

NEWS

Opening Doors
Through Mathematics



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VEGAS CALLING...

by Jim Matovina

Admit it. You're thinking about it. Even with the slowing national economy, you're thinking about coming to the 35th Annual AMATYC Conference in Las Vegas. As always, the Conference is sure to provide a plethora of quality networking opportunities and outstanding sessions, but there's something about Las Vegas that raises eyebrows and peeks that little devilish interest academics try so hard to hide. Keep in mind, even when you are not "conducting research," there are plenty of family-friendly activities to keep everyone entertained. To help make heads and tails of your stay, a couple members of the Local Events Committee will host one of the first sessions on Thursday morning and give your family and friends a run-down about much of the local fare. There will also be a few other sessions covering the basic mathematics behind Black Jack, Craps, Poker, and even sports wagering, which may prove to be useful in the middle of college football season.



The Riviera Hotel and Casino is a Las Vegas icon that continues to reinvent itself. With a major property renovation, guests will experience a "new look" Riviera with remodeled well-appointed guestrooms, a refurbished casino and a technologically enhanced convention center. The Monaco Tower at the Riviera offers renovated rooms in a contemporary style, with sleek lighting, European-style beds, and amenities that include flat-screen televisions and iPod/MP3 docking station alarm clock radios. With multiple restaurant options, 100,000 square feet of casino gaming action and live stage shows nightly, the Riviera delivers the quintessential Las Vegas experience while offering top value for your room, food and entertainment dollar with a personal touch.

Outside of the Riviera, there are many activities that are literally footsteps away. For those who wish to travel a mile or two down the Las Vegas Strip, in addition to a never-ending line of taxis, an inexpensive and fun way to make the trip is

➤➤Continued on page 10

A "STONE SOUP" OF PROFESSIONAL DEVELOPMENT

by Patrick Averbek

During these tough economic times, there have been many comparisons to the Great Depression. If you happen to be age-mature enough, you may recall the stories of how you, your parents, or your grandparents survived the difficult time. Two common means were to thin the soup or to gather with neighbors to pool resources. Of course, pooling resources was more beneficial. As an example, "Stone Soup," in which everyone in a community contributes an ingredient, was more nourishing than a thin soup.

As your institutions ask you to "thin the soup," keep in mind that AMATYC is working hard to build the collaborations that support you in your teaching. AMATYC has been working with other national organizations and groups to create a professional development stone soup. AMATYC would like to acknowledge the following people whose work has been valuable in developing collaborative professional development activities:

- Martha Aliaga and Rick Peterson of the American Statistical Association (ASA) for their work in providing AMATYC's first webinar;
- Dennis Pearl, Rob Gould, and Jean Scott of the Consortium for the Advancement of Undergraduate Statistics Education (CAUSE) for sponsoring not only six traveling workshops, but two summer institutes to be conducted over a two-year span;
- Rob Kimball and Kathy Mowers of the *Right Stuff* for their work on obtaining and coordinating the NSF-funded workshops on college algebra; and
- Christie Gilliland, Rebecca Hartzler and Deann Leoni of the Mathematics Across the Community College Curriculum (MAC³) project for providing eight fully funded traveling workshops that will be conducted this spring at various institutions across the USA and Canada.

AMATYC greatly appreciates the contributions of these people and the support of their organizations that are allowing AMATYC to provide these professional development opportunities to you. Also, keep an eye and ear open for future announcements of additional collaborations that are being developed for the upcoming 2009 Annual Conference in Las Vegas.

Lastly, when you are trying to think of ways to keep professional growth a possibility at your institution, an AMATYC Traveling Workshop can bring the broth for your local Stone Soup. Especially during times when every dollar counts, an AMATYC Traveling Workshop is a cost-effective way for supporting and maintaining professional growth at your institution. For more information, contact Patrick Averbek, the Traveling Workshop Coordinator, at patrick.averbeck@edcc.edu or 425.640.1093.

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IS DEVELOPMENTAL ALGEBRA WORKING?

RIKKI BLAIR
LAKELAND CC • KIRTLAND, OH

In the October 2008 President's Corner of the *News*, the issues of increasing enrollments in developmental mathematics in two-year colleges were discussed. Faculty were challenged to address the various needs of developmental mathematics students by incorporating proven instructional methods into classes. Now let's extend our discussion to a second step in attacking these issues: The two-year mathematics community needs to review the content of developmental algebra and redesign course(s) that develop the necessary quantitative and reasoning skills needed by *all* students, not just those who plan to be mathematics or engineering students.

Recall that 965,000 students enrolled in "precollege level" mathematics at two-year colleges in fall 2005, constituting 57% of all two-year college mathematics enrollments.ⁱ This was a 21% increase in developmental mathematics enrollments from fall 2000! Of those students, 54% of all students were enrolled in Pre-Algebra or Elementary Algebra. In addition, 336,000 students took the equivalent of high school Intermediate Algebra in two-year colleges.

Teaching developmental mathematics is an important part of our mission, but the increase in those enrollments is troubling. It troubles others too. There are many instances in our current political arenas where state or federal legislators have created laws and regulations so that tax dollars are not spent on students taking the same course in high school as in college. In response to the need, foundations and funders such as Lumina, Carnegie, Bill and Melinda Gates, etc., have invested heavily in initiatives such as summer boot camps, slower and accelerated courses, supplemental instruction, and learning communities that have increased achievement of student learning outcomes in mathematics. While these initiatives have shown success, enrollments continue to increase in developmental mathematics.

Did you know that only 7% of four-year college students ever take a course beyond Calculus? While we need to be proactive in recruiting and keeping more students in more mathematics courses in college, the majority of our students never reach Calculus and even fewer go beyond the minimal mathematics courses required for college graduation. *Why* do we teach *all* students as if they are going to be calculus-bound? Many of our students need a different developmental mathematics experience - an experience that will provide them with the quantitative tools useful to them as citizens and in the workplace. The mathematics community should think hard about *what* mathematics students need in post-secondary developmental mathematics.

