked, if you went 50 mph for two hours, how far would you travel. The answer: About 35 miles? There wasn’t much prior knowledge there upon which to talk about one train, much less two!

Learning is context-dependent and should be acquired through experience and involvement in real-world situations. We learn in the context in which we will ultimately use the knowledge and skill rather than in the abstract, context-less environment typical of the traditional classroom. Again, that “teaching in context” concept does come to mind.

Structured reflection must be a part of learning. How else will students connect their experience and hands-on or group activities to course material and concepts. Journals, group discussion, and writing assignments can support this pillar of learning.

Hey, we teachers could use a good dose of reflection on our profession. Too bad we are so busy in the classroom. Nevertheless, at the AMATYC Salt Lake City conference, Tom Angelo, a nationally recognized expert on what is called “The Scholarship of Teaching” will present a colloquium related to the idea of the mathematics educator as an introspective scholar of teaching. Perhaps I’ll see you there.
The Mathematics Excellence (ME) Award Committee continues to invite nominations for the next AMATYC Mathematics Excellence Award, which will be presented at the 2004 AMATYC Annual Conference in Orlando, FL. You may nominate yourself or a colleague. The following information is required for each nominee:

1. A resume or vita, not to exceed 3 pages, and
2. Three letters in support of the nomination. (This will include the letter of nomination.)

The letters should address the nominee’s accomplishments within each of the criteria listed below. Nominees will be individually rated, based on the criteria, by the ME Award Committee, which consists of a representative from each of AMATYC’s eight regions. In an effort to compare all candidates on the same basis, any additional materials submitted will not be considered.


The selection criteria are: national reputation, leadership and activities in professional organizations, professional talks and presentations, awards and grants received, publications, professional activities on a state, regional, and national scale, teaching expertise, and other contributions to mathematics and/or mathematics education. More information about the ME Award can be found at www.amatyc.org or by contacting Susan S. Wood, ME Award Committee Chair, at swood@jsr.vccs.edu.

Submit nomination materials to:
Susan S. Wood, AMATYC Past President
J. Sargeant Reynolds CC
PO Box 85622
Richmond, VA 23285-5622

Crossroads Corner...

The AMATYC CrossroadsRevisited Project held a meeting of its Writing Teams at Lakeland CC in Kirtland, OH, on March 28-29, 2003. Meeting host was CrossroadsRevisited Editor Richelle Blair, Professor Emeritus at Lakeland CC. Twenty-eight individuals from across the country and Canada who serve as Section Writers, Writing Team Chairs, and Planning Team Members met to advance the project activities. Discussions centered around students and learning, mathematics content, faculty and teaching, institutions, and outside communities.

The goal of Crossroads Revisited is to update, revitalize, and build upon the 1995 Crossroads to create a product that communicates a renewed vision and guidelines for curriculum, pedagogy, research, professional development, and assessment for two-year college mathematics education. The focus at this time is on producing a short written document. Later, implementation packages that use a variety of media to enhance and extend the document will also be developed. The rollout of the new materials is scheduled for 2006.

Look for two Crossroads Revisited Worksessions in Salt Lake City where your voice can be heard, or for a Crossroads Revisited focus group at a nearby affiliate conference. For more information, visit www.amatyc.org, or contact the Lead Project Director, Susan S. Wood, at swood@jsr.vccs.edu, or either of the Project Co-Directors, Phil Mahler, mahlerp@middlesex.cc.ma.us, and Sadie Bragg, sbragg@bmcc.cuny.edu.

American Mathematical Association of Two-Year Colleges

2004 AMATYC Mathematics Excellence Award
by Susan S. Wood

May 2003
The National Association of Community College Teacher Education Programs (NACCTEP), a new national organization highlighting teacher preparation initiatives in two-year colleges, recently held its inaugural conference, *Blazing the Trail: Pioneering Community College Teacher Education Programs* in Phoenix, Arizona, March 14-16, 2003, in conjunction with the League for Innovation in the Community College Innovations Conference. More than 100 speakers and presenters led panel discussions, programs, and workshops. Leading education organizations involved in the conference include Education Commission of the States, American Association of Colleges in Teacher Education, National Science Foundation, The American Board, National Council on Teacher Quality, Phi Theta Kappa, American Association of Community Colleges, Stevens Institute of Technology/CIESE, Bank Street College, and CalTeach. The conference included grants showcases, panel discussions, poster sessions, and keynote presentations by leading authorities. The Conference highlighted quality teacher preparation programs and program development, online programs, a Teacher Education National Issues Panel, certification issues, state standards, and recruitment and retention concerns. Several AMATYC members presented sessions and the AMATYC NSF Teacher Preparation Grant was featured in a Poster Session.

