

NEWS

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Project ACCESS: Seeking Applications for Second Cohort

The American Mathematical Association of Two-Year Colleges (AMATYC) and the Mathematical Association of America (MAA) will soon be seeking applications for the second cohort of Project ACCESS (Advancing Community College Careers: Education, Scholarship, and Service). This project is a mentoring and professional development initiative for two-year college faculty funded through a three-year grant from the ExxonMobil Foundation. The deadline for applications is **July 1, 2005**.

Project ACCESS is a program for new faculty interested in advancing the teaching and learning of mathematics in two-year colleges. Its goal is to develop a cadre of new two-year college mathematics faculty who are effective members of their profession. The four objectives of the project are for the selected faculty to: gain knowledge of the culture and mission of the two-year college and its students, acquire familiarity with the scholarship of teaching, commit to continued growth in mathematics, and participate in professional communities.

In 2004, the program selected its first cohort of twenty-eight (28) Fellows who met in November at the AMATYC Annual Conference in Orlando. The Fellows in the picture are at an ACCESS workshop.

Applicants for the second cohort must be two-year college mathematics faculty in their first or second year of a full-time, renewable position. This means that Fellows selected for the second cohort may be new to community college teaching or beginning their second or third year in fall 2005. Fellows will be selected on the basis of breadth of interests, motivation for participation, plans for implementing project goals, and evidence of institutional support.

Fellows will attend two consecutive AMATYC Conferences where they will participate in pre-conference workshops as well as regular conference activities. In the intervening year, Fellows will attend an MAA Section NExT meeting near their home institution where they will participate in both regular and specially designed activities. For the duration of the program, an electronic network will link Project ACCESS Fellows with each other and with a group of distinguished mathematics educators. The development, implementation, and evaluation of an individual project will play a key role in each Fellow's professional development experience.

Visit the AMATYC website to check when application materials will be available. Application deadline is July 1, 2005. More information about Project ACCESS may be found at: www.amatyc.org/ProjectACCESS or www.maa.org/ProjectACCESS.

Project Co-Directors are Sadie Bragg, Borough of Manhattan CC; Alice Kaseberg, Lane CC (retired); Janet Ray, Seattle Central CC (emerita); Sharon Cutler Ross, Georgia Perimeter College (emerita).



Front row (left to right): Jacque Freudenthal, Elena Garant, Karen Hale, Andrea Mathis, Heather Gamber, Ana Jimenez, Nikki Grantham. Second row: Nadarajah Kirupaharan, Jack Green, Kurt Overhiser, Christopher Yarrish, Ezell Wesley Allen, Jim Sheldon, Laura Watkins, Anne O'Shea. Third row: Katherine Villarreal, Eric Aurand (peeking over Brandi Bass), Brenda Edmonds, Orlando Alonso, Jennifer Cass, James Spratt, Doug Muse, Donna McNatt, Andrew Wilson, Karl Hess (partially hidden), James Kelly, Aaron Warnock

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Judy E. Ackerman
Montgomery College
Rockville, MD

Two weeks after the Cambridge conference, *Diversifying the Science & Engineering Workforce: Women, Underrepresented Minorities, and their S&E Careers*, the furor created by the statements of Harvard President Lawrence H. Summers has not died down. Because of President Summers' comments, the post conference discussion has focused on issues pertaining to women, but the issues related to underrepresented minorities are just as compelling and have not been getting any press. You might want to look at the agenda of this conference, sponsored by the Sloan Foundation, to see the comprehensive examination of the issues. The agenda, along with Powerpoint presentations, readings, and longitudinal data can be found at www.nber.org/~sewp/events/2005.01.14/Agenda-1-14-05-WEB.htm.

For those of us who graduated from college more than a few years ago, it is unlikely when we were undergraduates that we had a mathematics professor who was female or an underrepresented minority. It really doesn't matter what type of college or university that you attended. As an undergraduate who majored in mathematics and minored in physics, I had only one female professor and no minority professors in all of my major and minor courses. I was the sole female student in the physics courses while in the mathematics courses there were a few other women. So what difference did the lack of female or minority faculty make? It meant that there were no role models to demonstrate that women—or fill in the blank with another underrepresented group—could do mathematics. In the normal course of being a student there are times that the work seems overwhelming, and it certainly helps to know that others like you have been there and, with persistence and lots of work, made it through.

The Cambridge conference focused on the issues in top-tier research universities. Are there similar or related issues at two-year colleges? Let's consider the demographics of full-time mathematics faculty at two-year colleges. The CBMS2000 survey indicates that the percentage of women in full-time permanent mathematics faculty positions increased from 21% to 49% during the period between 1975 and 2000. During this same period the percentage of ethnic minority mathematics faculty started at 7%, peaked in 1990 at 16% and was 13% in 1995 and 2000¹. On the other hand using the 1997 data from the American Association of Community Colleges², minority students made up 30% of community college student enrollment while 58% of the two-year college students are women. When our minority students look at their faculty will they see that it is possible for them to do mathematics?

One of AMATYC's academic committees is the Equal Opportunity in Mathematics Committee, chaired by Ignacio Alarcon. Its purpose is "To enhance the position of women and minorities in mathematics as students, teachers, researchers, or applied mathematicians." AMATYC also has a position statement, *Equal Opportunity in Mathematics*, that can be found at www.amatyc.org/PositionPapers/EqualOp.html. The position statement recommends "That all institutions appoint, promote, and retain qualified and diverse mathematics faculty." As we look long-range when the need for two-year college mathematics faculty will continue to increase because of retirements, we need to consider nurturing and growing our own by encouraging talented two-year college mathematics students to consider careers as two-year college mathematics faculty. If we don't tell them what a good profession this is and how to get there, who will?

¹Lutzer, David J., Maxwell, James W., Rodi, Stephen B. *Statistical Abstract of Undergraduate Programs in the Mathematical Sciences in the United States*. Fall 2000 CBMS Survey. Providence, RI; American Mathematical Society (2002), pp. 157 - 159.

²http://www.aacc.nche.edu/pdf/AboutCC_Racial.pdf

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to join AMATYC, visit
www.amatyc.org

**Strategic Planning
2006-2011**

Each AMATYC Board meeting includes time for the Board to brainstorm strategies to fulfill the goals and objectives of the Strategic Plan. The draft of the Strategic Plan for 2006-2011 can be read at www.sp.matyc.org.