Much has been written about quantitative literacy skills for our students. *Beyond Crossroads* presented the following definitions of quantitative literacy: "The ability to apply aspects of mathematics (including arithmetic, measurement, data representation, number sense, variables, geometric shapes, spatial visualization, and chance) to understand, predict, and control routine events in people's lives; the ability to apply arithmetic operations, either alone or sequentially, in many contexts including balancing a checkbook and completing tax forms; Statistical reasoning skills and the comfort and confidence to deal with fundamental quantitative problems using critical thinking and problem-solving skills."ⁱⁱ

The Mathematical Association of America proposed that a quantitatively literate college graduate should be able to: "Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them; Use arithmetical, algebraic, geometric and statistical methods to solve problems; Estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results; Recognize that mathematical and statistical methods have limits."ⁱⁱⁱ

Quantitative literacy is an attitude. People who are quantitatively literate *believe* in their ability to learn the basic mathematics necessary to deal with quantitative issues that affect their life. They may not know how to calculate their house payments at different interest rates, but they are willing to seek out resources that will teach them how to calculate these rates.

Embracing quantitative literacy does not mean that "symbol sense" is not essential or that content is "dumbed down." It means that we need to think deeply about *which* algebraic concepts and skills are important. Quantitatively literate students need proportional reasoning, some basic algebra, and knowledge of exponential functions. Topics such as factoring cubics, complex numbers, rational functions, logarithms, or trigonometry are not essential for *all* students. A new course with the important concepts needs to be developed, that is neither Elementary nor Intermediate Algebra as we know it.

Articulation issues will need to be addressed if a developmental mathematics college curriculum does not include all of the concepts/skills currently included in traditional high school Algebra I or II. Collaboration across the K-12, two-year college, and four-year college/university sectors will be essential to determine *what* prerequisite pre-college quantitative skills are needed. Four-year college admission requirements, placement tests, and transfer policies will need to be aligned with the new two-year college developmental course.

It is time that the two-year college mathematics community attacks the developmental mathematics issues with gusto! A list of appropriate topics and skills of a new course for *all* students should be developed. The new course should not be like any other course. A name for this course should be chosen that does not conjure up thoughts of any developmental mathematics course in the past. Then, let's "get on with" developing and implementing that course or courses. It is time that the mathematics community exhibit its leadership and expertise in outlining the mathematics our students need to be quantitatively literate and to achieve their academic and career preparation goals. It is time that we stopped waiting for someone else to solve our own problem.

ⁱ 2005 CBMS Survey of Undergraduate Programs, page 6, www.ams.org/cbms/cbms2005.html

ⁱⁱ AMATYC *Beyond Crossroads*, pages 39-40, <http://www.beyondcrossroads.com/>

ⁱⁱⁱ MAA CUPM Quantitative Learning Committee, <http://faculty.valpo.edu/rgillman/ql/>

GUEST EDITORIAL: CALCULATORS ON A TEST? NEW CALCULATORS MAY AFFECT HOW YOU CHOOSE TO ASSESS.

by Connie Buller, Placement and Assessment Chair

The following is Connie's opinion and not necessarily that of AMATYC.

There is a new type of calculator: one of the Casios. It looks almost exactly like a scientific calculator. It costs roughly \$17. Pasted over its display window is an example of how it can rationalize denominators:

$$\frac{\sqrt{50}}{5} \cdot \frac{2}{\sqrt{3}} = \frac{2\sqrt{6}}{3}$$

--and it can do more.

What does that do to an Intermediate Algebra test on the chapter introducing students to radicals? At NEB MATYC (Nebraska regional--be sure to take part in your own regional!) Dean Nimic responded to a question on how they use calculators in their classes, by saying he gives 2-part exams in calculus, with the graphing part NON-calculator (!) and definitely no calculators on exams in earlier classes.

Mathematics teachers agree that they want their students to do well and learn their mathematics. Calculators can help students learn and apply math concepts. The newer "CAS" calculators from Texas Instruments, like the TI 89, TI NSpire, or TI Voyage will do algebra step by step, will factor polynomials, calculate derivatives, and more. A Project ACCESS Fellow, Anne O'Shea, teaching in Massachusetts, recently remarked that in her calculus course she also has 2-part exams, because some calculators, like the TI 89 do "too much algebraic manipulation. It will find the derivative and give the actual function, not just the numerical derivative. It will also find Taylor Polynomials."

When teaching basic algebra skills, like factoring a trinomial or simplifying and solving linear equations, most teachers ban these calculators on tests.

Often elementary teachers avoid calculators on tests over basic arithmetic skills like the multiplication of single digits, subtraction of decimals such as 3.0045 - 0.79, or multiplication of fractions. Many teachers do not allow calculators in beginning algebra classes, but require scientific or graphing calculators in intermediate and college algebra courses. However, in classes beyond algebra, the new CAS (computer algebra system) calculators may be very useful, allowing concepts to be assessed without the instructor having to take care that the algebra doesn't get too time-consuming for testing situations.

Most graphing calculators at least LOOK significantly different than ordinary scientific calculators--and the TI NSpire with its CAS, or the TI Voyager even look completely newer than the ordinary graphing calculators.

National tests like the ACT and SAT allow only certain types of calculators, to avoid skewing procedural questions. If you do use calculators when assessing mastery of algebraic technique, be aware that calculators are, indeed, different.

FOLLOW UP FROM OCTOBER 2008 NEWS ARTICLE "TEACHING TECHNICAL MATHEMATICS ONLINE"

by Jesse Williford

In the October 2008 issue of the News, there was an article about what Wake Technical CC was doing to improve student success using technology. Here are some preliminary results of an assessment of the changes implemented.

