

# NEWS

*Serving the professional  
needs of two-year  
college mathematics educators*



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## Teaching in the 21<sup>st</sup> Century

by Virginia Parks  
2005 AMATYC Teaching  
Excellence Awardee  
Professor of Mathematics  
Georgia Perimeter College, GA

As I went to class the other day, I thought about the days when I went to teach a mathematics class taking only chalk and a textbook. Those days are GONE! Now, for face-to face classes, I take a calculator projection system and a classroom set of PRSs (Personal Response System devices). The classroom is also different. Students use computers to access course materials delivered online and I project materials on SmartBoard screens. You CAN teach an old dog new tricks!

Over the past several years, I have taught mathematics in face-to-face, online, and hybrid settings. At first, I was resistant to the distance venues, but found that regardless of my apprehension about changes in course format, distance education was the wave of the future—not for all faculty and students, but for some. My choices were to get on board or be left behind. I have continued to teach the face-to-face statistics classes and have developed online and hybrid courses. My experience has shown me that the level of student mastery of statistical skills and concepts can be independent of the setting of the course.

Some things do not change. Every day in the teaching profession brings challenges and rewards. Students who work hard do better (and conversely....). Regardless of instructional format, I have found that the gratification I feel with my job comes from experiences in the classroom and from my associations with colleagues. The diversity of students and levels of instruction at Georgia Perimeter College provide a rich teaching experience. I am grateful for the opportunity.

## Pathways Through Algebra

by Terrie Teegarden  
2005 AMATYC Teaching Excellence Awardee  
Pathways Project Director  
San Diego Mesa CC, CA

Why are our beginning algebra students failing? Seven years ago a group of community college mathematics instructors from California came together to look at this issue. What is the problem, and what can we do to correct it? Our first step was to document the problem. Using the state chancellor's data from spring 1997-fall 1998, the statewide success rate in beginning algebra was 46%. African-American students had a 33.5% success rate and Hispanic students had a 42% success rate compared to White students at 51.2%. This identified a definite equity issue.

To tackle the problem, faculty were asked for their input and isolated three general issues: (1) students not having the prerequisite skills; (2) students not using available tutoring opportunities; and (3) students not having appropriate study skills.

To address these issues, three activities were developed. To aid students without the necessary prerequisite skills, a computer assisted learning program was developed. To increase the use of tutoring by developmental students, a special tutor training program and study center was created. To help those students who do not have the necessary study skills, a mathematics specific study skills course was designed.

I chose to develop the mathematics study skills course. Research has shown that a standard college study skills course helps students in the majority of their college classes. Unfortunately, these courses do not help with a student's mathematics courses, hence the development of a mathematics specific study skills course. This course looks at the differences between the demands of a mathematics course and other college level courses and between high school and college courses.

Although as instructors we know the importance of study skills for our students, we had trouble getting students to enroll in the one unit course. Currently we are teaching it as part of a learning community linked to a beginning algebra course and a personal growth class. Data shows that the retention and success of these students is higher than for students in a traditional course.

Have we found the answer? Perhaps not, but we are making algebra a bit more accessible for those students we teach. This is not just an instructor, college, or state issue. This is a national issue and we all need to work together to help our students.

### Inside This Issue

- 2 President's Corner
- 3 2006 Conference News
- 4 *Story of 1*
- 5 TE Award
- 5 *Beyond Crossroads*
- 6 Committee Reports
- 7 News from Coast to Coast
- 8 Window on Washington
- 10 Calendar of Events
- 12 Dates to Remember



## Kathy Mowers

### Owensboro Community & Technical College Owensboro, KY

Just as the expectations professors have for their students have a tangible effect on student achievement, informing students of the expectations of the college can help them be successful. I would like to share with you some efforts to inform students of what is expected of them.

The Kentucky Early Mathematics Testing Program (KEMTP) (modeled after a similar project in Ohio) provides online testing to help high school students determine their level of preparedness for learning mathematics at the college level. The test questions involve mathematical topics that incoming college students are expected to know and that are covered in high school Algebra I, Geometry, and Algebra II. The KEMTP serves to assess the mathematical preparation of high school sophomores and juniors and provides an effective reality check that convinces many students to improve their mathematical preparation by working harder in their current mathematics course and by taking additional mathematics courses while still in high school, particularly during their senior year.

Clifford Adelman, in *The Toolbox Revisited: Paths to Degree Completion From High School Through College*, writes that community college expectations in the form of examinations, papers, and lab assignments need to be more public (Adelman, xix). Does your department post any or all of these items on your website?

How can you improve your college's graduation rate? One way is for an advisor to meet with a student during his/her first semester and complete an academic plan. The academic plan maps out the two (or three or more) year program of courses that students must complete if they expect to graduate. Students report that knowing what is expected helps them reach their goals. At Owensboro CTC, most students must complete an academic plan before registering for the second semester, but they don't need to see an advisor again until they are close to graduation. For more information, check out [www.octc.kctcs.edu/enroll/advise.htm](http://www.octc.kctcs.edu/enroll/advise.htm). Another way to increase the number of students who complete a bachelor's degree is to expect students to successfully complete at least 20 credits by the end of their first academic year in college (Adelman 109).