NACCTEP is an organization of community colleges, community college staff and students in teacher education programs and partners in universities, professional associations, and industry. The NACCTEP mission is to promote the community college role in recruitment, preparation, retention, and renewal of diverse preK-12 teachers, and to advance quality teacher education programs in the community college. For more information, visit www.nacctep.org.

Sue Parsons, co-Principal Investigator of AMATYC’s NSF Teacher Preparation Grant, former AMATYC West Vice President, and Director of the Teacher TRAC Program at Cerritos College (CA), was elected NACCTEP’s first President-Elect. She will assume that office in July 2003. Also elected as Members-at-Large were Steve Kinholt of Green River CC (WA) and Susan S. Wood of J. Sargeant Reynolds CC (VA).

The Tenth International Congress on Mathematical Education (ICME-10) will be held in Copenhagen, Denmark, July 4-11, 2004. For the second time in its forty-year history faculty and administrators from two-year colleges and similar institutions around the world will meet to discuss problems and issues common to all. The forum will be **DG 21: Current problems and challenges in non-university tertiary mathematics education.** A “Discussion Group” is designed to gather a group of Congress participants who are interested in discussing, in an interactive way, controversial issues pertaining to the theme of the Discussion Group. There will be no oral presentations in a Discussion Group, except as an introduction by the organizers of the Group to provide the background and framework for discussion. However, information and position papers are expected to be made available to Group participants in electronic form prior to the Congress or in paper versions on the spot.

Marilyn Mays, former president of AMATYC and member of the United States National Commission on Mathematics Instruction, will co-chair the group along with Sergiy Klymchuk from New Zealand. As always, one of the principal languages of the Congress will be English. Anyone interested in participating is asked to contact Mays at memays@dccd.edu or at North Lake College, 5001 MacArthur Blvd, Irving, TX 75038-3899. For more information on the Congress go to the Congress website at www.icme-10.dk.

For previous Congresses, travel awards have been made available to assist several representatives with travel expenses. Watch for information on making application for these awards on the AMATYC and NCTM websites.
Preparing Mathematicians to Educate Teachers

The Mathematical Association of America, in collaboration with other mathematical science organizations, has launched a multifaceted project, titled Preparing Mathematicians to Educate Teachers (PMET), to help mathematics departments enhance their capacity to improve K-12 mathematics teaching. It is supported by a $3,000,000 grant from the National Science Foundation. Co-funding from Texas Instruments is also anticipated. Bernie Madison of the Univ of Arkansas and Alan Tucker of SUNY-Stony Brook are the PMET project directors.

The PMET initiative will have three major components:

(i) Faculty Training: mini-courses at professional meetings and a variety of longer summer workshops;
(ii) Information and Resources: articles in professional journals, panels at meetings, multi-media websites, and hard-copy material dissemination to support faculty instruction for teachers;
(iii) Mini-grants and Regional Networks: to nurture and support grassroots innovation in teacher education on individual campuses.

This summer there will be four PMET workshops for mathematics faculty, three about elementary teacher preparation and one about secondary teacher preparation. The PMET grant will cover room and board for participants. For more information about this summer’s workshops, see the PMET website, www.maa.org/pmet.

Initially there will be PMET regional networks in California, Nebraska, New York, North Carolina, and Ohio. A major concern of these regional networks will be promoting better articulation in the mathematical education of teachers between two-year and four-year institutions. It is estimated that the majority of future elementary school teachers receive some or most of their mathematical education at two-year institutions.

The prime motivation for the PMET project is the shortage of mathematics education specialists. As mathematics departments seek to offer high-quality preservice and in-service courses on the mathematical knowledge needed for K-12 teaching, they face a major challenge in finding qualified instructors. Mathematics faculty know the mathematics well but are normally ill prepared to help teachers connect it appropriately to K-12 instruction. Many need assistance with appropriate instructional strategies for helping their students make these connections as well as information about the mathematical issues that arise in day-to-day K-12 classroom lessons. The PMET initiative will provide training and assistance for mathematics faculty teaching courses for future and current teachers.