In the fall 2008 semester, the first-semester tech math students at Wake Technical CC made a big improvement in the percentage of A's, B's and C's. Two major changes have been made in the tech math course over the past two years. In the spring of 2008, Blackboard quizzes were added. Another change was made to the course about two years ago. The classroom technology was changed from a graphing calculator to Microsoft Excel. Students are now required to have a scientific calculator and access to Microsoft Excel, or its equivalent. As part of the course, students are assigned six Excel labs and four group projects. These are based on applications, similar to the ones presented at the Mathematics for AAS Programs committee's themed session, at the AMATYC annual meeting in Washington, D.C.

One statistic that is of importance in determining student success is the percentage of the students who made an A, B, or C. These are the students that are "successful." The following tables show the ABC rates from the fall 2005 to the fall 2008 semesters.

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
% ABC's	33.7	46.3	45.2	65.4

Fall 2008	A	B	C	D	F/WF	W	ABC
Number	19	32	34	8	11	26	85
%	14.6	24.6	26.2	6.2	8.5	20.0	65.4

As you can see, there was a big jump of 45.2% to 65% from the fall 2007 semester. During this period, the same set of three instructors have been involved in teaching this course. Each class uses the same syllabus, quizzes, tests and exam.

It will be very interesting to see what happens to the "ABC" statistic this spring semester and then the fall 2009 semester. One student, who was taking the class for the second time, was asked, "Why are you doing so well in the class this semester?" He said, "I think it is because of the Blackboard quizzes. I do a problem and I know right away if it is right or wrong, I can then try a different solution." Students are continually asked to change the way they do things to improve their grade. Maybe the instructor can make changes that will cause the student to make changes and come closer to reaching their potential.

Become involved in AMATYC. Join a committee. For a complete listing of committees and contact information visit www.amatyc.org and then click on the Get Involved button and choose Committee.

THE RESULTS ARE IN! AMATYC'S NEW JOURNAL— MATHAMATYC EDUCATOR

Do you remember an email asking you to participate in the naming of AMATYC's new journal in November? There was a drop box for entries at the conference in Washington, D.C. A special committee considered the 100 entries and made a recommendation to the Board in January. The winning name is *MathAMATYC Educator*. This name actually blended two entries: *MathAMATYC*s and *The AMATYC Educator*, submitted by Jeannine Dawson (Henry Ford CC) and Barbra Steinhurst (Susquehanna Valley Community Education Project, Inc.). Jeannine and Barbra will each receive a one-year membership to AMATYC for their entries.

In other journal news, Jim Roznowski from Delta College was appointed as the Production Manager for the new journal. He will be working with Peter Wildman who was appointed to the Editor position at the Washington, D.C. conference.

The first issue of *MathAMATYC Educator* is planned for fall 2009.



Jeannine Dawson



Barbra Steinhurst



Jim Roznowski

AMATYC MEMBER RECEIVES DEBORAH AND FRANKLIN TEPPER HAIMO AWARD OF DISTINGUISHED TEACHING OF MATHEMATICS BY THE MAA

In January 2009, AMATYC member Vali Siadat, two-year college faculty member at Daley College (IL), was awarded the Deborah and Franklin Tepper Haimo Award of Distinguished Teaching of Mathematics at the AMS/MAA Joint Meetings in Washington, D.C. The prize has never before been given to a community college professor.

An Iranian native, Siadat said early in his career he realized standard teaching methods did not work as well for remedial math students. He developed the "Keystone Method" which focused on letting students learn in small groups, quizzing them frequently about concepts learned and giving them constant feedback on how they are doing in class. The method focuses on developing critical thinking and logical reasoning skills, not just memorizing formulas.

In a study published in August in the math journal *Primus*, Siadat found that students taught using his method scored better on tests and did better in class. In addition, students also did better in subsequent math courses and even did better on reading tests. "I think of the classroom as a learning community," he said. "Everyone should take interest in everyone else's learning." "It's not just moving numbers around," said nursing student Veronica Kapa, 33, a mother of four. "You really have to think and use logic. ... You learn from other people -- and they learn from you."



IMPORTANT REMINDER

The AMATYC election will be held this fall. Only individual, regular members may vote in this upcoming election. Institutional contacts are not voting members of AMATYC unless they are also individual, regular members of AMATYC. Therefore, institutional contacts, adjunct, retired, and student members interested in supporting colleagues in this upcoming election should join as individual, regular members no later than May 31, 2009.

AMATYC CORPORATE PARTNERS PROGRAM

by Gwen Turbeville, Advertising Chair

AMATYC is pleased to announce that Hawkes Learning Systems has renewed its Corporate Partnership for 2009. This is the fifth consecutive year that Hawkes Learning Systems will continue as a Silver Corporate Partner. If you attended the Washington, D.C. conference, you may have noticed their booths at the entrance to the exhibits and their support of our breakfasts! You probably wore one of their flashing blue light pins. Please look for their support and booths at the Las Vegas conference. AMATYC is pleased to have this company, who is one of our original Corporate Partners, continue our mutual working relationship. A big "thank you" goes to Hawkes Learning Systems for all their support!

"Everyone has a role in creating a mathematics community with its core goal of helping all students be successful learners in mathematics."

—Beyond Crossroads, p. 77

DEVELOPMENTAL MATHEMATICS COMMITTEE

by Jack Rotman

Do you have confidence that your developmental mathematics courses are successful—both in terms of student completion and preparing students further for other course work?

The Developmental Mathematics Committee (DMC) is launching a project using an online community to take a fresh look at the needs for developmental mathematics in the 21st century. This online community will seek to create a “New Life Vision” for developmental mathematics over the next several months.