Finally, we can discuss our expectations for our students with each other. We can then publish our expectations in our college schedule and in each syllabus. Owensboro CTC has embarked on a five-year plan to improve student learning through the setting of clear expectations for all students—expectations founded on our general education competencies and focused on 1) the expression of ideas, 2) the ethical and personal responsibility to be exhibited by every member of the college community of learners, and 3) the life-long need for social/civic interaction and learning. In the “Expression of Ideas Through Numerical, Mathematical, and Graphical Representations,” students can be expected to perform at four levels; the levels vary with each assignment. The lowest level expects that student expression would “use numbers, symbols, or graphs to summarize or represent data in more easily understood terms. Calculators and spreadsheets may be appropriate tools.” Expression at the second level would require students to “represent and relate events or data sets using equations and graphs. Graphs, charts, maps, and diagrams may be used to display data and information in two or three dimensions.” The third level expects students to be able to “use symbols and models to analyze and interpret sets of data or events, allowing one to make

inferences about relationships, e.g., cause and effect, predictions.” At the fourth level, expressions “would involve the selection of appropriate mathematical tools (equations, graphs, diagrams) to support or refute a particular position. Alternative interpretations should be noted and reviewed. The persuasive power of the representations, economy in their use, and characteristics of the audience are key considerations to be made.” This material as well as examples can be found at [www.octc.kctcs.edu/expectations/framework.htm](http://www.octc.kctcs.edu/expectations/framework.htm). These expectations are not limited to the mathematics classroom, but are intended to be used in any discipline as appropriate. When the entire faculty participates in designing written student expectations, students become more aware of what is expected of them, and faculty report that the quality of student work is improving.

If our expectations can raise the percentage of students who do not need to take remedial mathematics or repeat mathematics courses, can we then say that we've met our own expectations of ourselves? What are your expectations for students? Are your college's expectations published on the web? Would you be willing to share with other AMATYC members what your college is doing to increase student success?

#### Reference

Adelman, C. *The Toolbox Revisited: Paths to Degree Completion From High School Through College* Washington, D.C.: U.S. Department of Education, 2006.



### *It's NEVER too late...*

to be an AMATYC Consulting Professor. If you have a sabbatical coming up or would like to work on an AMATYC project, contact Cheryl Cleaves, [ccleaves@amatyc.org](mailto:ccleaves@amatyc.org), to make your plans.

## Themed Sessions in Cincinnati

by Wanda Garner

A popular feature of AMATYC's Annual Conference is the themed session consisting of several 15-minute presentations focused on a specific topic. This year's program contains six themed sessions scattered throughout the three primary conference days.

Thursday's themed sessions are "Many Good Application Problems" and "Math on the Web," organized by the Technology in Mathematics Education/AAS Programs Committee and the Distance Learning Committee, respectively. The presentations of applications range from problems to be solved, to demonstrations, labs, and projects. Student handouts, teacher notes, and grading rubrics will be provided. "Math on the Web" features innovative strategies used by experienced distance educators. Included this year will be suggestions for hybrid courses, statistics, online journals, calculator skills, and online discussions.

On Friday, the Mathematics Across the Community College Curriculum (MAC<sup>3</sup>) Project leaders will showcase ways in which they have connected with other disciplines to bring mathematics to life with applications found throughout the curriculum. Also on Friday, join members of the Placement and Assessment Committee as they explore strategies designed to emphasize placement and assessment concepts as stated in the *Beyond Crossroads* document.

Saturday's themed session, "Free Software in Mathematics Education," offers a unique opportunity to learn about high-quality, free software that is available for immediate classroom use. This special themed session is presented by the Technology in Mathematics Education Committee.

The sixth themed session, organized by key leaders in the development of *Beyond Crossroads*, will "Focus on Teaching and Learning" with the implementation standards of *Beyond Crossroads* in mind. So, pick your favorite topic and drop in on the themed session of your choice. You won't be disappointed regardless of your selection.



## Presiders Needed!

by Robert Malena

Presiders are needed for the 32<sup>nd</sup> AMATYC Annual Conference, November 2-5, 2006, in Cincinnati, OH.

Serving as a presider is a great way to become involved in the conference program and in AMATYC. As a presider you play an important role in the success of the conference. Your duties include seeing that sessions start and end on time, introducing the speaker(s), and distributing, collecting, and summarizing the session evaluation forms.

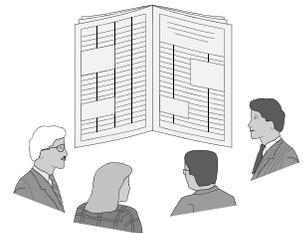
Presider assignments are made after the conference presentations have been finalized, usually some time in May. At conference registration in Cincinnati, you will receive a presider packet that includes all the necessary information for your assignment, a step-by-step procedure list, and session evaluation forms.

It is not too late to submit your presider application. Visit the conference website at [www.amatyc.org/Events/conferences/2006Cincinnati/presenters/Presider.html](http://www.amatyc.org/Events/conferences/2006Cincinnati/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](mailto:bmalena@ccac.edu).