A M A T Y C Professional Development

Now is the time to begin planning professional development activities for the next academic year. Consider an AMATYC Traveling Workshop to assist you and your colleagues in increasing your effectiveness in the classroom. Workshops are custom-designed to meet the needs of your department, and are cost-effective since they are offered onsite at your college.

AMATYC offers Traveling the Crossroads Workshops to help your faculty implement the recommendations from Crossroads In Mathematics. Traveling Technology Workshops that provide instruction on the use of a variety of handheld and computer technology in the teaching of mathematics and now AMATYC offers Traveling Teacher Preparation Workshops to support the ever more important function of teacher preparation in community colleges.

Experienced facilitators work with you to design workshops ranging in length from a half-day to two or three days. If you are an affiliate leader planning an upcoming conference, consider scheduling an AMATYC Traveling Workshop as part of your affiliate conference. To set up a workshop for your college or affiliate, contact Doug Mace, Traveling Workshop Coordinator, dwmace@oaklandcc.edu.

Logo Sought—Artistic and Creative?

AMATYC is looking for a logo. This will be used to give a new look to our documents, publications, and website. A logo is used to establish name and image recognition. Although intended for long-term use, it would likely change in the future when AMATYC wanted to again refresh its image. The current icon will be retained as the AMATYC seal, and will be used in more formal situations.

If you have a design suggestion, please send it along with your contact information to the AMATYC office (see p. 10 for contact information). The logo should be simple, contain the acronym AMATYC, and probably no other text, and look good in black and white and in two colors, and in small and large sizes. Note that AMATYC will copyright the final design.

If AMATYC uses your design, or significant design elements therefrom, you will receive a one-year membership and public acknowledgement. The AMATYC Board will approve the final design.
Arizona

Arizona is in the middle of a budget crisis like most other states. This is affecting the funding to community colleges. Every college is looking for ways to supply the same services for less money. There is hope that in the future, the state will be in better shape and that this is just a temporary budget crisis.

California

The spring CMC conference was held in Anaheim, CA on February 28-March 1, 2003. The keynote speakers were Art Benjamin, Harvey Mudd College, who spoke on The Art of Mental Calculation and William Dunham, Muhlenberg College, who spoke on Newton’s Method.

Two new people were elected to the CMC board. Tim Hempleman, Saddleback College, is the member-at-large for the Southern region. Jason Miner, newsletter editor, teaches at Santa Barbara City College.

Canada

OCMA’s annual meeting, The Great Teaching Seminar, will be held May 28-30, 2003. The meeting will be held at the Talisman Mountain Resort which is 140 km north of Toronto. For information please contact Colleen Quinn at colleen.quinn@senacac.on.ca.

Colorado

ColoMATYC met April 25 in a joint meeting with MAA at the U.S. Air Force Academy in Colorado Springs, CO.

Florida

Members of FTYCMA joined with the Florida MAA section for a conference in Jacksonville. Items of discussion included the 2004 AMATYC Annual Conference in Orlando, the 2002 retreat, and revitalizing the affiliate with a newsletter, another retreat and a possible stand-alone conference.

FTYCMA is planning another retreat in September of 2003. Tentative plans for this retreat are to provide members with ideas on how to implement the AMATYC Standards.

Georgia

GMATYC held its annual meeting on February 7, 2003, in conjunction with the Georgia Perimeter College Mathematics Conference. Congratulations to GMATYC’s new President-Elect, Donna Saye from Georgia Southern Univ, and to the new members of the nominating committee, Greg Harrell, Valdosta State Univ; and Emily Whaley, Georgia Perimeter College, Clarkson Campus.

GMATYC has established a GMATYC Teaching Excellence Award. Criteria for the award will be similar to that for the AMATYC TE Award. The award will be given every other year beginning in 2004. The winner will receive a one-year membership in GMATYC, a one-year membership in AMATYC and a plaque, and he/she will become GMATYC’s nomination for the AMATYC Teaching Excellence Award for the following year.

Past-president Kim Robinson is currently serving as GMATYC’s representative to the Georgia Council of Teachers of Mathematics. Gainesville College held its annual mathematics tournament on April 12, 2003.

Illinois

IMACC met April 3-5 at the Allerton Conference Center. Speakers included James Stewart, McMaster Univ, Ontario, Canada; Michael Starbird, Univ of Texas; Jim Olsen, Western IL Univ; Mario Triola, Dutchess CC, NY; Kathy Mowers, Owensboro CTC, KY; as well as a host of great speakers from Illinois community colleges. The new IMACC Assessment committee met to share “best practices” as well as “pilot projects.” IMACC awarded Jim Harris, John A. Logan College, with the Distinguished Service Award.