Why call it the “New Life Vision”? Well, there are leaders and members within AMATYC who believe that developmental mathematics needs to be rejuvenated ... that much of what is done is based on the mythologies surrounding “remedial mathematics,” which held that colleges needed to provide high school mathematics (algebra in particular) for students who never got it or who forgot it. Part of this mythology is that “calculus” is the appropriate target for faculty to use in preparing their students. Students who find themselves in these courses have many needs—including preparation for calculus, but also including other “academic” (including non-calculus mathematics, and science) and “occupational” courses (especially health careers and technical fields). The New Life Vision will address how developmental courses can meet a broader set of needs while improving the success rates in these classes.

DMC is forming a “steering team” for the online community; at this point, members on the Steering Team include Janet Teeguarden (Indiana), Jenny Shotwell (Texas), Rob Kimball (North Carolina), Rikki Blair (ex-officio, Ohio), and Jack Rotman (Michigan). The Steering Team will approve documents to be posted in the online community.

Within the online community, a group of participants will review these documents and offer suggestions. Revisions will be made, seeking the strong consensus of the participant group. The DMC expects to have about 40 participants involved, which means that they will be reviewing materials on a weekly basis.

If you would like to be considered as a participant in this online community ... and can commit to weekly work for the project ... please send Jack Rotman an email (rotmanj@lcc.edu) indicating this interest; in this email, please briefly describe your expertise. A diverse group is needed to create this New Life Vision of developmental mathematics.

The New Life Vision for developmental mathematics will be the focus of a special symposium at this fall’s AMATYC Conference in Las Vegas, November 12 to 15. Those attending the symposium will receive details of the new models for developmental courses ... as well as the template of a workshop to begin the process of change at their college. After the Conference, the DMC will provide other opportunities to learn about the New Life Vision; over the next several years, the DMC hopes to see a fundamental shift in courses in order to help more students achieve their dream.

For other news from the DMC, visit the website (devmath.amatyc.org) and read the past Newsletters. The website also includes a membership form to join the DMC.

MATH INTENSIVE/COLLEGE MATHEMATICS COMMITTEE

by Klement Teixeira

The Math Intensive/College Mathematics Committee formed two new subcommittees at the AMATYC Conference in Washington, D.C.: “Precalculus” and “Calculus and Beyond”. The Precalculus subcommittee is chaired by Sandy Poinsett from the College of Southern Maryland and the Calculus and Beyond subcommittee is chaired by Robert Cappetta from the College of DuPage. The Precalculus subcommittee will focus on all non-developmental math courses up to and including Precalculus and the Calculus and Beyond subcommittee will focus on the calculus sequence, linear algebra and differential equations. To join the Precalculus subcommittee, please email Sandy Poinsett, sandrap@csmd.edu. To join the Calculus and Beyond subcommittee, please email Robert Cappetta, cappetta@cod.edu.

The Statistics subcommittee is chaired by John Climent. Ongoing discussions currently occur via a committee email list. To join this subcommittee, please contact John Climent via email at jcliment@cecil.edu.

TEACHER PREPARATION COMMITTEE

by Darlene Winnington

Often times faculty who teach Mathematics for Elementary School Teachers courses feel as though they live on a deserted island. They are alone at their own campuses. There is no one to rely upon to ask advice or brainstorm activities or get suggestions from. Good news! The Teacher Preparation Committee is beginning a mentoring program. They are currently recruiting mentors and mentees for the program. If you are an experienced Math for Teachers instructor please consider devoting some one-on-one time to help a peer. They need mentees as well. Please email Darlene Winnington at dwinning@dtcc.edu to become a mentor or a mentee. Mentees will be matched with mentors by course and geographic region.

In support of the National Math Forum and in response to the Math Advisory Panel’s report on mathematics education, the Teacher Preparation Committee is presenting a Themed Session in Las Vegas entitled “Making Connections to Algebra.” The national report focuses on the importance of making connections to Algebra in basic math long before students take traditional Algebra. These connections are the key to success in Algebra. Please check out the national website for activities and suggestions, Doing What Works, at www.dww.ed.gov.

The committee newsletter focuses on activities that work in the teacher preparation classroom. Please consider sharing your favorite activities with others by submitting an article. The article should include the objectives of the lesson, the general topic in the teacher preparation course, a description of the activity, and a photo if one is available. Articles should be submitted to Darlene Winnington, dwinning@dtcc.edu.

STUDENT MATHEMATICS LEAGUE

by Susan R. Strickland

As you read this, the scores from Round 2 of the Student Mathematics League competition are being recorded and sent in. 179 schools participated in Round 1 and the results are as follows:

Top 5 Teams

1. Pasadena City College (CA), 149.5 points
2. Los Angeles City College (CA), 146.5 points
3. Santa Monica College (CA), 146.0 points
4. East Los Angeles College (CA), 141.5 points
5. DeAnza College (CA), 141.0 points

(What pattern do you see here?)

Top Schools by Region

1. Northeast -- Borough of Manhattan CC (NY)
2. Mid-Atlantic -- Brookdale CC (NJ)
3. Southeast -- Georgia Perimeter College (GA)
4. Midwest -- Oakland CC (MI)
5. Central -- Rochester CTC (MN)
6. Southwest -- Pima CC (AZ)
7. Northwest -- Bellevue CC (WA)
8. West -- Pasadena City College (CA)

Top Individual Rankings

1. Yujin Yoshimura, DeAnza College (CA), 37.5 points
2. Ke Qu, Santa Monica College (CA), 35.0 points
Davit Hovhannisyan, Pasadena City College (CA), 35.0 points
Jonathan Hung, Bellevue CC (WA), 35.0 points
5. Stepanyan Haykaz, Los Angeles City College (CA), 32.5 points
Hari Subedi, Pima CC (AZ), 32.5 points
7. Suhas Devangam, Oakland CC (MI), 31.5 points
8. Ngocdiep Nguyen, East Los Angeles College (CA), 31.0 points
Ai Albert, Mission College (CA), 31.0 points
Hoang Nguyen, Chabot College (CA), 31.0 points
Kevin Horowitz, Santa Monica College (CA), 31.0 points
Jeong Chon Lo, Pasadena City College (CA), 31.0 points

As usual after Round 1, it is a tight race. The top ranking student after Round 1, Yujin Yoshimura from DeAnza College, finished last year's competition in second place. Lakshmi Vanniasegaram, the moderator for DeAnza, is hoping that Yujin stays at the top in this year's competition, but there are several students that are very close. You will just have to wait and see. If your school is not yet participating in the SML competition, consider starting next year. You can read about the SML on the webpage at www.amatyc.org/SML or email Susan Strickland at susanst@csmd.edu with any questions.