## NSF Poster Session in Cincinnati

by Mary Kay Abbey

With funding from the National Science Foundation (NSF), AMATYC is once again able to host a poster session at the annual conference in Cincinnati. This showcase of the excellent projects funded by the NSF, allows members to see what is possible and to find mentors for



writing their own grant proposals. Please consider doing this even if you think your award is too recent to have any results. One of the reasons for holding this session is to let other members know that we as community colleges are competitive in quite a few programs of the NSF—not just ATE. The session will be held on Thursday, November 2, 1:30-4:45 p.m., but will be closed during the Opening Session. Please contact Mary Kay Abbey at [marykay.abbey@montgomerycollege.edu](mailto:marykay.abbey@montgomerycollege.edu) for the application.

## Call for AMATYC News Articles

AMATYC News readers enjoy reading short articles on teaching topics or other professional ideas. Do you have an activity that you believe other members would find interesting, the results of a grant, book review, or hints to help other members spend their professional time more productively? If so, please consider writing a brief article and sending it to Jean Woody, AMATYC News Editor. More information about length and submission requirements are available at the AMATYC News page at [www.amatyc.org](http://www.amatyc.org).

## Story of 1: A Review

*Story of 1* first aired on PBS on March 29, 2006, but is expected to be available on DVD on May 19. In *Story of 1*, the narrator Terry Jones takes a humor-filled educational journey to bring to life the amazing tale behind the world's simplest number. The show reveals the origins of our modern numbers and how the invention of one and zero changed the world forever. Using computer graphics, the number One is depicted as an animate object, which changed its appearance according to locale and time in history.

Terry's travels take him from One's earliest history about 20,000 years ago to Sumeria of 6,000 years ago, where One provided means to assess wealth, to calculate profits, and, perhaps most important, to collect taxes. The time traveler continues his journey visiting Egypt to show the audience how the Egyptians standardized the length of one cubit. Without this standard, the Egyptians could not have built the pyramids.

Jones then visits ancient Greece, where One was held in high esteem by Pythagoras, who believed that the world could be reduced to whole numbers and thought that One was a magic number. Later the Romans decimated One, giving the world decades and centuries and shared One with the entire known world. Roman numerals dominated Europe for the next 2,000 years.

Visiting India, Jones learns that the symbols for one through nine were invented in India, and Jones tracks down the first use of "zero." This is where the *Story of 1* takes a romantic turn.

The show continues describing the positive reaction of the Islamic world to One. However, in Europe, One and the others met fierce resistance. It took 500 years for the battle between Roman and Indian numbers to culminate. By the 16th century, the now commonly called Arabic numerals finally triumphed. The show indicates that the Florentine mathematician Fibonacci showed merchants how useful Indian numerals could be for calculating profits.

Within a hundred years, Gottfried Leibniz invented a binary system, using only One and Zero. By viewing the show, even your non-mathematical friends will learn that the story of the number One is the story of Western civilization.

## "We All Use Math Every Day"

by Rob Kimball

"We All Use Math Every Day." What a great way to start a TV show—don't you think? "NUMB3RS is a drama about an FBI agent who recruits his mathematical-genius brother to help the Bureau solve a wide range of challenging crimes in Los Angeles. The two brothers take on the most confounding criminal cases from a very distinctive perspective. Inspired by actual cases, the series depicts how the confluence of police work and mathematics provides unexpected revelations and answers to the most perplexing criminal questions." (cbs.com)

If you teach math you have probably heard about the partnership between CBS (Paramount Network), NCTM, and Texas Instruments. Members of the cast and writing team have been to NCTM and MAA meetings to promote the partnership (and the show).

TI has created an educational outreach program promoting mathematics through *NUMB3RS*. Teachers can download activities designed specifically for that week's show and use them in the classroom to promote mathematics. What *LA Law* did for the legal profession, what *CSI* did for biology, we hope *NUMB3RS* does for math!

The two URLs at the end of this article can lead you to more information about the show and partnership. After all, a TV show in which the characters actually pull out and USE a graphing calculator can't be all bad!

Partnership: [http://education.ti.com/educationportal/sites/US/nonProductSingle/global\\_promo\\_num3rs.html](http://education.ti.com/educationportal/sites/US/nonProductSingle/global_promo_num3rs.html)

Activities: [http://education.ti.com/educationportal/activityexchange/activity\\_list.do?cid=us](http://education.ti.com/educationportal/activityexchange/activity_list.do?cid=us)  
<then search for NUMB3RS>

## AMATYC Online Resource Director Appointed

George Alexander, Madison Area Technical College, was recently appointed AMATYC Online Resource Director by the AMATYC Board. George holds a bachelor's degree from St. John's Univ, MN, and a master's degree from the Univ of Wisconsin-Madison, WI. He has taught for 13 years in Wisconsin's two-year colleges, including both liberal arts and technical programs. His professional interests revolve around alternate course delivery formats, including both hybrid and online courses, and ample use of technology for individualizing the learning process. George has served as president of WisMATYC and as an affiliate delegate to AMATYC. He's ready to respond to your recommendations for additions to the Online Resource at [www.amatyc.org](http://www.amatyc.org).