Comments and ideas can be submitted at the site or by an email to kathy.mowers@kctcs.edu. Your ideas will be shared at the next Board meeting.

Themed Sessions Planned for San Diego

by Wanda Garner, Program Coordinator

Plans are underway to provide several separate themed sessions at the 2005 Annual AMATYC Conference in San Diego. Themed sessions offer a series of short talks allowing attendees to sample a wide range of presentations in each strand. This year's themed sessions are being organized by five of AMATYC's Academic Committees as well as by the AMATYC/ASA Joint Committee on Statistics Education. The following is a sample of what will be available during this fall's conference.

❖ "Math on the Web"

Experienced distance teachers from the Distance Learning Committee will discuss innovative methods they successfully use to teach students on the web. Included will be how to interact with distance students using available technology and pointers for first-time distance teachers.

❖ "Support for New Faculty"

Sponsored by the Faculty Development Committee, this session, consisting of a panel and four talks, will describe the needs of new full-time faculty at two-year colleges and present ways colleges and departments are addressing these needs.

❖ "Riding Each Other's Waves: Strategies to Help At-Risk Students Succeed"

Members of the Foundation/Developmental Mathematics Committee will share techniques they use to help all students succeed in Developmental Math courses. Strategies will include incorporating study skills in the courses and effectively using computer-assisted learning.

❖ "Teacher Preparation—a Few of Our Favorite Things"

Organized by the Program/Curriculum Issues Committee and its subcommittee on Teacher Preparation, this themed session contains eight presentations focused on new approaches for old subjects, new activities designed to probe the richness of mathematical topics, and a wealth of research articles and websites to enrich teacher prep courses. Ideas presented can be applied to courses for pre-service elementary and middle school teachers.

❖ "Projects and Activities in Statistics Instruction"

Presented by the AMATYC/ASA Joint Committee on Statistics Education, this themed session focuses on the role of projects and activities in the introductory statistics course. Illustrations will include class projects, cooperative group activities, and individual projects. Activities, computer projects, and simulations will also be discussed. The session will conclude with a panel discussion, followed by a question and answer period.

❖ "Great Ideas in Mathematics Placement and Assessment"

Presented by the Placement and Assessment Committee, this themed session explores strategies and new ideas in mathematics placement and assessment. The presenters will share what they are doing at their colleges.

❖ "Issues for Department Chairs"

Organized by the Chairpersons subcommittee of the Faculty Development Committee, this themed session includes four presentations on topics of concern to department chairs, then concludes with the return of the popular Department/Division Chairs' Colloquium.

AMATYC Corporate Partners Program

by Gwen Turbeville, Advertising Chair

At the spring 2004 meeting, the AMATYC Executive Board approved the creation of an AMATYC Corporate Partners program. Under this new program, the corporations that advertise or rent exhibit booths are offered a complete package of advertising opportunities: web ads, *AMATYC Review* ads, conference program ads, In-The-Bag advertising, booths, and commercial presentations. Additionally, the package offers some special opportunities at the annual AMATYC Conference. This new program was introduced for the first time to all the exhibitors at Orlando.

The Board is pleased to announce that Casio, Inc. has become the first Gold Corporate Partner! The benefits of Gold Partnership are one webpage ad up to 100 words for one year, two pages of ads in each of the spring and fall issues of *The AMATYC Review*, two conference (discount) registrations, two pages of ads in the conference program, one item for In-The-Bag advertisement, two exhibitor booths with priority locations, one commercial presentation, the company name listed in the conference program, and recognition as a sponsor of the Saturday breakfast. Additionally, Hawkes Learning Systems has become the first Silver Corporate Partner! The benefits of Silver Partnership are one webpage ad up to 50 words for one year, a one page ad on the front or back inside cover in each of the spring and fall issues of *The AMATYC Review*, one conference (discount) registration, a one-page ad in the conference program, one item for In-The-Bag advertisement, one exhibitor booth with priority location, one commercial presentation, the company name listed in the conference program, and recognition as a sponsor of one conference event. AMATYC is pleased to have these two companies, who have been such strong supporters of AMATYC, step forward to strengthen the working relationship. Please look for their increased presence at the conference in San Diego. A big "thank you" to Casio, Inc. and Hawkes Learning Systems.

Presiders Wanted!

by Bob Malena, Presider Chair

Presiders are needed for the 31st AMATYC Annual Conference, November 10-13, 2005, in San Diego, California. Serving as a presider is a great way to become involved in the conference program, and it's fun. Presiders play an important role in the flow of the conference. Their duties include seeing that sessions start and end on time, introducing the speaker(s), and distributing, collecting, and summarizing the session evaluation forms.

Presider assignments are made after the conference presentations have been finalized, usually in early May. At the conference, presiders are provided with packets that include all the necessary directions, forms, and information.

Your presider application may still be submitted at the conference website. Go to the conference website at www.amatyc.org/SanDiego/presenters/Presider.html and complete the Presider Application form to submit your application.

If you have any questions, please contact Bob Malena at bmalena@ccac.edu.

Beyond Crossroads Version 6.0: We're Listening!



Stop, Look, and Listen! The universal instructions for crossing railroad tracks also apply to crossing roads—the AMATYC *Crossroads*, that

is. The project leaders have worked hard at gathering input from a wide range of constituencies in mathematics education.

Attendees at the 2004 AMATYC Annual Conference in Orlando received a print copy of *Beyond Crossroads* Version 6.0, the latest draft of the new AMATYC Standards. All AMATYC members were invited to download this draft from the AMATYC website for review and comment (it's still available there if you haven't seen a copy!). A questionnaire was available in both formats for members and conference attendees to respond by mid-December with their suggestions for revising the draft. Questionnaire responses were compiled by Vern Kays (Richland CC, IL) and have been very helpful to the Writing Team.

In addition, reviews of the draft were provided by Association Review Groups (ARGs) formed within each of several societies: the American Mathematical Society (AMS), the American Statistical Association (ASA)/AMATYC Joint Committee on Statistics, the Mathematical Association of America (MAA), the National Association for Developmental Education (NADE), and the National Council of Teachers of Mathematics (NCTM). Several national leaders in mathematics/mathematics education have also provided individual reviews of *Beyond Crossroads* Version 6.0. The project leaders are grateful to all, both within and outside AMATYC, who took time to read, reflect, and comment on the draft.