POSTER SESSION IN LAS VEGAS

Please consider sharing your innovative, practical, and outcomes driven ideas through a poster. The session will be held in a room, as opposed to a lobby as in past years, and the session will be well advertised. If you are interested, please contact Mary Kay Abbey at Marykay.abbey@montgomerycollege.edu.

KANSAS MATHEMATICS ASSOCIATION OF TWO-YEAR COLLEGES (KAMATYC)

by Steven Wilson

Imagine your surprise if you suddenly received a letter from one of the major universities in your state advising you that your first-semester calculus course would no longer transfer as their first-semester course. For the great majority of community college instructors in Kansas, no imagination is needed, as this actually occurred to most of us less than two years ago. The KAMATYC board perceived that they would be uniquely suited to assume a leadership role in this situation, and that has made a huge difference to the organization.

Hot topics increase attendance at affiliate meetings, and losing transferability was a very hot topic. The KAMATYC board requested email input from all community college math instructors in the state (whether KAMATYC members or not), and released a position statement later that year. Then they scheduled discussion time during the annual conference for the topic of transferability, so that ideas and concerns could be shared. They saw a four-fold increase in attendance at the annual meeting, with roughly 25% of all full-time Kansas two-year college math instructors present, representing 13 different institutions.

Yet many attendees stated that it was another hot topic in the conference program that drew them to attend. The Kansas state legislature and the Kansas Board of Regents both actively support dual credit, where high school students may earn college credit for courses taught by their high school instructor. The credibility of a college transcript is called into question if the quality of the courses offered is not kept to a high standard, and oversight of the dual credit programs varied greatly among the Kansas schools. A presentation and discussion time on dual credit proved to be big draws.

This year, the KAMATYC spring conference will be March 28 at Hutchinson CC. Once again, the board has considered the hot topics, and will have sessions on a local alternative to college algebra, on transferability for technical math, and on accreditation for dual credit. Unfortunately, they have not solved any of the hot topics to satisfaction (the loss of calculus transferability still haunts many), but the opportunity to work together on common issues has energized the Kansas affiliate.

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FLORIDA TWO-YEAR COLLEGE MATHEMATICS ASSOCIATION (FTYCMA)

by Donald Ransford

The Florida Two-Year College Mathematics Association (FTYCMA) is the Florida affiliate for AMATYC. Their two major annual events are the Fall Retreat and the Annual Business Meeting and Conference.

The Fall Retreat (or Mathematics in the Sun) has taken place annually since 2002 and is usually held the last weekend in September or the first weekend in October provided there are no conflicts with religious holidays or local events. The location has stayed primarily in the central part of the state in hopes of maximizing attendance. The cost for attending the Fall Retreat is determined by the retreat coordinator(s) and basically covers the expense for providing food. To date, the fee has never been more than \$50 and discounts are provided for early registrants and FTYCMA members.

The retreat focuses on a topic selected by the executive board related to mathematics education in Florida's two-year colleges that is of particular interest to or that is particularly troubling for all relevant institutions. The retreat usually begins with an officers' meeting on Friday morning followed by open sessions from noon to 5:00 on Friday and from 9:00 to 3:00 on Saturday. The most common format has been to divide the main topic into sub-topics, break into self-selected sub-groups who brainstorm and/or share ideas that are recorded by a notetaker, have the sub-groups rotate a couple of times, and reconvene as a unit and summarize the outcomes of the discussions. At some point during the retreat, a speaker is or speakers are invited to provide background, related research findings, or pedagogical suggestions for implementing aspects of the chosen topic. These speakers may be state officials or representatives from active groups within FTYCMA, AMATYC or Mathematical Association of America (MAA). A summary of the retreat outcomes is then drafted and disseminated by email through institutional liaisons identified by the newsletter editor and posted at FTYCMA's website with the intent of determining next-steps for the topic at a workshop held on the Friday morning of the Joint Meetings of FTYCMA and the Florida Section of MAA in the subsequent February. In some cases, the decision has been to publish a position statement and in others it has been to publish a document with suggestions for reform in curriculum and/or instructional methods.

The Joint Meetings of FTYCMA and the Florida Section of MAA are held each February in various locations around the

state determined by the MAA group. Friday morning is primarily dedicated to FTYCMA activities beginning with an officers' meeting, the workshop as a follow-up to the Fall Retreat, and the Annual Business Meeting. The rest of the conference follows a similar time schedule as the Fall Retreat but consists of 45-minute presentations from organizational members, 15-minute student research presentations, and plenary speakers selected by MAA.

In addition to the regular protocol of business meetings, FTYCMA also awards a Teaching Excellence Award in even-numbered years and an Outstanding Service Award in odd-numbered years, and presents certificates, laminated ID cards and lapel pins to new lifetime members of FTYCMA. (Cost for a lifetime membership is 15 times the cost of the current annual membership, and new members as well as those renewing may now pay their dues through PayPal at the FTYCMA website.) New officers are elected in even-numbered years and serve for two years. The slate of officers is compiled by the President-Elect and presented to the membership at the meeting for a vote of acceptance or additional nominations. The offices of FTYCMA include President, President-Elect, Past President, Secretary, Treasurer, VP-Programs/Retreat Coordinator, Newsletter Editor, Webmaster, Membership Services Coordinator, and Historian.