## Miller Appointed to Joint AMATYC/ASA Committee

Glenn Miller, Borough of Manhattan CC, NY, was recently appointed to the Joint AMATYC/ASA Committee on Statistics Education as an AMATYC Representative. Glenn has served for many years on the AMATYC Program/Curriculum Issues Committee. His research includes studying how using a variety of assessment methods in Elementary Statistics courses affects students of different learning styles and the fractal analysis of time-series data.

## Nominate a Colleague for the Teaching Excellence Award NOW!

by Rikki Blair

Nomination forms are now available for the 2007 AMATYC Teaching Excellence (TE) Award. Up to eight AMATYC members will be honored at the 2007 Annual Conference in New Orleans. Awardees receive a medallion from AMATYC as well as a \$500 check from Houghton Mifflin.

Identify a colleague who is an outstanding teacher for this prestigious award and help that person complete the Nomination Packet. Or nominate yourself! Good teaching is the main focus of the award, but awardees are also rated on their support of students, professional development activities, interaction with colleagues, and service to the profession. Nominees must be AMATYC members whose primary assigned duties must be delivering instruction in an associate degree-granting program. Recognizing our best teachers emphasizes the significance of our roles and the value of the professional goals to which we all aspire.

All AMATYC members should have received information about the TE Award in the mail. The Nomination Form and a FAQ page are also available at [www.amatyc.org](http://www.amatyc.org). Visit the website today, complete the Nomination Packet, and send nine (9) copies to President-Elect Rikki Blair, 7461 Winding Trail Pl., Concord, OH 44077. If you have any questions, contact Rikki at [richelle.blair@sbcglobal.net](mailto:richelle.blair@sbcglobal.net) or your AMATYC region Vice President. Don't let the deadline of Friday, December 8, 2006, pass you by. You can beat the last minute rush by submitting the materials before the academic year ends.

## Looking for a Few Good AMATYC Members

by Judy E. Ackerman, Committee Chair

The AMATYC Nominating Committee is searching for a few good AMATYC members to nominate for the 2007-2009 Executive Board. The offices that will be filled are President-Elect, Secretary, Treasurer, and Vice Presidents for each of the eight AMATYC regions. Any regular individual AMATYC member is eligible to run for office. All AMATYC members should be thinking about potential nominees in order to assure the well-being of the organization.

A nomination packet consists of a letter of intent, a vita and a letter from the prospective nominee's supervisor. Information about the duties and requirements of each office as well as complete information about the nomination packet can be found at [www.amatyc.org/Get-Involved/nomination-board.htm](http://www.amatyc.org/Get-Involved/nomination-board.htm). The chair of the committee, Judy Ackerman, would be happy to respond to your questions. She can be reached at [Judy.Ackerman@montgomerycollege.edu](mailto:Judy.Ackerman@montgomerycollege.edu).



## Beyond Crossroads Digital Products Planners Meet in Snowy NYC

In February 2006, twelve *Beyond Crossroads* team members met at Borough of Manhattan CC in New York City, hosted by Sadie Bragg, Geoffrey Akst, and Nkechi Agwu. The meeting provided an opportunity for the four digital products planners—Norma Agras (FL), Dave Graser (AZ), Rebecca Hartzler (WA), and Margie Hobbs (MS)—to meet with other *Beyond Crossroads* leaders to advance the development of four electronic resources to accompany *Beyond Crossroads*. This event coincided with a record-breaking, 26-inch snowfall in New York City that closed airports and stopped taxis! Partial funding for the meeting was provided by the National Science Foundation through a grant “Planning Digital Products To Strengthen Two-Year College Mathematics Teaching and Learning” (DUE # 0410842). Be sure to join us in Cincinnati for the official release and celebration of *Beyond Crossroads*.



Back row: Norma Agras, Rob Kimball, Dave Graser, George Vaughan, Nkechi Agwu, Geoffrey Akst, Kathy Mowers.  
Middle row: Margie Hobbs, Rebecca Hartzler, Sadie Bragg.  
Seated: Susan Wood, Phil Mahler

## Digital Products Coordinator Appointed

The AMATYC Board recently appointed Dave Graser as Digital Products Coordinator. Graser has taught mathematics and physics at Yavapai College, Prescott, AZ, for the past eight years. Interested in using technology in the classroom, he has served as the TiME Committee chair and the *Beyond Crossroads Live!* editor. He is passionate about faculty development and welcomes the challenge of guiding the development of new electronic resources to compliment *Beyond Crossroads*.



**Distance Learning Committee**

By Mary Beth Orrange

A frequently discussed topic with regards to online learning is communication. Frank Christ and Loyd R. Ganey, Jr, devote a chapter to Online Communications in their book *100 Things Every Online Student Ought to Know*. Their advice to students is helpful to online teachers as well and includes both suggestions and common sense reminders.

Online courses contain tools for student-to-student communications as well as between students and their instructors. Most courses use built-in features to encourage interactivity such as discussion forums, document exchange, chat rooms, and email facilities. In a well-designed course, students are in constant contact with each other and the instructor.

An important aspect of online communications is to let students know that in the open world of the Internet, their privacy is protected in an online class. While their work might be submitted online, only the instructor will have access to their work and grades.