The familiar mantra of *Beyond Crossroads* Editor Richelle Blair (Lakeland CC, OH) is "Trust the process!" That message has very much come to life in the examination of the tremendous input received on this draft. The Writing Team is carefully considering all comments received and is thoughtfully addressing them in the process of preparing the next draft.

AMATYC President Judy Ackerman recently said in regard to this project, "There is no more important work we do in AMATYC than to address the learning and teaching of mathematics in the first two years of college. *Beyond Crossroads* will give faculty a vision, recommendations, and action items for implementing mathematics standards in their classrooms, departments, and institutions." Stay tuned for more information about *Beyond Crossroads* via the AMATYC website, www.amatyc.org, or contact Project Director Susan S. Wood (sswood@reynolds.edu).

Window on Washington

by Judy E. Ackerman

During the December 2004 meeting of the Conference Board of the Mathematical Sciences (CBMS) of which AMATYC is a member, Susan S. Wood and I did a presentation on the *Crossroads Revisited* project and solicited input on the draft version 6.0 of *Beyond Crossroads: Implementing Mathematics Standards in the First Two Years of College*. CBMS members were sent a copy of the document prior to the meeting and made many useful comments that the Project Team will be considering. Our presentation included general background information on two-year colleges in order to put a context on the document. That turned out to be very important since most people who are not involved with two-year colleges don't understand the broad range of students that are served.

Every five years the CBMS, supported by the National Science Foundation, has sponsored a national survey of undergraduate mathematical and statistical sciences. The last survey, CBMS2000, was widely distributed, but if you never saw it you can find the document online at www.ams.org/cbms/cbms2000.html. Planning for the new CBMS survey, CBMS2005, is well underway. The steering committee, chaired by David Lutzer, is made up of representatives of AMATYC, AMS, ASA, and MAA. The regular content of the survey concerns long-term cross-sectional studies of enrollments, number of mathematics majors, faculty demographics, and curricular evolution. Each survey cycle there are questions on current topics in undergraduate education that reflect areas of interest to the mathematics community.

The survey will be sent to 300 two-year college mathematics department chairs during early fall 2005. This represents a little more than 20% of two-year mathematics departments. If your department receives a survey it is important to complete it. The information gathered is very useful in defining trends for AMATYC and two-year college mathematic faculty.



Dues Increase Takes Effect July 1, 2005 Act Now to Save!

The delegate assembly approved the dues increase shown below as necessary for the continuing health of the organization. You can postpone the effect by selecting any of the appropriate categories prior to July 1. Notably, AMATYC will honor membership renewals of any category regardless of your current membership expiration date. Your membership expiration date will be advanced by the appropriate renewal period.

Category	Through June 30	Begin July 1
Regular Membership-1 year	\$60	\$75
Regular Membership-2 years	\$115	\$145
Regular Membership-3 years	\$170	\$210
Lifetime Regular Membership	\$1200	\$1500
Adjunct Membership-1 year	\$30	\$37.50
Retired Membership-1 year	\$30	\$37.50
Institutional Membership-1 year	\$300	\$435

Outer Banks Summer Institute “Developmental Algebra Using a Function Approach”

by Ed Laughbaum

The AMATYC Outer Banks Summer Institute, www.amatyc.org/SumInst/DuckSC.htm, is being held June 12-17, 2005, in the “resort” town of Duck, NC. In the Institute, we will approach the developmental algebra curriculum through function. The classroom for the Institute is housed at the Army Field Research Facility (FRF), www.frf.usace.army.mil/, on the oceanfront and offers the view and sound of the Atlantic surf. The Outer Banks of North Carolina is a major attraction offering beaches, shopping, fine restaurants, and many historical sights. It is a great place to take your family.

❖ Comments from Last Year’s Participants:

“We found the Outer Banks Summer Institute to be everything that was promised and more.” Ruth Collins. “I have implemented many of the strategies I learned through the classroom activities.” Jamie Smith. “This is a fun and stimulating hands on experience on applications of math for your classroom.” Sharon Steuers. “A function-based approach to developmental mathematics has the potential to transform how students connect mathematics with daily life through technology. While you are there take time to explore the natural beauty of the Outer Banks, but by all means climb the tower!” Ed Nichols.

❖ Course Goals:

Our traditionally trained developmental algebra students are often limited to thinking of mathematics as arithmetic and formulas. Non-science-engineering-mathematics graduates, as adults, have the same thinking. But we would like our graduates to use algebra and think algebraically in their lives. We can accomplish this goal through using a function approach (and related techniques) to teaching algebra. At the AMATYC Outer Banks Summer Institute, we will investigate an algebra curriculum that uses a function approach and develops mathematical ideas in the context of real-world situations. You will learn how the function approach enhances learning through attention, associations, associative cues, pattern recognition, priming, dynamic visualizations, and an enriched teaching environment. We will use the Texas Instruments CBR, CBL 2™, various apps, and the TI-84 Plus™ as tools of choice for the pedagogy surrounding teaching from a function approach. The course is a cooperative effort between the T³· Teachers Teaching with Technology College Short Course Program, www.math.ohio-state.edu/shortcourse/, and the AMATYC, www.amatyc.org Summer Institute Program.

❖ Instructors and Other Info:

Instructors for the Institute are Debbie Crocker, Appalachian State Univ, and Ed Laughbaum, The Ohio State Univ. Three quarter hours of graduate credit are available from Portland State Univ. For further information please contact Ed Laughbaum, Institute Director, at www.math.ohio-state.edu/~elaughba/ or 614.292.7223.

AMATYC Teacher Prep Summer Institute

by James Chesla, Director

Teachers of teachers will want to be in Grand Rapids, MI, from July 7-11, 2005. This summer institute will provide teachers of teachers with a deeper understanding of fundamental concepts in statistics that include data collection, representation, and interpretation. Investigations in probability such as fundamental counting, permutations, and combinations will provide participants with activities for their own classroom. The implications and impact of the No Child Left Behind Act on community college mathematics education will also be explored. Julie Hess and Dana Sammons of Grand Rapids CC will facilitate the institute.