The FTYCMA By-Laws dictate that at least one newsletter be distributed per year, but in the past several years there have usually been two newsletters published each year. The newsletter is distributed via email through liaisons who have been identified as willing participants at each two-year college and the newsletter editor for the Florida Section of MAA. These contact people are then asked to forward the newsletter to all persons of interest within their institution or organization. The newsletter is also made available through the FTYCMA website.

Active agenda items include reviewing and updating the FTYCMA Constitution and By-Laws, establishing a scholarship for a mathematics student at a Florida two-year college, and unearthing potential methods for increasing and maintaining the number of active members with an emphasis on the word "active."

Although FTYCMA does not host its own mathematics contest, the organization does provide monetary support annually for the Math Olympics for mathematics students at two-year colleges held each spring at the University of North Florida.

FOCUS ON AFFILIATES

Would you like your affiliate to be a part of the Focus on Affiliate series? This is your chance to tell other affiliates what innovative things you are doing or look for help on new things. If you are interested, please contact Kathryn Kozak, AMATYC News editor, kathryn.kozak@coconino.edu.

"It is impossible to be a mathematician without being a poet in soul."

—Sophia Kovalevskaya

SUMMER INSTITUTES 2009

Beyond Crossroads Summer Workshop

June 11-12, 2009 in Cape Cod, Massachusetts

Full implementation of the standards outlined in *Beyond Crossroads* includes making a commitment to continuous improvement in instruction to enhance student learning. Attendees will learn to use the *Beyond Crossroads* Implementation Cycle by developing, assessing, and improving projects of their choice. The two-day workshop/conference will have multiple sessions to choose from. Faculty teams are encouraged to attend, but individuals are welcome as well. There will be plenary sessions—featuring AMATYC President Rikki Blair and noted speaker/author Pat McKeague—and concurrent break-out sessions with opportunities for faculty teams to work on specific *Beyond Crossroads* standards and recommendations.

GAISEing Beyond the Crossroads: Improving Instruction in Introductory Statistics - a CAUSEway Workshop

July 6-10, 2009 in Boulder, Colorado

This institute to be held at the National Center for Atmospheric Research (NCAR) will be hosted and supported by CAUSE (Consortium for the Advancement of Undergraduate Statistics Education) and NCAR. This workshop will provide participants with the direct experience that will help them develop classroom activities and assessments that are aligned with both the American Statistical Association (ASA) endorsed Guidelines for Assessment and Instruction in Statistics Education (GAISE: www.amstat.org/education/gaise) and recommendations in the AMATYC publication, *Beyond Crossroads*.

Mathematics Across the Community College Curriculum (MAC³)

July 11-14, 2009 in Lander, Wyoming

Prepare for new classes of curriculum units while enjoying the the beautiful and peaceful setting of Sinks Canyon. The institute will provide the basics of creating MAC³ projects. Participants will preferably apply to the institute in interdisciplinary teams. Ample time and computer resources will be provided to participants to create and perfect their project. The institute is modeled after the successful summer institutes held as part of the AMATYC MAC³ NSF grant.

For more information on registration, lodging, cost, and cancellation policy for any of these Summer Institutes, visit the AMATYC home page, www.amatyc.org and then click on Summer Institutes. You can then choose the one (or ones) that interest you for details and registration information.

FUTURE AMATYC CONFERENCES

2009	Las Vegas	November 12-15
2010	Boston	November 11-14
2011	Austin	November 10-13
2012	Jacksonville	November 8-11
2013	Anaheim	October 31-November 3

“A great memory does not make a mind, any more than a dictionary is a piece of literature.”

—John H. Newman

CALL FOR NOMINATIONS

AMATYC seeks nominations for its 2010 Mathematics Excellence Award, which recognizes educators who have made outstanding contributions to mathematics or mathematical education at the two-year college.

Award criteria include 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 résumé, not to exceed three pages, and three letters in support of the nomination, one of which is the letter of nomination. Nominations are sent to the Mathematics Excellence Award Committee Chair. Details are available at www.amatyc.org/awards/.

Nominations must be received by the committee chair by Monday, November 2, 2009. The signed originals and eight copies of each nomination packet must be sent by US Mail, FedEx, or other carrier. Email packets will not be accepted.

For more information, contact:

Kathy Mowers, Chair
ME Award Committee
Owensboro CTC
4800 New Hartford Road
Owensboro, KY 42303-1899
Kathy.mowers@kctcs.edu
270.686.4564

PROJECT NEX T

Project NEX T (New Experiences in Teaching) is a professional development program for new and recent Ph.D.'s in the mathematical sciences (including pure and applied mathematics, statistics, operations research, and mathematics education) sponsored by the Mathematical Association of America (MAA). It addresses all aspects of an academic career: improving the teaching and learning of mathematics, engaging in research and scholarship, and participating in professional activities. It also provides the participants with a network of peers and mentors as they assume these responsibilities. In 2009, about seventy faculty members from colleges and universities throughout the country will be selected to participate in a workshop preceding the MAA summer meeting, in activities during the summer MAA meetings and the Joint Mathematics Meetings in January, and in an electronic discussion network. Faculty for whom the 2009-2010 academic year will be the first or second year of full-time teaching (post-Ph.D.) at the college or university level are invited to apply to become Project NEX T Fellows.

The application deadline is April 17, 2009. For more information, see the Project NEX T website, <http://archives.math.utk.edu/projnext/>, or contact Christine Stevens, Director, at stevensc@slu.edu.

Project NEX T is a program of the MAA. It receives major funding from the ExxonMobil Foundation, with additional funding from the Dolciani-Halloran Foundation, the Educational Advancement Foundation, the American Mathematical Society, the American Statistical Association, the National Council of Teachers of Mathematics, Texas Instruments, the American Institute of Mathematics, the Association of Mathematics Teacher Educators, the Association for Symbolic Logic, W.H. Freeman Publishing Company, Maplesoft, John Wiley & Sons, MAA Sections, and the Greater MAA Fund.