Indiana

IRMC met at Ivy Tech-Bloomington in late March. Jeffrey Watt, IUPUI, presented a session on the American Diploma Project. At the meeting, work groups were organized and met to discuss AMATYC position statements and to develop IRMC position papers.

Kentucky

The 29th Annual Meeting of KYMATYC was held in early March. Jeffrey Bennett, Univ of Colorado, Boulder was the keynote speaker. Two graduate students from the Univ of Kentucky, Laura Schmidt and Traci Wilde, presented interesting sessions. Laura Schmidt was awarded a complimentary graduate student membership from AMATYC. Other presenters included Lana Barrett, Vickie Curtis and Kathy Mowers, Owensboro CTC; John Ward, Jefferson CC; Rebecca Lanier, Lexington CC; Carl Lee, Univ of KY; Jason Taylor, Paducah CC; and Judy Beecher and Judy Penna, IUPUI.

The MAA presented a Certificate of Meritorious Service to Karin V. Chess, Owensboro CTC, who has served as the Kentucky section Secretary-Treasurer for the last nine years.

Michigan

Paul Hess, Grand Rapids CC, was a recipient of the 2003 NISOD excellence award. Paul worked on the NASA-AMATYC Project Coalition.

Mott CC has partnered with Ferris State Univ to offer a degree in elementary education entirely at Mott CC.

Lois Bearden, Schoolcraft College, reports that Schoolcraft College and Wayne State Univ created a program to promote the enrollment of non-traditional and academically or financially disadvantaged students into the fields of engineering and engineering technology.

Minnesota

The new chair of the Minneapolis College Math/Physics/Engineering/Computer Science Department is Marcella Jones.

MNnMATYC and the Minnesota Council of Teachers of Mathematics co-hosted 1400 mathematics educators at the annual spring conference in Duluth, Minnesota, April 24-26, 2003. Keven Dockter (Inver Hills CC) organized the event with assistance from Nancy Gale (Anoka-Hennepin Technical College), Mike Marzinske (Inver Hills CC), and Louise Pugh (Fergus Falls CC). This year, for the first time, a pre-conference technology workshop was hosted by three publishers on April 24 at Lake Superior College.

Nevada

NevMATYC met on April 5, 2003 at Truckee Meadows CC in Reno, NV. The speaker, Alan Jacobs of Scottsdale CC spoke about the Maricopa Mathematics Modules. During the business meeting, the group decided not to disband. Mike Hardie, Western Nevada CC was elected president; Gail Ferrell, Truckee Meadows CC was elected northern region VP; and
Jim Matovina, CC of Southern Nevada, was elected southern region VP.

New Jersey
The MATYCNJ meeting was held on March 29 at Raritan Valley CC. Patti Hulsen and Lynne Kowski presented “The Language of Math through Reading and Writing,” while Siham Alfred, Mary DeHart, Arlene Graper, Cynthia Roemer, and Rachel Wieland presented “Service Learning in College Mathematics Courses.”

New Mexico
The 14th Annual NMMATYC Conference will be held this year on May 30-31 at San Juan College in Farmington, New Mexico. The theme of the 2003 NMMATYC Conference is “Making Connections.” Contact Conference Chair Lynn Onken at onkenl@sanjuancollege.edu for further information.

North Carolina
Like many states, North Carolina community colleges are restricted to offering only courses listed in the Common Course Library (CCL). This year the NCMATYC Board surveyed mathematics instructors across the state about their concerns in regard to the course offerings in mathematics found in the CCL. An open panel discussion at the annual NCMATYC Conference examined the results of the survey. The moderator of the session helped the panel to arrive at consensus as to what actions NCMATYC should take as a result of the survey. There was consensus on the issue of embedding laboratories into the courses of Pre-calculus Algebra, Pre-calculus Trigonometry, and in Brief Calculus. In NC, each school can elect to include the lab as an elective, or not offer the lab at all. The results of the survey clearly indicate that the lab should be embedded in the course so that all AS students in the State of NC will be equally prepared in mathematics.

The NCMATYC Board will hold its annual retreat in June in the mountains of North Carolina. The Board will plan its agenda for the coming year, including making decisions on how to proceed with the issues identified by the survey. Plans will also begin for the 14th Annual NCMATYC Conference to be held deep in the Blue Ridge Mountains, in Spruce Pine, NC.

