



AMATYC News

American Mathematical Association
of Two-Year Colleges

Serving the professional needs of two-year college mathematics faculty

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USA Mathematical Olympiad

A rising number, such as 34689, is a positive integer each digit of which is larger than each of the digits to its left. There are ${}_9C_5 = 126$ five-digit rising numbers. When these numbers are arranged from smallest to largest, the 97th number in the list does not contain the digit (A) 4; (B) 5; (C) 6; (D) 7; or (E) 8? While you are pondering this problem, consider that you are a high school student hoping to be selected to participate in the USA Mathematical Olympiad (USAMO), a six question, two day, 9 hour essay/proof examination with all problems solvable using pre-calculus methods. Approximately 250 of the top scoring American Mathematics Competition participants (based on a weighted average) are invited to take the USAMO. Chuck Wessell represents AMATYC on the Committee of the American Mathematics Competitions.

AMATYC is a proud sponsor of the USAMO. President Judy Ackerman had the pleasure of representing you at the awards ceremony and dinner honoring the twelve top scorers in the 2004 USAMO. The awards ceremony was held at the National Academy of Sciences with Professor Edward Burger, Williams College bringing antic energy and humor to his topic of "Conjugate Coupling: The Romantic Adventures of the Quintessential Quadratic," allowing the audience, which included many non-mathematicians, to tackle and grasp the mathematics. An elegant dinner followed at the U.S. Department of State Diplomatic Reception Rooms. This year President-Elect, Kathy Mowers, also attended.

The twelve winners left the next morning for preparation and rigorous competition at the University of Nebraska-Lincoln. From the twelve USAMO winners, six finalists will be selected to attend the 45th International Mathematical Olympiad in Greece. AMATYC wishes them the best and applauds the USAMO's goal of identifying and encouraging the most creative secondary mathematics students in the country. Judy and Kathy expect that the winners they met may become the mathematics leaders of the next generation.

More information and pictures are available at www.unl.edu/amc/. By now you've probably solved the opening problem and found that the correct answer is B.



Judy Ackerman, Kathy Mowers, and USAMO winners enjoy time with Einstein in the garden at the National Academy of Sciences.

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President's Corner



Judy E. Ackerman

Montgomery College • Rockville, MD

I recently attended an institute on general education reform and assessment. While there, I asked faculty and administrators from two-year and four-year colleges from around the country about their mathematics or quantitative general education requirements. Almost without exception, the answer was that this was an area with big problems. I suspect that this is because there still is not general agreement by mathematics faculty on the appropriate mathematics or quantitative competencies that should be expected of two-year and four-year college graduates as part of their general education even though both AMATYC and the MAA have stated positions on this.

AMATYC's *Crossroads*¹ document suggests that liberal arts students meeting a general education mathematics requirement should be exposed to mathematical ideas that are new to them through the study of mathematical applications from multiple disciplines. Students should study topics at sufficient depth so that they learn about mathematics as a discipline and experience how to learn mathematics. In fact, *Crossroads* called for a "mathematics across the curriculum" movement to help students develop as mathematical thinkers. To date there has not been a widespread, nationwide push for this although there have been faculty who have been working to promote this. AMATYC just submitted a grant proposal to promote Mathematics Across the Community College Curriculum.

Discussion about general education mathematics is also found in the CUPM Curriculum Guide 2004². It indicates that courses that meet general education mathematics requirements should, among other things, provide a meaningful intellectual experience for students, while increasing their quantitative and logical reasoning ability for use in informed citizenship, the workplace, and in other disciplines.

Context and experience are important in the discussion of general education. Let me illustrate this with a non-mathematical example. In May, a visitor to a government lab in the Washington D.C. area asked the lab director about changes related to the new homeland security precautions. After hearing from the director about the changes, the visitor remarked that he expected the described changes but was somewhat surprised by the constant sirens. After a moment the director realized that what the visitor thought were sirens were actually the 17-year cicadas that were swarming. When the source of the "sirens" was identified the visitor displayed significant knowledge about cicadas and their life cycle. However, the information was learned out of context, without first-hand experience with cicadas so he did not even consider that the "sirens" might be cicadas. How often are our mathematics students unable to recognize an application of a mathematical concept they learned in theory but did not apply in context?