AMATYC CALENDAR OF EVENTS

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

April 2-4, 2009 MOMATYC 12th Annual Conference, St. Charles CC, Cottleville, MO. Contact: Jason Pallett, jason.pallett@mcckc.edu

April 3, 2009 ColoMATYC Annual Conference. Contact: Jeff Berg, jeff.berg@arapahoe.edu

April 3, 2009 NEBMATYC Meeting, Central CC, Grand Island, NE. Contact: Dale Johanson, dale@northeast.edu. Website: www.northeast.edu/Organizations/NEBMATYC

April 3-4, 2009 NMMATYC Joint Meeting with MAA Southwestern Section, Western New Mexico Univ, Silver City, NM. Contact: Fariba Ansari, fansari@epcc.edu

April 3-4, 2009 VMATYC Spring Meeting, New River CC, Dublin, VA. Contact: Ann Loving, aloving@reynolds.edu. Website: virginia.matyc.org/

April 4, 2009 MATYC NJ Spring Meeting, Brookdale CC, Lincroft, NJ. Contact: Jeff Jones, jjones@ccm.edu

April 17, 2009 MATYCONN Spring Meeting, Housatonic CC, Bridgeport, CT. Contact: Mark Leach, mleach@hcc.comnet.edu

April 17-18, 2009 TMATYC Meeting, Columbia State CC, Columbia, TN. Contact: R. Michael (Mike) Darrell, rdarrell@columbiastate.edu

April 17-19, 2009 NYSMATYC Conference, Holiday Inn on Wolf Road, Albany, NY. Contact: Emad Alfar, emad.alfar@ncc.edu

April 23-25, 2009 WAMATYC/WSCC Conference, Columbia Basin College, Pasco, WA. Contact: Heidi Ypma, hyuma@whatcom.ctc.edu

April 24-25, 2009 NEMATYC Conference, Southern New Hampshire University, Manchester, NH. Contact: David Cox, d.cox@snhu.edu

April 30-May 2, 2009 MinnMATYC/MCTM Spring Conference, Duluth Entertainment Convention Center, Duluth, MN. Website: www.minnmatyc.org/conferences

April 30-May 2, 2009 ORMATYC Conference, The Inn at Spanish Head, Lincoln City, OR. Contact: Pat Rhodes, prhodes@tvcc.cc. Website: ormatyc.org/conferences

May 8-9, 2009 MichMATYC/MAA-Michigan Annual Meeting, Central Michigan Univ, Mt. Pleasant, MI. Contact: Sidney Graham, sidney.w.graham@cmich.edu. Website: www.math.hope.edu/maa/2009-section-meeting.html

May 20-22, 2009 OCMA Conference, Fern Resort, Orilla, Ontario, Canada. Contact: J. Paul Balog, pbalog@georgebrown.ca

October 2, 2009 ArizMATYC Meeting, Coconino CC, Flagstaff, AZ. Contact: Kathryn Kozak, Kathryn.kozak@coconino.edu

There is now an online form that will enable members to update or add affiliate conference information. You can access the form at www.amatyc.org/affiliates/affiliates-conferences.htm.

ONLINE STORE!

Visit the AMATYC Online Store and see interesting items and apparel with the AMATYC logo by following the link on the AMATYC webpage.

PROJECT ACCESS

by Laura Watkins (ACCESS Fellow)

In 2004 AMATYC and the Mathematical Association of America (MAA), in a joint effort, established Project ACCESS with funding from the ExxonMobil Foundation. The acronym ACCESS stands for Advancing Community College Careers: Education, Scholarship, and Service. The goal is to facilitate professional growth and encourage leadership among new two-year college faculty.

The first cohort of Fellows consisted of 28 community college faculty. There have been four additional cohorts since that time each consisting of approximately 25 Fellows. With the selection of the fourth cohort the program became known as AMATYC Project ACCESS and is wholly administered by AMATYC. Naturally the question arises, is the project having the desired effect. Here is a sampling of what some of the Fellows have been up to—judge for yourself.

Cohort 1 (2004 - 2005):

- Jennifer Cass, Cabrillo College, served as acting department chair when their chair had a medical emergency and is currently chair of their curriculum committee. She has been able to encourage more interaction between department members making meetings potluck so there is an incentive to come.
- Heather Gamber, Lone Star College-CyFair, has been extremely busy. She is the lead faculty for the department, secretary of TexMATYC (and newsletter editor), and is the secretary of the math section of TCCTA (Texas Community College Teachers Association).
- Ana Jimenez, Pima CC-East Campus, has presented at conferences, has been working as a Projects Assistant with new Project ACCESS Fellows, is in her second year as Vice President and Chief Spokesperson for PCCEA and is President-Elect for ArizMATYC.
- Aaron Warnock, Highline CC, is now the Math Department Coordinator.
- Laura Watkins, Glendale CC, served as co-chair of the Spring 2007 meeting of ArizMATYC, is a networking assistant for Project ACCESS, has presented at the last two AMATYC conferences and received a travel grant to attend ICME-11 in Monterrey, Mexico in July 2008.

Cohort 2 (2005 - 2006):

- Wendy O'Hanlon, Illinois Central College, has presented at the last two AMATYC conferences and is a state delegate for AMATYC.
- Sarah Stanley, Western Wyoming CC, is serving as the coordinator of the math department and is the Vice-Chair of the Rocky Mountain Section of the MAA.