North Dakota
Planning continues for the fall conference themed, “A Look to the Future While Remembering the Past.” Kyle Andersen, Montana State Univ, will be the speaker.

Oklahoma
“Whoopee!!” The Oklahoma AMATYC affiliate finally has a new constitution and by-laws. OJCMA is now OKMATYC (pronounced okay-matyc—yes we actually voted on the pronunciation). The new officers are President, Jay Malmstrom (Oklahoma City CC); President-Elect, Brena Bellovich (Tulsa CC), and Treasurer-Secretary, Marcel Maupin (OSU-OK). Big thanks go out to Disa Beatty, Rose State College, for organizing the spring meeting. Thanks again to guest speakers Irene Doo and Marilyn Mays. The fall OKMATYC meeting will be in Tulsa.

Ohio
Robert Mayes West Virginia Univ, spoke on Cognitive Processes in Mathematics at the OhioMATYC spring meeting held May 2-3 at Maumee Bay State Park. His presentation addressed such questions as: What is cognitive science? What does it have to say about the learning and teaching of mathematics? What is constructivism and how is it related to cognition? The presentation explored these issues, providing an overview of current theory, philosophy, and research in cognitive processes in mathematics. Major components of cognition were discussed, including metacognition, problem solving, language, reasoning, and affect.

In an attempt to attract new members, the scheduling and location of the meeting was moved from a Saturday to Friday/Saturday and from a community college to the state park setting.

Texas
TexMATYC and Texas Community College Teachers Association held its annual meeting in Austin on February 21-22. Approximately one hundred people attended the eight different mathematics sessions presented. Peg Crider received the TexMATYC teaching excellence award for this year. Last year’s winner, Chip Galloway, presented the first session and showed why he was selected as last year’s winner. Several AMATYC members presented sessions. In addition to Chip, other AMATYC speakers included Irene Doo, Steve Krevsky, and Dick Aufmann.

Utah
Hazel McKenna is the new chair of the Developmental Math Department at Utah Valley State College.

Virginia
The VMATYC Annual Conference was held on April 4-5 at Tidewater CC. The conference was held in conjunction with Mathematics and Computer Science Peer Groups. The opening speaker was David Hibler who spoke on “The Quantum Computer—The Future of Computing.” New officers include president, Judy Williams; president-elect, Linda Taylor; recording secretary, N.V. Fitton; membership secretary, Karen Overman; and treasurer, Ann Loving.

West Virginia
The WVMATYC Conference was held on March 29 at Fairmont State Univ. Talks were given by Michael Lanstrum, Susan Goodwin, and Gary Seldomridge. The keynote speaker was Robin Hensel of Salem International Univ who gave a presentation on “Computational Science: A Model for the Mathematics Classroom.” Robin Hensel will also assume the duties of president-elect and Sonja Armstrong will begin her tenure as treasurer.

Wisconsin
Madison Area Technical College had a “full filling” Pi Day, which included a pie-eating contest. Pictures and more information are available at http://matcmadison.edu/is/as/math/mathclub/Piday03/Piday03.html.

Continued on page 8
Check the AMATYC website, www.amatyc.org, for information on conferences and meetings from other organizations.

May 29-30, 2003 OCMA Annual Meeting, Talamon Mountain Resort, near Toronto, Ontario, Canada. Contact: Colleen Quinn, colleen.quinn@senacca.on.ca

May 30-31, 2003 NMMATYC 14th Annual Conference, San Juan College, Farmington, NM. Contact: Lynn Onken, onkenl@sanjuancollege.edu

September 27, 2003 WisMATYC Fall Conference, Madison Area Technical College, Madison, WI. Contact: Judy Jones, jones@matomadison.edu

September 27, 2003 LaMsMATYC 5th Annual Conference, Univ of Southern Mississippi, Gulf Park Campus, Long Beach, MS. Contact: Carol Juncker, cjuncnk@dccc.edu

October 3-4, 2003 NDMATYC Fall Meeting, Carrington, ND. Contact: Don Bigwood, donald.bigwood@bsc.nodak.edu or Linda Tonoli, linda.tonoli@bsc.nodak.edu

November 13-16, 2003 AMATYC 29th Annual Conference, Salt Lake City, UT. Contact: AMATYC Office, 901.333.4643, amatyc@southwest.tn.edu