Institute sessions will be held at the Applied Technology Center at Grand Rapids CC. Cost for the institute is \$290 for AMATYC members or \$350 for non-members. A welcome dinner on Thursday, July 7, daily lunches, and a brunch on Monday, July 11 will be provided during the Institute. Hotel accommodations will be available at the Days Inn Downtown in Grand Rapids, MI. Average cost is \$70/night.

Join us in Grand Rapids. Whether you or family members are art aficionados, animal lovers, history buffs or go-kart drivers, Grand Rapids has attractions that can fill days with fun and excitement. It is a city with many attractions including the Gerald R. Ford Presidential Museum. Plus, beautiful Lake Michigan is a drive of less than an hour away.

Graduate credit will be available from Portland State Univ. For additional information, visit www.amatyc.org/SumInst/GrandRapidsCC.htm or contact Jim Chesla, jchesla@grrcc.edu.

Mathematics Across the Community College Curriculum: A Curriculum Planning Institute

by Deann Leoni & Rebecca Hartzler, Co-Directors

You are invited to attend the 6th Annual “Mathematics Across the Community College Curriculum” (MAC³) summer institute sponsored by Edmonds CC, August 9-12, 2005, at Sleeping Lady Conference Center in Leavenworth, WA. Funding for the institute is provided by a grant through the U.S. Department of Education.

Participants are encouraged to attend in interdisciplinary teams from their schools to create curriculum that integrates mathematics or quantitative reasoning (QR) into any discipline. Projects from previous participants have incorporated math or QR into disciplines including art, art history, biology, business, chemistry, English, environmental science, ESL, gerontology, health, labor studies, philosophy, physics, Spanish, and theater. Teams should be comprised of a mathematics instructor who serves as a math mentor for at least one non-mathematics instructor seeking to enrich their curriculum or courses with mathematical or QR components. The institute will feature workshops on interdisciplinary teaching and bringing math/QR into other courses, a computer lab with Internet access, and time to work. Experienced

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Distance Learning Committee

by Nancy J. Sattler

According to the latest data available from the National Center for Educational Statistics, during 2000-2001, 90% of all public two-year institutions offered distance education courses. Public two-year institutions offered 44% of all the post-secondary distance courses and had the greatest number of enrollments in distance education with 1,472,000 out of 3,077,000 students or 48% of the total enrollments. It is predicted that more and more students will enroll in distance courses in the future. In examining the various technologies used in distance education, Waits and Lewis (2003) reported that 90% of all post-secondary institutions make use of asynchronous Internet instruction, 43% offer synchronous Internet instruction, 51% use interactive two-way video, and 41% use one-way prerecorded video. These statistics show that many students enroll in distance courses at two-year colleges and the distance courses are taught using a variety of media. Have you ever wondered what type of learners enroll in these distance courses? The answer of course, is all types of learners.

Although various authors use various terms to describe learning styles, one might think of the three predominant learning styles of visual, auditory, and tactile/kinesthetic. Examples might be learning by Reading (visual), Listening (auditory), Seeing (visual), Speaking (auditory), and/or Doing (Tactile/Kinesthetic). Students enrolled in distance classes may have varied learning styles so care should be taken to address the learning styles of all students by having both passive and active learning activities.

In an online class, passive learning can take place through reading text, listening to audio clips, and seeing graphics, but the active "speaking" and/or "doing" mode is accomplished through writing, email, postings, and chatting. When students are active learners they learn more and have better retention. How do you involve your students in your distance class? Please share what you are doing in your distance class by sending an email to the Distance Learning Committee's listserv at MathViaDistance@terra.edu. If you are interested in reading more about learning styles in general visit www.ncsu.edu/felder-

public/ILSdir/styles.htm or www.engr.ncsu.edu/learningstyles/ilsweb.html or search the web for further information.

Reference:

Waits, T., & Lewis, L. (2003). *Distance Education in Degree-Granting Postsecondary Institutions: 2000-2001* (NCES 2003- 017). U.S. Department of Education. Washington, D.C.: National Center for Educational Statistics. Document available at <http://nces.ed.gov/pubs2004/2004831.pdf>

Placement and Assessment Committee

by Ed Gallo

I'd like to start off by stating the mission of the Placement and Assessment Committee— "...to serve as a resource or clearinghouse for the AMATYC membership on issues related to Placement and Assessment of students, courses, and programs in mathematics at two-year colleges." An important part of this mission at this time is to encourage all AMATYC members to review the *Beyond Crossroads* document as soon as you can. The writing team needs your comments and suggestions—you can provide your input by going to the AMATYC website (amatyc.org) and reviewing the *Beyond Crossroads* document.

I invite all of you who are interested in placement and assessment to become members of the Placement and Assessment Committee. Just send an email to Jim Ham (jaham@alpha.delta.edu), our website coordinator and newsletter editor. We will add you to our membership list and send you a copy of our latest PAC Newsletter.

And, if you have a short article or other item on math placement or assessment that you think would be of interest to all of the PAC membership, please send it to me (ed.gallo@sinclair.edu) and I will make sure that it gets into our next Newsletter.

As a final note, you can find more about the PAC and its three subcommittees (Assessment of Student Performance, Assessment of Mathematical Programs, and Placement) by going to the AMATYC website.

Technology in Mathematics Committee

by David J. Graser

In January, I had the opportunity to attend the Joint Meetings in Mathematics in Atlanta. A dominant theme was the need to refocus the courses below calculus. Many sessions involved new courses with problem-solving and critical thinking components. It is exciting to see what other math educators are doing and to look into the future of where our profession is headed.

I am interested in this issue for several reasons. In this report, I'll outline one reason for my interest. Problem-solving and critical thinking content in courses can be assessed through writing and project-based assessment. Although these assessments are not inherently a concern to the TiME Committee, the ways in which students attempt to plagiarize on these assessments are.

The temptation for students to use the Internet to plagiarize assignments is not new to most educators. Since 1996, several Internet sites (schoolsucks.com, altempaper.com, oppapers.com, 123HelpMe.com, termpaperrelief.com, papermasters.com) have offered papers for sale. Many websites offer custom written papers that are "plagiarism free" for \$14.95 per page. I even found a 3-page paper on plagiarism for only \$29.95! Since plagiarism is defined to be the use of another writer's language or ideas without giving the writer credit, I doubt most students are in fact "plagiarism free" when they use one of these sites.