Included is a section on email that is relevant for both students and teachers. One welcome feature or tool of using a course management system is that the email facility found within these systems does not allow spam email or access by someone not enrolled in the course. In an environment where much of the course interaction takes place via email, email organization and etiquette is vital to online course success. It is easy to lose important information in a cluttered inbox or a hasty delete. Email messages are different from face-to-face communications. Students should develop effective writing skills and use a level of professionalism when sending emails and posting discussion board messages. The subject line in emails should be used to identify the course and the topic addressed. Every email between students and teachers should be signed with full names. Online participants should draft email messages and discussion board messages in MS Word or another word processor to catch basic misspellings and grammar

errors. Developing these skills and using these tools is a requirement for those of us teaching or learning in the online environment.

To participate in online discussions on topics relevant to distance learning such as this, join the distance learning committee or sign up for the listserv by sending an email to Mary Beth Orrange at orrange@ecc.edu.

Reference

Christ, Frank L., and Ganey, Loyd R., PhD. (2003) *100 Things Every Online Student Ought to Know*. Williamsville, NY: Cambridge Stratford, LTD.

**Foundation/Developmental Mathematics Committee**

by Jack Rotman

If you are involved with developmental mathematics, please consider joining our committee. Take a few minutes to look at the F/DMC Committee webpage (<http://devmath.amatyc.org>). You can join the F/DMC electronically by filling out a membership form online. The current committee newsletter is there and, there is a page of links to other websites.

I hope we can provide you with resources and support, and you will have the opportunity to participate in our work ... at whatever level of involvement you can invest.

In April 2006, the committee is launching a project to collect and share sample syllabi for developmental mathematics courses (April 2006 start). To submit yours, follow the directions on the committee webpage. Once submitted, all syllabi will be posted on the website in Acrobat PDF format. We will indicate who submitted it, and what type of course it represents (pre-algebra, beginning algebra, etc). Many thanks go to Geoffrey Akst, who has volunteered to help with this project!

Visit the AMATYC Online Store by following the link on the AMATYC webpage.

**Placement and Assessment Committee**

by Ed Gallo

*Beyond Crossroads* will be unveiled at the AMATYC Annual Conference in Cincinnati on November 2-6, 2006. Here's an opportunity for you to be involved in placement or assessment. You can be part of the review team for the placement and assessment documents and websites that will be included in the electronic resources planned for *Beyond Crossroads*. Please send me an email ([ed.gallo@sinclair.edu](mailto:ed.gallo@sinclair.edu)) if you would like to be a reviewer. The initial reviewing will take place prior to the 2006 AMATYC Annual Conference in Cincinnati.

We are always looking for articles for our PAC Newsletter. Please send any short articles or other items that you think would be of interest to all of the PAC membership to me or to Jim Ham, our secretary and newsletter editor. You can also email Jim Ham at [jaham@delta.edu](mailto:jaham@delta.edu) if you want to be on our distribution list for the PAC Newsletter or if you want to be a member of the Placement and Assessment Committee.

You can find out more about the PAC and its three subcommittees (Assessment of Student Performance, Assessment of Mathematical Programs, and Placement) by going to <http://placement.amatyc.org/>. One of the links on the PAC webpage is to our latest PAC Newsletter.

After explaining to a student through various lessons and examples that:

$$\lim_{x \rightarrow 8} \frac{1}{x-8} = \infty$$

I tried to check if she really understood that, so I gave her a different example.

This was the result:

$$\lim_{x \rightarrow 5} \frac{1}{x-5} = \infty$$

Submitted by Rita Marie O'Brien, Navarro College

## Arizona

The spring ArizMATYC conference was held jointly with the Southwest Section of the MAA in Tucson, AZ, April 7-8. ArizMATYC members were treated to a special workshop on AMATYC's Mathematics Across the Community College Curriculum program. **Rebecca Hartzler** provided an excellent overview of the program in the informative session, as well as more in-depth details and Q&A with the workshop attendees. Thanks to the Univ of Arizona for organizing a great conference!

## Colorado

ColoMATYC held its annual meeting at Morgan CC on March 3, 2006. The keynote speaker, **Ron Larson**, gave a talk on slope fields in calculus courses. The officers for the 2006-2007 year for ColoMATYC are president, **Carol Kuper**, Morgan CC; president-elect, **Shawna Mahan**, Pikes Peak CC; newsletter editor, **Shari Holder**, Front Range CC; and secretary/treasurer, **Mary Sloan**, Arapahoe CC. **Carol Kuper** from Morgan CC, **Janine Lewis** from Aims CC, and **Monica Geist** from Front Range CC were recipients of the Distinguished Faculty awards at their respective colleges.

## Georgia

The GMATYC annual meeting was held on February 17, 2006, during the 19<sup>th</sup> Annual Georgia Perimeter College Mathematics Conference. GMATYC would like to congratulate **Dennis Russell** of Georgia Perimeter College-Rockdale Campus who received GMATYC's 2006 Bill Bompert Teaching Excellence Award. Dennis is a master teacher whom students know to be understanding, helpful, funny, creative, and motivating.

## Illinois

At its recent conference, IMACC presented its Teaching Excellence Award to **Diane Koenig**, Rock Valley College; **Vicki Beitler**, Parkland College, received the Distinguish Service Award; and **Richard Diefenbach**, Shawnee CC and **Anita Sikes-Drezdon**, received Lifetime Member Awards.