December 4-6, 2003 CMC 2 Annual Conference, Monterey, CA. Contact: Rick Hough, 650.738.4193, hough@emcccd.net

March 5-6, 2004 KYMATYC Annual Conference, Shakertown, KY. Contact: Barbara Lott, barbara.lott@ksctcs.edu

March 25-27, 2004 IMACC Annual Meeting, Allerton Conference Center, Monticello, IL. Contact: Tim Grant, tim.grant@swic.edu

November 18-21, 2004 AMATYC 30th Annual Conference, Orlando, FL. Contact: AMATYC Office, 901.333.4643, amatyc@southwest.tn.edu

November 10-13, 2005 AMATYC 31st Annual Conference, San Diego, CA. Contact: AMATYC Office, 901.333.4643, amatyc@southwest.tn.edu

November 2-5, 2006 AMATYC 32nd Annual Conference, Cincinnati, OH. Contact: AMATYC Office, 901.333.4643, amatyc@southwest.tn.edu

November 15-18, 2007 AMATYC 33rd Annual Conference, New Orleans, LA. Contact: AMATYC Office, 901.333.4643, amatyc@southwest.tn.edu

Online Opportunities
by Kathy Mowers

Have you visited www.AMATYC.org lately? The daily mean number of hits at the website for April 2003 was 2037. This was actually low compared to the two highest months this past year. In November 2002, there were 3043 hits on average each day, and in September 2002, there were 2751.

What are your colleagues looking at when they go to the www.AMATYC.org website? The pages experiencing the largest number of hits during April include the Job Board, the page with contact information for AMATYC affiliates, and the page with links to committee webpages. Ten of the top thirty pages are Online Resource Pages including Calculus, Developmental Mathematics, and Problem Solving resources.

How might you use this information? If your college is currently an Institutional Member and you are hiring faculty in mathematics, contact the AMATYC office to have your college’s open position to be listed. If not, you might consider joining. You might want to become more involved in your affiliate or a committee. The website provides easy access to valuable information. Finally, the Online Resource is a valuable resource of web links organized by topic. Stop by the next time you are online, and enjoy!

The AMATYC News is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published five times per year in January, March, May, August, and October. Your articles, announcements, comments, and letters to the Editor are welcome. Submit all materials by December 1, February 1, April 1, June 1, and September 1 for the respective issues.

Wyoming

The annual meeting of WYMATYC was held on February 14-15 at Central Wyoming CC in Riverton in conjunction with the annual articulation conference for the Univ of Wyoming and the seven two-year colleges in Wyoming. Jack Webb, WYMATYC President, presided over the meeting. Regional Vice President Wanda Long attended. WYMATYC is working on a position paper to be presented to AMATYC pertaining to concurrent enrollment classes taught at the secondary school level with dual credit for high school and college being given. WYMATYC is sponsoring a focus workshop in May at Casper College for Math for Elementary Teachers and Problem Solving classes.

At the articulation conference in Riverton, there were many informative and helpful workshops presented with the highlight being a presentation on teaching statistics by Mario Triola. Mario was also the banquet speaker on Friday night.
Distance Learning Committee
by Nancy J. Sattler

Are you deciding whether or not to begin teaching a distance learning course? Why not benchmark from your peers? Peterson's Guide for Distance Learning (available at www.petersons.com/distancelearning) can be a useful resource. Designers of distance education may want to look to textbook publishers for innovative ideas. Many companies now produce “packages” containing textbooks, study guides, and software on disk or CD-ROM. Keep in mind that course content for distance education must be reevaluated and restructured in order to maximize the benefits of technology and to minimize the disadvantages posed by separation of time and/or place.

The Seven Principles for Good Practice in Undergraduate Education found in New Directions For Teaching and Learning, No. 47, suggests methods through which learning and motivation can be sustained in distance education delivery systems:

- **Encourage student-faculty contact**
- **Encourage cooperation among students**
- **Encourage active learning**
- **Give prompt feedback**
- **Emphasize time on task**
- **Communicate high expectations**
- **Respect diverse talents and ways of learning**

If you are following the seven principles and would like to share what you are doing in your distance course, contact the chair of the Distance Learning Committee (see p. 10 for contact information).

MAΘ

As reported in January, AMATYC is now a sponsor of the national honor society Mu Alpha Theta (MAT), www.mualphatheta.org, a National Mathematics Honor Society for high school and two-year college students.