At this point the selection of pre-written mathematics papers is limited. I did not check on the availability of mathematics papers from custom paper writing sites. But as we change how we assess students and include more projects and papers, you can be sure that the paper writing mills will be ready to provide a service to our students.

Bruce H. Leland of Western Illinois Univ, www.wiu.edu/users/mfbhl/wiu/plagiarism.htm, has a few suggestions for creating assignments. Some of these ideas might be useful to math educators:

- Let students know that you are familiar with these sites. Have your students critique a paper on one of the free sites to show how bad some of the papers are.

Student Mathematics League

by Chuck Wessell

- Teach students about plagiarism. Discuss how professionals use each other's ideas. Show the students how to evaluate and cite electronic resources.
- Create assignments with specific instructions and formats. Avoid generic assignments like "write about mathematics."
- Meet with your students throughout the writing process so that you can see what they are writing. Guiding them through the writing process inhibits plagiarism and results in better papers.
- After the completion of a major assignment, have the students reflect on what they did. Ask them to discuss the process they went through, troubles they had, and the best points in their work. This also helps you to improve your assignments.
- You can use search engines to look for the source of a plagiarized work. Type a string of words in quotation marks into a search engine to find the website it came from. This is becoming less effective with the addition of custom paper writing mills to the market for plagiarized papers.

A simple way to become informed about plagiarism is to search the Internet using the words plagiarism or term paper. Not only will you learn about plagiarism, but you'll also see the resources that are available to your students that will defeat your attempts to create effective assignments. With this information you can create better projects that successfully assess the problem-solving skills of your students.



AMATYC Website is Popular

by Tingxiu Wang, Website Coordinator

The AMATYC website has become one of the most popular websites of professional organizations. In terms of the number of hits, the AMATYC website increased 32.44% in 2003 compared to 2002, and increased 31.55% in 2004 compared to 2003. The total number of hits in 2004 was 1,412,449. In addition, from July 2001 to December 2004, the AMATYC website received 3,568,995 hits. If you haven't visited the AMATYC website lately, go to www.amatyc.org.

Always a powerhouse in the Midwest region, William Rainey Harper College (IL) posted a very impressive team score of 164.5 to top all teams nationwide after the first round of this year's Student Mathematics League competition. Led by Chenyu Feng, who submitted the only perfect paper of round one, the pride of Palatine, IL, has a fifteen point lead over City College of San Francisco (CA) and Georgia Perimeter College (GA).

William Rainey Harper College and Georgia Perimeter College also dominated their respective regions, with the top five individual scores in the Midwest coming from Harper, while Georgia Perimeter is the home to the four individuals in the Southeast.

That said, there is probably no happier moderator than Susan Strickland of the College of Southern Maryland. Last year her college finished eighty points behind regional winners Brookdale CC (NJ). But this year, behind the performances of the brothers Stephen and Colin Won, Southern Maryland will try to hold on to a three-point lead over Brookdale.

A total of 6,275 students from 170 colleges participated during the fall testing period. A summary of the top performances for the fall testing is below.

If you are interested in getting your school involved in the Student Math League for the 2005-06 school year, visit www.amatyc.org for more information.

Top Five Teams

William Rainey Harper College (IL)	164.5
City College of San Francisco (CA)	149.5
Georgia Perimeter College (GA)	149.5
Bellevue CC (WA)	146.0
De Anza College (CA)	142.0

Top Twelve Individuals

Chenyu Feng	William Rainey Harper College (IL)	40.0
Stephanie Lin	De Anza College (CA)	37.5
Vincent Wu	Bellevue CC (WA)	37.5
Lawrence Chan	William Rainey Harper College (IL)	35.5
Bruce Haupt	Century College (MN)	35.5
George Lin	Bellevue CC (WA)	35.0
Pete Martini	Middlesex County College (NJ)	34.0
David Buchs	Rochester CTC (MN)	33.5
Daniel Blees	Century College (MN)	33.0
Wenjun Cai	West Valley College (CA)	33.0
Jacky Tse	College of San Mateo (CA)	33.0
Stephen Won	College of Southern Maryland (MD)	33.0

Regional Leaders

Northeast	Massasoit CC (MA)	98.0
Mid-Atlantic	College of Southern Maryland (MD)	114.5
Southeast	Georgia Perimeter College (GA)	149.5
Midwest	William Rainey Harper College (IL)	164.5
Central	Century College (MN)	119.0
Southwest	Tarrant County College-Northeast Campus (TX)	104.5
Northwest	Bellevue CC (WA)	146.0
West	City College of San Francisco (CA)	149.5

The AMATYC Review

The AMATYC Review invites manuscripts and reviewers. Author Guidelines and Reviewer Surveys may be obtained from the editor, Barbara Rives, Lamar State College-Orange, 410 Front St., Orange, TX 77630. Author Guidelines may also be found at www.amatyc.org/Publications/Review.

Arizona

The spring ArizMATYC conference was hosted by Chandler-Gilbert CC on February 25-26. The conference featured an AMATYC traveling workshop that focused on communication and pedagogy for the Math for Elementary Teachers classes.

New membership is still a prime objective of ArizMATYC and newly recruited members are taking advantage of our website, newsletter, and discussions on our ArizMATYC list serve.

California

This past December, CMC³ held its annual fall conference in Monterey, CA, with record breaking attendance. **Joe Gallian** opened the conference on Thursday evening with a talk entitled "Touring a Torus." The featured speaker at the Friday session was **Scott Flansburg**, known as the human calculator. He dazzled those in attendance with his talk entitled "Mathemagical Matrix." A plaque was given to City College of San Francisco for being the top performing CMC³ college in the AMATYC Student Math League Competition. Teaching Excellence Awards were given to **Kenneth Brown, Ronald Statszkow, Daniel Munton, Murray Peterson, Ross Rueger, and Rachel Westlake**. President **Rick Hough** presented **Noelle Eckley** with the president's award for service to the organization.