## Indiana

**Nancy Henry**, a longtime member of IRMC and AMATYC delegate for Illinois, will be retiring at the end of May from Indiana Univ at Kokomo.

## Michigan

**Nathan Blecke** from Delta College, has received the college's Bergstein Teaching Excellence Award.

## Minnesota

The following officers were elected during the MinnMATYC fall election: president-elect, **Nicole Lang**; secretary, **Tony Dunlop**; treasurer, **Marilyn Treder**; and members-at-large, **Cheryl Coulter**, **Janis Cimperman**, and **Paul Kinion**.

## North Carolina

Members of the new NCMATYC Board are president, **Jan Mays**; vice-presidents, **Deborah Benton**, **Lee Ann Spahr**, and **Mary Bradley**; secretary, **Mitzi Logan**; and treasurer, **Raymond Griffith**.

## North Dakota

**Jeff Skibicki**, Bismarck State College, recently received the Golden Apple Award for teaching excellence. This award, which is sponsored by a local television station, is given based upon nominations from his students.

**Pete Wildman** and **Kendall Jacobs** of Casper College will be the facilitators at the fall meeting of NDMATYC. The focus of the meeting will be activities for developmental mathematics courses and liberal arts mathematics courses. There will also be some discussion of distance education issues.

## Texas

The TexMATYC/TCCTA conference was held in Houston on February 23-25. A variety of sessions were offered. **George Nelson**, former NASA astronaut and current director of Science, Mathematics, and Technology Education at Western Washington Univ, spoke on quantitative literacy from a scientific perspective. In addition, a pre-conference workshop was conducted by **Don Allen** of Texas A&M Univ. For his

services to TexMATYC, he received a plaque of appreciation. Each spring and fall, Don has offered online professional development. **Joanne Peebles** from El Paso CC was the recipient of the TexMATYC Teaching Excellence Award.

The Southwest Region is currently planning the 2007 Southwest Regional Conference. Invited speakers include **Joseph Gallian** and **Gloria White**.

## Wyoming

WYMATYC held its annual meeting at Northwest College in Powell, WY, on February 10-11, 2006. Officers elected for 2006-2008 are president, **Val Harris**, Central Wyoming College; president-elect, **Darren Geomets**, Northwest College; secretary, **Jon Spitler**, Univ of Wyoming; and treasurer, **Lynne Ipina**, Univ of Wyoming. An award was presented to outgoing President **Chuck Newberg**, Western Wyoming CC, for his years of outstanding service to the organization. WYMATYC voted to have a fall conference focusing on North Central Accreditation issues. The conference will be facilitated by **Al Skillman** and **Jerry Nelson**, two NCA evaluators from Casper College.



As reported in the April 2006 NCTM News Bulletin, the NCTM Board of Directors "[a]pproved a motion endorsing the philosophy and spirit of *Beyond Crossroads—Implementing Mathematics Standards in the First Two Years of College...*"

## Reminder!!

Project ACCCESS is seeking applications for its third cohort. For more information, please visit [www.amatyc.org/projectaccess/](http://www.amatyc.org/projectaccess/). Complete applications must be received by **June 30, 2006**.



## What Is an AMATYC Corporate Partner?

by Gwen Turbeville, Advertising Chair

The AMATYC Corporate Partner program is an opportunity for vendors and exhibitors to receive extensive advertising at a reduced rate, approximately 85% of actual costs. The program began in 2005 and was developed as a marketing tool to encourage vendors and exhibitors to expand advertising efforts. In the past some companies would advertise in *The AMATYC Review* but not exhibit at the annual conference or vice versa. Additionally, to encourage participation in the program, certain conference advertising benefits are offered only to corporate partners.

Currently there are two levels of partnership—a Gold Corporate Partner at a yearly cost of \$12,000 and a Silver Corporate Partner at a yearly cost of \$7,500. Corporate Partners are recognized on a special page of the annual Conference Program and AMATYC places a special sign in the partner's booth. The other benefits of Gold Corporate Partnership are a 100-word AMATYC webpage ad for one year, two pages of ads in both the spring and fall editions of *The AMATYC Review*; two conference registrations; two pages of ads in the conference program; one item placed in the conference bag; two exhibitor booths with priority locations; one commercial presentation and recognition as a Saturday morning breakfast sponsor.

The benefits of Silver Corporate Partnership are a 50-word webpage ad for one year; one front inside cover ad in both the spring and fall editions of *The AMATYC Review*; one conference registration; one page of ads in the conference program; one item placed in the conference bag; one exhibitor booth with priority location; one commercial presentation and recognition as an event sponsor. Lately this event has been the Friday morning regional breakfasts.

AMATYC is pleased that Casio, Inc., was the first Gold Corporate Partner and has chosen to continue the partnership for a second year. Hawkes Learning Systems was the first Silver Corporate Partner and has also continued for a second year.

## The AMATYC Review

The AMATYC Review invites manuscripts and reviewers. Author Guidelines and Reviewer Surveys can be obtained from the editor, Barbara Rives, [barbara.rives@acu.edu](mailto:barbara.rives@acu.edu). Author Guidelines can also be found at [www.amatyc.org/Publications/AMATYC-Review/index.htm](http://www.amatyc.org/Publications/AMATYC-Review/index.htm).