Cohort 3 (2006 - 2007):

- Stephanie Doyen, Lone Star College - Kingwood, will be serving as the Math Department Chair starting Fall 2009.
- Cindy Keune and Kristine Woods, Las Positas College, have been alternating co-math department chair responsibilities for the independent studies program for math classes, called Math X, at Las Positas. With full support of their department, their involvement started with their Project ACCESS project and they are one and a half years into a four-year plan to redesign the program.
- Michael Darrell, Columbia State CC, is active in TMATYC and is the conference coordinator for their annual conference this year.

Cohort 4 (2007 - 2008):

- Annette Benbow, Tarrant County College - Northwest Campus, is currently serving as department chair.
- Anne Praderas, Austin CC, has designed, organized and implemented a professional development opportunity called “[SET]: Samples of Everyday Teaching” for her department. This effort involved recruiting 18 volunteer teachers to provide one 15-minute lesson each and the remaining teachers of the department were the “students.” The “students” would watch three demos then rotate to another room. Her efforts have been very successful with teachers and observers mentioning how much they gained from the experience.

➤➤ Vegas Calling, Continued from page 1 on one of the sleek double decker Deuce buses. Either a single \$2-3 ride or a mere \$5-7 for an all-day pass, the Deuce offers a convenient alternative to walking, and if you are fortunate to get the front window seat on the upper level at night, be prepared for a wonderfully unique experience.

GOT FUNDS?

If your college has travel money or professional development funds left in this year's fiscal budget and you're looking for a way to use it, why not pre-pay your conference registration to Las Vegas? For more information, contact the AMATYC Office at amatyc@amatyc.org or 901.333.4643.

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 November 27, February 1, April 1, June 1, and August 15 for the respective issues.

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MU ALPHA THETA

Mu Alpha Theta, the National Mathematics Honor Society, encompasses over 78,000 students in more than 1,600 schools in the USA and eleven foreign countries. It is dedicated to inspiring keen interest in mathematics, developing strong scholarship in the subject, and promoting the enjoyment of mathematics in high school and two-year college students.

Founded in 1957 by Dr. and Mrs. Richard V. Andree at the University of Oklahoma, the organization encourages colleges to form a math club where students can come together to explore applications of mathematics that may not be covered in the classroom. Many clubs participate in the AMATYC Student Mathematics League and try their luck at Mu Alpha Theta's free math competitions, the Log 1 Contest and the Rocket City Math League. Members need not be majoring in mathematics.

Mu Alpha Theta offers graduation honor cords and insignia merchandise to members. Up to \$48,000 in scholarship money will be available this spring, along with up to \$20,000 in summer math study or research grants. A number of monetary awards are also available to members. Free TI Graphing calculators and free copies of computer algebra systems, such as Maple, are given away to chapters.

In order for a two-year college to qualify for a Mu Alpha Theta Chapter, it must offer at least three semesters of mathematics covering geometry and more advanced topics (such as trigonometry, advanced algebra, and statistics) and offer at least three semesters of analytic geometry and calculus. These requirements cannot be fulfilled by courses in general mathematics or business mathematics. The National Office sets minimum requirements for individual membership, but chapters may elect to have stricter standards.

Students who were members in high school can join their two-year college chapter immediately. Students are also eligible if they have had at least one mathematics course at or above College Algebra/Precalculus and who have a 3.0 GPA overall in their two-year college mathematics courses.

A college may petition for a chapter after they form a math club or math team. The names of eligible, charter members must be included with the petition. The school pays a one-time fee of \$15 and each student pays a one-time registration fee of \$5. Once a completed petition is submitted with a check, it usually takes less than a week for the chapter to be approved.

For further information about the organization, see the official website at www.mualphatheta.org or email Kay Weiss at matheta@ou.edu.



Students taking "Mystery Test" at the National Convention of Mu Alpha Theta.

JOIN AMATYC AND YOUR STATE OR REGIONAL AFFILIATE

If you are a member of AMATYC, then you know that it is an incredible organization. AMATYC provides professional development through annual conferences, summer institutes, traveling workshops, and now webinars. There is also a great deal of information on the website from online resources to job listings to AMATYC committee web links. In addition, AMATYC has a great deal of initiatives from Project ACCESS to *Beyond Crossroads*. So now you are probably wondering why I am telling you all this if you are a member of AMATYC. Since you know how wonderful AMATYC is, consider telling your colleagues about the benefits of AMATYC and asking them to join. If you aren't a member, consider joining now. Registration forms are available at www.amatyc.org.

In addition, just as AMATYC can provide professional experiences for you, so can your local affiliate. So if you are not a member of your affiliate, please consider joining. Many affiliates have annual meetings and also have newsletters that deal with local issues. If you want to learn more about your affiliate, go to www.amatyc.org and click on the Affiliates link. You can either go to the Affiliates by Region section which gives contact information and links to the affiliate's website or go to Affiliate Conferences and see information about upcoming conferences.

By joining AMATYC and an affiliate, you can be involved in activities that will make teaching more exciting for you and your students.

www.amatyc.org/foundation

"No act of kindness, no matter how small, is ever wasted." - Aesop

The AMATYC Foundation solicits your support for one of its three funds:

- *Beyond Crossroads* Fund
- Project ACCESS Fund
- General Development Fund

Any amount helps and is greatly appreciated.

Kathy Mowers, Foundation Chair
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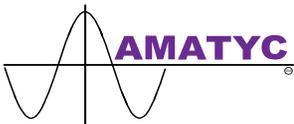
Dates To Remember!

Mathematics Excellence
Award Nominations
Receipt Deadline:
November 2, 2009

Application to Host a Refocused
College Algebra Traveling Workshop:
As Soon as Possible
www.TheRightStuff.AMATYC.org/

**For more information visit
www.amatyc.org**

Guest editorials and letters to the editor are invited. Submissions must be related to mathematics, mathematics education, or AMATYC. Suggestions for reprints must include the correct citation as well as permission from the original source. Send editorials and letters to Kathryn Kozak at AMATYCNews@amatyc.org.



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