Florida

FTYCMA began the celebration of its 40th birthday at the February 2005 meeting that included a dinner honoring past presidents. FTYCMA was founded as the Florida Junior College Council of Teachers of Mathematics in 1965 and was reorganized during the 1980s as FTYCMA. A workshop at the meeting was devoted to implementation of FTYCMA's plan for Developmental Mathematics. This year's fall retreat will focus on College Algebra. For more information contact **Norma Agras** at Miami Dade CC.

Georgia

The GMATYC annual state meeting was held on February 18, 2005, at the Lawrenceville Campus of Georgia Perimeter College during Georgia Perimeter's annual Mathematics Conference. New officers were announced and members were recognized for outstanding service to GMATYC. GMATYC would like to congratulate **Steve Davis** of Macon State College who received the 2004 Macon State College Award for Outstanding Teaching. Congratulations also to **Sandee House** of Georgia Perimeter College for receiving a Hewlett-Packard/MESA grant, and to **Charles Fowler, Heather Howington, and Gina Reed** from Gainesville College who received Innovative Teaching Grants.

Illinois

Marvin Johnson of the College of Lake County Math Department in Grayslake, IL will retire at the end of the spring 2005 semester. Marv has been a member of AMATYC for many years and quite active in both AMATYC and its Illinois affiliate (IMACC). He served as the conference chairperson for the AMATYC conference held in Chicago in 2000 and has served as the president of IMACC.

Lisa Benson has been named Dean of Instruction at Olney Central College.

Louisiana

Sharon Clark, assistant professor of mathematics at LSUE, received the 2004 Louisiana Association for Developmental Education's J. J. Ewell Outstanding Educator Award. **Susan Santolucito**, president of LaMsMATYC and assistant professor of mathematics at Delgado CC, was awarded a mini grant from the college for a group learning project entitled: Learning the Language of Mathematics.

Minnesota

Normandale CC math/computer science faculty are administering two NSF grants. A one-year planning grant is supporting the development of the Teacher Preparation program within EdTrAc, the Educational Training Academy strengthening math and science specialties. A four-year CSEMS grant is supporting up to 25

two-year student scholarships each year in computer science, engineering, mathematics, and science disciplines.

Nebraska

A Distance Education discussion live via Nebraska satellite on Changes in Teaching College Algebra was held on February 18. It was facilitated by **Scott Herriott**, IA, to examine state-wide college algebra objectives.

NEBMATYC will host an AMATYC Traveling Workshop, "Probability/Statistics Instruction for Preservice Teachers" at the 4th Annual NEBMATYC Conference on April 8, 2005. Presenters will be **Mary Clarke**, Rio Hondo CC, and **Leah Griffith**, Cerritos CC.

New Mexico

The theme of the NMMATYC conference, May 19-21, at NMSU-Alamogordo, is "Exploring the Mathematical Galaxy." There will be a pre-conference session on May 19, followed by a tour of the Sunspot Solar Observatory. Details about the conference, including how to submit proposals to present, may be found at www.nmmatyc.org.

Ohio

OhioMATYC, Texas Instruments, and Rhodes State College are sponsoring a T³ • Teachers Teaching with Technology Conference on April 1-2, 2005 at Rhodes State College in Lima, OH. Keynote speakers will be **Michael Todd Edwards** from John Carroll Univ and **Antonio Quesada** from the Univ of Akron. For information regarding the conference, please contact **Rodney Null** (Rhodes State College) at null.r@rhodesstate.edu.

OhioMATYC will hold its spring executive and business meetings in conjunction with the T³ Conference. Election of new officers will occur and the Distinguished Service Award will be presented. OhioMATYC members are still hard at work making preparations for the 2006 AMATYC Conference in Cincinnati!

Pacific Islands

TMATYC members are finalizing a "White Paper" on the need for students to take math during their senior year. They held their spring conference in February.

Future AMATYC Conferences

2005	San Diego	November 10-13
2006	Cincinnati	November 2-5
2007	New Orleans	November 15-18
2008	Washington, D.C.	November 20-23

South Carolina

SOCAMATYC will meet in April in Columbia. The meeting will include a review of the new *Beyond Crossroads* document.

Texas

The TexMATYC board is establishing online professional development to be offered during the spring 2005 semester by **Don Allen**, mathematics professor at Texas A&M Univ. **Don Allen, Uri Treisman**, director of the Charles A. Dana Center and mathematics professor at the Univ of Texas, and **Gloria White**, managing director of the Charles A. Dana Center, are working collaboratively with members of the TexMATYC board to acquire future

funding to continue this endeavor. The hope is to be able to provide continuing online professional development for teachers of college and developmental level courses.

The TexMATYC/TCCTA conference was held on February 18-19. A variety of sessions were offered. A pre-conference workshop was conducted on February 17 entitled "Roll, Flip, Slide, and Turn into Geometry!" This workshop investigated the nexus between theoretical mathematical empiricism and conceptual development of those ideas through manipulatives, investigative activities, and explorations. Specifically, this workshop developed geometric pedagogical skills and provided several activities to energize mathematics

courses for future teachers. Mathematics professors **Robert M. Capraro** and **Mary Margaret Capraro** from the Teaching, Learning, and Culture Department at Texas A&M conducted the workshop.

Washington

Doug Mooers of Whatcom CC was selected by the Pacific Northwest Section of the MAA for a 2004 Distinguished Teaching Award.

See Calendar on page 11 for specific conference information.

Due to space limitations, not all news submitted may have been printed.

Call for Articles

AMATYC News always welcomes articles of interest to AMATYC members. If it is about an accomplishment of you or your colleague, affiliate news, or a grant activity, please send it to your regional Vice President for submission to the "News from Coast to Coast" section. However, if you have a short teaching topic or idea to share, an activity that you believe other members would find interesting, the results of a grant, or hints to help other members spend their professional time more productively, please consider writing it and sending it to Jean Woody, AMATYC News Editor, or Kathy Mowers, AMATYC News liaison. If you don't know if something would be appropriate, ask us.