### Future AMATYC Conferences

2006	Cincinnati	November 2-5
2007	New Orleans	November 15-18
2008	Washington, D.C.	November 20-23
2009	Las Vegas	November 12-15
2010	Boston	November 11-14
2011	Austin	November 10-13

## Window on Washington

by Kathy Mowers

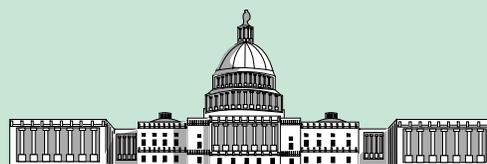
At a March 15, 2006, hearing of the Research Subcommittee of the House Committee on Science, an expert panel of witnesses reported that improving undergraduate science, technology, engineering, and mathematics (STEM) education is critical to improving science and mathematics education at the K-12 level and to strengthening U.S. competitiveness.

One of the witnesses, Margaret Collins, Assistant Dean of Science, Business, and Computer Technology at Moraine Valley CC, IL, told the subcommittee that community colleges must be included in efforts to strengthen undergraduate STEM education. Collins stated, "Federal agencies should provide more recognition to the role of community colleges in providing pathways and opportunities in higher education, especially for the underserved and underrepresented."

Carl Wieman, the 2001 winner of the Nobel Prize in Physics and a Distinguished Professor of Physics of the Univ of Colorado at Boulder, testified that "...unless you improve science education at the college level first, you are wasting your time and money on trying to make major improvements in K-12 [education]."

Various suggestions for educational reforms were offered by the witnesses. The witnesses were unanimous in recommending that programs for improving teacher preparation and in-service teacher professional development in the areas of mathematics and science belong at the National Science Foundation (NSF), rather than at the Department of Education. The witnesses also agreed that funding for the undergraduate science education effort at NSF should be doubled over the next ten years.

Legislation was introduced last fall aimed at improving undergraduate STEM education by increasing the importance of undergraduate teaching to the faculty reward system and implementing teaching methods and curricula materials that attract student interest in STEM courses and encourage persistence in degree programs. The legislation was reportedly based on the National Academies' report *Rising Above the Gathering Storm* [http://fermat.nap.edu/execsumm\\_pdf/11463](http://fermat.nap.edu/execsumm_pdf/11463) that recommended steps the U.S. must take to remain competitive in the global marketplace.



## Ten Most Wanted Websites for Every AMATYC Member

by Rick Pal

- American Mathematical Association of Two-Year Colleges, [www.amatyc.org](http://www.amatyc.org)
- Texas Instruments Education Website, <http://education.ti.com/educationportal/>
- National Association for Developmental Education, [www.nade.net](http://www.nade.net)
- Mathematical Association of America, [www.maa.org/](http://www.maa.org/)
- TI Calculator Programs and much more (Not associated with Texas Instruments), [www.ticalc.org](http://www.ticalc.org)
- Chronicle of Higher Education, <http://chronicle.com/>
- Arts and Letters Daily (Best intellectually stimulating web site! News service websites and newspapers from all over the world), <http://aldaily.com/>
- National Council of Teachers of Mathematics (NCTM), [www.nctm.org/](http://www.nctm.org/)
- History of Mathematics archive, [www-groups.dcs.st-and.ac.uk/~history/](http://www-groups.dcs.st-and.ac.uk/~history/)
- Mathematics WWW Virtual Library, [www.math.fsu.edu/Virtual/](http://www.math.fsu.edu/Virtual/)
- Mathematics Department web servers from every university and college in the world that has web presence, [www.math.psu.edu/MathLists/Contents.html](http://www.math.psu.edu/MathLists/Contents.html)



## MathNerds Unite

MathNerds.com provides discovery-based, mathematical guidance using a volunteer network of mathematicians at no charge to the user. Supported by Lamar Univ and Xavier Univ of Louisiana, MathNerds opens new possibilities for both faculty and students.

Faculty and others who share a love of mathematics can volunteer a small amount of time each week to provide guidance, references, and hints to questions that mathematics students submit online. Volunteers listed on the site include two-year college faculty and retired persons among others, and they select the categories and volume of questions submitted to them.

Students can learn how to learn mathematics from the willing volunteers, who can support students who may have nowhere else to turn. Since students are not just given answers and volunteers are tested to assure quality and their responses are monitored, instructors can confidently recommend the site. MathNerds clients, as they are described onsite, may be students from kindergarten through graduate school, and their questions are answered by the thousands each month.

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For additional information or  
to join AMATYC, visit [www.amatyc.org](http://www.amatyc.org)

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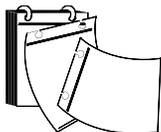
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# AMATYC Calendar of Events

Check the AMATYC website, [www.amatyc.org](http://www.amatyc.org), for information on conferences and meetings from other organizations.