MAT awards calculators and subscriptions to the top regional winners in the annual Student Mathematics League contest and provides grants for students to work on special topics (Vector Scholars Program, January 2003 edition).

The MAT Board has worked with AMATYC to clarify the criteria for a two-year college student to be a member: “A two-year college student is eligible for Mu Alpha Theta membership if (a) that student was a high school member or (b) that student has a B in one semester of college math and an overall B average.”

Your department could establish a MAT chapter, as have five community colleges since the AMATYC-MAT relationship was formalized this past spring. Your chapter could be the basis for recognizing the achievements of your best mathematics students. It could also help support having an AMATYC Student Mathematics League program at your school. Your best MAT members could tutor others for the SML competition. MAT permits chapters to admit associate members using local criteria, so all of your SML students could be part of the MAT chapter—in effect a mathematics club. Consider what small prestigious private schools offer—good instruction, small classes, personal attention—we offer this too! But they best us in the area of extra-curricular activities. Our students deserve the best, too.

Conferon

Conferon is a professional convention planning service with which AMATYC has been affiliated since 1993. For the last decade Conferon has worked with the Executive Board, through the Conference Coordinator and a site selection committee, to establish good candidate cities and hotels, visit viable sites, and negotiate a contract that best serves the interests of our attendees.

We have worked mostly with Conferon representatives Ken Sien and Dawn Belton. You may remember seeing their smiling faces at our conferences, ensuring with the Conference Coordinator and Office crew that conference events proceed as smoothly as humanly possible.

Conferon would also work with affiliates to select hotels and negotiate contracts upon request.

NASA Request for Proposals

The NASA-sponsored Curriculum Improvement Partnership Award (CIPA) Program has announced a Request for Proposals with a **June 20, 2003**, submission deadline. CIPA provides grant support to strengthen the curricula of selected two-year and four-year minority institutions in academic fields and technical programs directly related to the NASA mission.

Twenty-eight grants have been awarded as of March 2003. Of these, 17 awards were made to four-year institutions and 11 were made to two-year institutions. Grantees received up to $100,000 per year for a maximum of three years. Refer to the CIPA website, www.uncfsp.org/cipa, for more information.
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<table>
<thead>
<tr>
<th>Year</th>
<th>Conference Location</th>
<th>Date</th>
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<tr>
<td>2003</td>
<td>Salt Lake City</td>
<td>November 13-16</td>
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<td>2004</td>
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<td>November 18-21</td>
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<td>2007</td>
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</tbody>
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**May 2003**

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**AMATYC**

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Window on Washington

Summit on Mathematics Worksession
by Judy E. Ackerman

The first follow-up worksession to the Secretary’s Summit on Mathematics was held on March 13, 2003, in Washington D.C. The purpose of the meeting is to identify ways that different constituencies can contribute to the success of the No Child Left Behind Initiative and ultimately improve children’s achievement in mathematics. Most of the day was spent in small working groups of representatives of Schools of Education, professional organizations, and industry to address one of three issues: Public Engagement, Building a Research Base, and Improving Teacher Knowledge. The project website (www.ed.gov/inits/mathscience/) has a concept paper on the topic as well as one page descriptions that were submitted by interested organizations on how they are addressing the three issues. President-Elect Judy Ackerman represented AMATYC at this meeting.

Next Steps in Mathematics Teacher Development
by Philip H. Mahler

On March 7-9, the Mathematical Sciences Education Board (MSEB) of the National Research Council sponsored a workshop on the Next Steps in Mathematics Teacher Development, Grades 9-12. Held at the National Academy of Sciences building in Washington, D.C., the theme for this workshop was “The mathematical knowledge needed for grades 9-12 teaching, how it is acquired, and how it is used in the classroom.”

The workshop was designed to help participants design programs to improve teachers’ knowledge and effectiveness.

There is material on this conference including a webcast of some of the proceedings at www7.nationalacademies.org/mseb/. The chair of the workshop was Solomon Garfunkel of the Consortium of Mathematics and Its Applications. Phil Mahler was invited to attend on AMATYC’s behalf, and participated in breakout groups on “Thinking with Data” and “Thinking about Models,” as well as sessions on using video and on test items, and grading rubrics.

Much focus was given to educating teachers who teach mathematics and the connections between colleges of education and the K–12 schools. Among the points discussed was the need for colleges and universities to work more closely with the K–12 educators and have a stronger presence in schools.