AMATYC News articles are light, short, and informative. To help you in your writing, here are a few hints:

- ❖ **Length:** Most of our articles run in length between 300 and 500 words. Items in the News tend to be one column or less of a three-column wide page.
- ❖ **Electronically:** AMATYC News is produced electronically. We ask that articles come to the editor as Word documents. Articles are edited and proofed with an eye toward the finished product. We typically do not involve the author in this process, but make changes when we believe that the text will be improved with the change. The goal is to make you and AMATYC look good.
- ❖ **Formatting:** We take your Word document and insert it into PageMaker. Heavily formatted documents cause major difficulties at this point. In addition, remember that we are looking at narrow columns and bulleted or numbered lists do not translate well.
- ❖ **Patience:** We'll use appropriate articles when space allows. AMATYC News is printed in multiples of four pages. So if we only have enough material for eleven and a half pages, we need an article that is about one-half of a page long. At that point, we might use two quarter page articles or one half page article. If your article isn't printed in the next issue, keep watching. However, if you think we've forgotten it, please email; just like you, we teach at a two-year college.

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.

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jeanmwoody@cox.net

2005 AMATYC Conference in San Diego



Hotel and travel information coming soon. Watch your mailbox!

Join an AMATYC Committee

AMATYC has many committees that are busy year round working for you. The list of committees and committee chairs can be found at www.amatyc.org.

To join or get involved with a committee contact the chair—AMATYC members are always welcomed by all AMATYC committees.

Transition Mathematics Project

by Mike Kenyon

WAMATYC members have been involved with Washington State's Transition Mathematics Project (TMP) from its beginning last June. The project, which is funded by the state legislature and a grant from the Bill and Melinda Gates Foundation, aims to develop standards to help high school graduates be better prepared to move directly into college-level mathematics courses. A group of WAMATYC members gathered last June to discuss the intermediate algebra courses at Washington's community colleges, and the results of that work served as part of the foundation when the TMP discussions began later that month.

In their current draft form, the standards begin with a set of student attributes for success in college-level mathematics. These attributes are the (often, though not always, non-mathematical) characteristics that successful college-level mathematics students generally have in common; they are often referred to as "student skills" and include such traits as attending to details, taking advantage of resources such as office hours and math labs, attending class regularly, and the like. There are then eight standards, each with several components, dealing with the specific content with which students should be familiar in order to be prepared to enter college-level mathematics courses. There is also a set of additional expectations for students who expect to take calculus as their first mathematics course in college.

TMP is managed by the State Board for Community and Technical Colleges, and the two-year college voice has been heard throughout the process. The WAMATYC group that gathered in June is particularly pleased with the section on attributes, which originated at that meeting and which did not appear in any of the other materials that have been reviewed by TMP. Indeed, the section on attributes has been among the best-received parts of the draft standards as they have been presented to groups around the state.

The TMP website, www.transitionmathproject.org, includes a working draft of the standards and a link to provide feedback, along with more detailed information about the project and its goals.

Mathematics, Continued from page 5

MAC³ faculty and expert consultants from the National Numeracy Network will be available as consultants.

Registration for the institute is \$100 and includes food and lodging for 4 days and 3 nights. A \$60/day stipend will be paid to participants. Registration is due by **June 10, 2005**, or until filled (enrollment is limited to 40 participants).

Don't miss this opportunity to work with your colleagues to create curriculum that will extend mathematics beyond the math classroom, all while enjoying a retreat setting in the foothills of the Cascade Mountains in Washington State.

As we go to press, AMATYC has a pending NSF grant proposal that would broaden the dissemination of Mathematics Across the Community College Curriculum. Stay tuned.

For additional information about the institute and to register online, go to the MAC³ website at <http://mac.edcc.edu> or email Deann Leoni at dleoni@edcc.edu. For additional information about the conference facilities, see www.sleepinglady.com.

MAA CUPM Curriculum Recommendations

by Sheldon Gordon

The MAA's Committee on the Undergraduate Program in Mathematics (CUPM) recently released *Undergraduate Programs and Courses in the Mathematical Sciences: CUPM Curriculum Guide 2004*. The recommendations in the *Guide* are very much in the spirit of those in the AMATYC *Crossroads Standards*, and unlike previous CUPM recommendations, they concern lower-division courses for all students, not just for mathematics majors. The *Guide* is available in printed form and may also be viewed online at www.maa.org/cupm.

Accompanying the *Guide* is an online collection of information, called *Illustrative Resources for the CUPM Curriculum Guide*, which is intended to show how the recommendations of the *Guide* can be carried out in practice. The *Illustrative Resources* are continually being updated and expanded. Because so much innovation occurs at two-year colleges, it is important to be sure to include the efforts of two-year college faculty in the *Resource* collection. Of special interest are descriptions of:

- innovative approaches to lower-division courses, especially courses designed to serve specific student needs such as new versions of college algebra
- innovative problems, examples, and applications that are being incorporated into various courses
- collaboration on course and program development with faculty from other disciplines
- collaborations on course and program development with representatives from business and industry
- the use of portfolios, student writing, group projects, etc. to assess student performance
- novel uses of technology
- innovative faculty development efforts, particularly those geared to part-time faculty, to prepare instructors to teach new versions of courses
- approaches to placement that better reflect the changing curriculum in the high schools
- innovative articulation and transfer programs

Of special importance to AMATYC are the courses "below calculus." While over 1,000,000 students take college algebra and related courses each year, only a very small percentage—on the order of 10%—ever go on to begin Calculus I. Yet, most college algebra and related courses were designed to prepare students for calculus. Programs at schools that have made major changes in these courses in order to better serve the needs both of their students and of the other disciplines that require the courses need to be identified and described.

If you or members of your department have introduced innovations such as the ones mentioned above, it would be very helpful if you would provide a brief description to share with the rest of the mathematics community. Especially helpful is inclusion of web links to sources of additional information about your activities. Please send descriptions to Ray Collings, rcollings@gpc.edu, of Georgia Perimeter College, associate editor of the *Illustrative Resources* for college algebra, or to Susanna Epp, sepp@condor.depaul.edu, co-editor for content.

Numb3rs

Hopefully, "Numb3rs" is still on the air when you read this. If you've missed the hype, "Numb3rs" is a CBS crime show starring an FBI agent and his brother, Charlie, who is mathematically gifted.

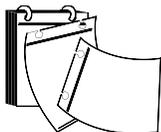
The show has ingredients for everyone. For the crime buffs, there is an interesting crime to be solved. For those who enjoy a family show, there are the relationships among Charlie's family including the brother and father, played by Judd Hirsch. For those interested in mathematics, major concepts in mathematics are addressed in a manner that someone with a high school diploma can understand.