**June 1, 2006 DELMATYC Spring Conference**, Delaware Technical & CC-Terry Campus, Dover, DE. Contact: Pete Stomieroski, [pstomier@dtcc.edu](mailto:pstomier@dtcc.edu)

**September 15, 2006 WYMATYC Fall Conference**, Central Wyoming College, Riverton, WY. Contact: Val Harris, [vharris@cwcc.edu](mailto:vharris@cwcc.edu)

**September 23, 2006 OKMATYC Fall Meeting**, Eastern Oklahoma State College-McAlester Campus, McAlester, OK. Contact: Brena Bellovich, [bbellovi@tulsacc.edu](mailto:bbellovi@tulsacc.edu)

**September 30, 2006 WisMATYC Annual Fall Conference**, UW Marshfield/Wood County, Marshfield, WI. Contact: George Alexander, [galexander@matcmadison.edu](mailto:galexander@matcmadison.edu) or 608.246.6187

**October 6-7, 2006 NDMATYC Fall Conference**, Carrington, ND. Contact: Donald Bigwood, [donald.bigwood@bsc.nodak.edu](mailto:donald.bigwood@bsc.nodak.edu) or Linda Tonolli, [Linda.tonolli@bsc.nodak.edu](mailto:Linda.tonolli@bsc.nodak.edu)

**October 13, 2006 Joint SOCAMATYC/SCCTM Conference**, Myrtle Beach Convention Center, Myrtle Beach, SC. Contact: Jerry Marshall, 864.646.1368, [gmarshal@tctc.edu](mailto:gmarshal@tctc.edu). Website: [www.soca.matyc.org](http://www.soca.matyc.org)

**October 13-14, 2006 FTYCMA Fall Retreat**, Central Florida CC, Ocala, FL. Contact: Martha Goshaw, [goshawm@scc-fl.edu](mailto:goshawm@scc-fl.edu)

**October 13-14, 2006 MichMATYC Conference**, Kalamazoo Valley CC, Kalamazoo, MI. Contact: Phobe Lutz, [pglutz@delta.edu](mailto:pglutz@delta.edu)

**November 2-5, 2006 32<sup>nd</sup> Annual AMATYC Conference**, Cincinnati, OH. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

**March 8-9, 2007 Joint SOCAMATYC/NCMATYC Meeting**, Central Piedmont CC, Charlotte, NC. Contact: Suzanne Williams, 704.330.6073, [suzanne.williams@cpcc.edu](mailto:suzanne.williams@cpcc.edu), or Jerry Marshall, 864.646.1368, [gmarshal@tctc.edu](mailto:gmarshal@tctc.edu)

**June 15-16, 2007 Southwest Regional Conference**, San Antonio, TX. Contact: Linda Zientek, [lzentek@blinn.edu](mailto:lzentek@blinn.edu)

**November 15-18, 2007 33<sup>rd</sup> Annual AMATYC Conference**, New Orleans, LA. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

**November 20-23, 2008 34<sup>th</sup> Annual AMATYC Conference**, Washington, D.C. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

**November 12-15, 2009 35<sup>th</sup> Annual AMATYC Conference**, Las Vegas, NV. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

**November 11-14, 2010 36<sup>th</sup> Annual AMATYC Conference**, Boston, MA. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

**November 10-13, 2011 37<sup>th</sup> Annual AMATYC Conference**, Austin, TX. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)



## New Precalculus CLEP Exam Available

by Kathy Mowers

The College Board introduced a new Precalculus CLEP exam in January. The exam format is 48 questions to be answered in 90 minutes. The first section has 25 questions, allows an online graphing calculator (non-CAS), and must be completed in 50 minutes. The second section of 23 questions has a time limit of 40 minutes without the use of the calculator.

The College Board encourages faculty to download the Precalculus Test Information Guide so they can determine if credit by CLEP examination is the best choice for their college or university. Students and faculty can also download a 30-day trial version of the graphing calculator. These items and more are available at <http://www.collegeboard.com/highered/clep/precalculus.html>. As of April 6, 2006, 219 colleges and universities are accepting Precalculus CLEP credit.

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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## AMATYC Committees

Contact the Chair of a committee that interests you for information about committee activities. AMATYC Committees are very active and complete much of their work at the annual conference. The committees listed here welcome your participation and input.

### Distance Learning

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# AMATYC

## Foundation

*Service  
Support* →

### AMATYC Foundation Thanks You for Support

by Judy E. Ackerman

Here's a suggestion for something to do as the spring semester comes to an end—make a donation to the AMATYC Foundation. Funds from the AMATYC Foundation help AMATYC to fund special projects for its members such as Project ACCESS and *Beyond Crossroads*. Thornton Wilder in *The Matchmaker* said, "Money is like manure, it's not worth a thing unless it's spread around encouraging young things to grow." Project ACCESS is a wonderful professional development program that facilitates the professional growth of new two-year college mathematics faculty. Your contribution to the AMATYC Foundation will help new faculty grow. Contributions can be made online at <https://www.alphacommerce.com/amatyc/foundation.aspx>

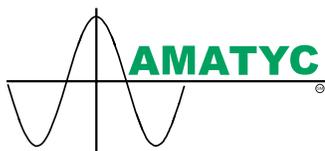
## *Dates To Remember!*

Project ACCESS Fellows  
Applications Deadline:  
June 30, 2006

Summer Institute  
Registration Deadline:  
Hawai'i June 9, 2006

Teaching Excellence Award  
Nominations Deadline:  
December 8, 2006

For more information visit  
[www.amatyc.org](http://www.amatyc.org)



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