Charlie is a 29-year old, full professor at a university in California. According to media reports, Cal Tech is the backdrop for most of the campus scenes and its mathematics chair, Gary Lorden, is one of the technical consultants.

Unfortunately, there have been some comparisons with Russell Crowe in *A Beautiful Mind*. As a child, Charlie was a prodigy. Now, when he is in stressful situations, he somewhat compulsively works on seemingly unsolvable problems filling his garage with blackboards full of equations. Some of the chalkboard close-ups use the actor's stunt double, a math student. For the rest, he's on his own.

It would be wonderful if the TV14-rated "Numb3rs" could do for mathematics what "CSI" has done for forensic science or what "My Three Sons" did for engineering so long ago.

However, "Numb3rs" may be most appealing to those who already appreciate mathematics. A survey on the CBS website asked, "Do you use mathematics on a day-to-day basis?" As of January 31, 2005, the response, "Of course. Doesn't everybody?" garnered 81.48% of the votes. "Probably, but don't ask me how," was chosen 12.26% of the time, and "Not daily, but most days," 6.26%. It's too bad Charlie didn't use some statistics to design a survey that was a little less biased.



AMATYC Calendar of Events

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

April 1-2, 2005 VMATYC Annual Meeting, J. Sargeant Reynolds CC, VA. Contact: Linda Taylor, ltaylor@nvcc.edu

April 1-2, 2005 OhioMATYC/Teachers Teaching with Technology™ Regional Conference, Rhodes State College, Lima, OH. Contact: Rodney Null, null.r@rhodesstate.edu

April 7-9, 2005 MOMATYC Conference, Lake of the Ozarks, MO. Contact: Russell Murray, 314.984.7470, rhmurray@stlcc.edu

April 8, 2005 4th Annual NEBMATYC Conference, Univ of Nebraska-Kearney. Contact: Andrew Lenzen, lenzena@wncc.net, 308.635.6183 or 800.348.4435 x6183

April 8-9, 2005 Joint PSMATYC and WVMATYC Meeting, CC of Allegheny County-Boyce Campus, PA. Contact: Rob Farinelli, rfarinelli@ccac.edu

April 9, 2005 MATYC NJ Spring Meeting, Passaic CC-Wayne Campus, NJ. Contact: Arlene Rogoff, rogoff@ucc.edu

April 9, 2005 SOCAMATYC Spring Meeting, Trident TCC, Columbia, SC. Contact: Jerry Marshall, gmarshal@tctc.edu

April 14-16, 2005 IMACC Conference, Allerton House, Monticello, IL. Contact: Marybeth Beno, mbeno@southsuburbancollege.edu. Website: www.imacc.org

April 21-23, 2005 19th Annual ORMATYC Conference, Lincoln City, OR. Website: www.ormatyc.org

April 22-23, 2005 4th Annual T MATYC Conference, Pellissippi State Technical CC, Knoxville, TN. Contact: Angela Everett, angela.everett@chattanooga.state.edu. Website: www.tn.matyc.org

April 29-30, 2005 16th Annual MinnMATYC/MCTM Joint Conference, Duluth, MN. Contact: Keven Dockter, kdockte@inverhills.edu, 651.450.8662. Website: www.minnmatyc.org

May 5-7, 2005 WAMATYC/Washington State CC Math Conference, Ocean Shores, WA. Website: www.highline.edu

May 19-21, 2005 NMMATYC 16th Annual Conference, New Mexico State Univ-Alamogordo, Alamogordo, NM. Contact: Janet Delgado, janet@nmsua.nmsu.edu

May 25-27, 2005 OCMA 25th Annual Conference, Talisman, Ontario, Canada. Contact: Gary Helmer, gary.helmer@mohawkcollege.ca

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

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

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

2005 AMATYC Summer Institutes

- ❖ Outer Banks Summer Institute, June 12-17, 2005, Duck, NC. Contact: Ed Laughbaum, www.math.ohio-state.edu/~elaughba/ or 614.292.7223. Registration deadline: April 15, 2005
- ❖ Teacher Prep Summer Institute, July 7-11, 2005, Grand Rapids, MI. Contact: Jim Chesla, jchesla@grcc.edu. Registration deadline: June 1, 2005

News from Other Organizations

- ❖ The American Statistics Association Waller Award honors an individual for innovation in the instruction of elementary statistics. The deadline is April 1, 2005. Details are available at www.amstat.org/sections/educ/waller2005.html.
- ❖ The MAA Project NExT seeks new or recent Ph.D's for their next cohort of fellows. The deadline is April 15, 2005. Details are available at <http://archives.math.utk.edu/projnext/>.

Call for Nominations

AMATYC seeks nominations for its 2006 Mathematics Excellence Award, which recognizes educators who have made outstanding contributions to mathematics or mathematics education at the two-year college.

Award criteria are national reputation, leadership and activities in professional organizations, professional talks and presentations, awards and grants received, publications, professional activities on a regional, state, and national scale, teaching expertise, and other contributions to mathematics and/or mathematics education.

A nomination consists of a resume, not to exceed three pages, and three letters in support of the nomination, including the letter of nomination. Submittals are sent to the Mathematical Excellence Award Committee Chair.

Nominations must be received by the committee chair by November 1, 2005.

For more information visit www.amatyc.org/awards/, or contact:

Philip Mahler, Chair
ME Award Committee
Middlesex Community College
591 Springs Road
Bedford, MA 01730-1197
781.280.3861
mahlerp@middlesex.mass.edu

Dates To Remember!

Registration for the Outer Banks
Summer Institute
Deadline: April 15, 2005

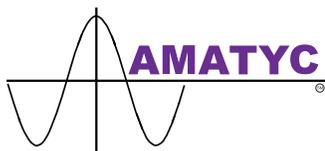
Registration for the Teacher Prep
Summer Institute
Deadline: June 1, 2005

Registration for the Mathematics
Across the Community College
Curriculum Summer Institute
Deadline: June 10, 2005

Project ACCCESS
Fellows Applications
Deadline: July 1, 2005

Call for Nominations for
Mathematics Excellence Award
Deadline: November 1, 2005

For more information visit
www.amatyc.org



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