One of the presenters at the general education institute suggested that the question to ask regarding quantitative competency is, "Are students who complete the quantitative reasoning requirement at your college "numerate?" What is your response? Students in most colleges meet this requirement by completing or placing out of an introductory college mathematics course. Students who place out of these courses often don't have the opportunity to learn mathematics that is new to them and may be placing out because of their facility with algebra, not their ability to use quantitative reasoning in other disciplines and in everyday applications.

At the general education conference, I was part of a group that was asked to state a general education goal and then to identify three ways to achieve the goal. To my surprise, my group chose to work on the goal of quantitative competency.

Predictably, the easy way to achieve this competency was to require one or more mathematics courses. Since this was a brief exercise, there wasn't time to talk about what such courses should entail. The second way to meet the goal for students who place out of introductory general education mathematics courses was to provide an interdisciplinary quantitative reasoning course so that they could continue to develop their quantitative competency. The final way for students to meet the competency was to provide opportunities after they took an introductory general education mathematics course to experience mathematics related to their major through an additional new course or internship. These were ideas from non-mathematics faculty!

Through AMATYC we need to continue this discussion so that we provide students with meaningful ways to meet general education goals for quantitative competency. Please plan to join the conversation on general education and mathematics and mathematics across the curriculum at the 30th Annual AMATYC Conference in Orlando in November.

¹*Crossroads in Mathematics: Standards for Introductory College Mathematics before Calculus*, Don Cohen, Ed., American Mathematical Association of Two-Year Colleges, 1995.

²*Undergraduate Programs and Courses in the Mathematical Sciences: CUPM Curriculum Guide 2004*, Committee on the Undergraduate Program in Mathematics of The Mathematical Association of America, The Mathematical Association of America, 2004.

The AMATYC Review

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

Call for Nominations for AMATYC Office

by Philip Mahler, Committee Chair ex officio

The Nominating Committee seeks recommendations for AMATYC officers for 2005-2007. Serving as an AMATYC officer is an excellent way to expand your professional horizons and contribute to AMATYC and to your profession. The offices that will be filled in the 2005 election are a vice president for each region, president-elect, secretary, and treasurer. Nominations are due **February 1, 2005**. Any regular individual member of AMATYC is eligible to run for office. For more information about the duties and requirements of office, as well as the nomination process, follow the "Call for the 2005-2007 Executive Board Nominations" link at the AMATYC website. If you have questions or wish to suggest someone, including yourself, please contact one of the members of the Nominating Committee, listed on the webpage.

Highlights of the 2004 AMATYC Spring Board Meeting

by Irene Doo

The AMATYC Executive Board met at Southwest Tennessee CC in Memphis on April 16-19, 2004. Highlights of actions taken include:

- Approved the concept for the AMATYC logo.
- Adopted a Policy on Media Records of AMATYC Events.
- Adopted a revised mission statement.
- Adopted Press Release Guidelines and Protocol.
- Adopted an Invited Speaker Protocol.
- Established the AMATYC Foundation as an entity of the organization.
- Adopted a Corporate Partner Program.
- Revised the description of the positions of Executive Director for External Relations and Historian
- Made the following appointments (effective at the close of the 2004 AMATYC Annual Conference):
 - Bob Malena, CC of Alleghany County, as Conference Presider Coordinator
 - Wanda Garner, Cabrillo College, as Conference Program Coordinator
 - Melissa Luebben, Columbus State CC, to the Program Proposal Review Committee
 - Kimberly Ricketts, as Affiliate Website Director (effective at the end of the 2004 Spring Board meeting)
- Established committees to:
 - investigate issues and develop a policy regarding conference attendees who choose not to stay at the conference hotel
 - investigate the content of the AMATYC News issues and the feasibility of including ads in the News
 - investigate the feasibility of conducting online workshops for AMATYC members
 - study and evaluate the role of the Delegate Assembly
- Passed a motion to recommend to the Delegate Assembly that the regular annual dues be set at \$75 for 1 year, \$145 for 2 years, and \$210 for 3 years, effective July 1, 2005.

Window on Washington

by Judy E. Ackerman

Unless you are at a community college in the greater Washington D. C. area, you may not know that each April the National Science Foundation (NSF) Directorate for Education and Human Resources hosts Community College Day, a celebration of the role of the two-year college in science, technology, engineering, and mathematics education (STEM). Faculty, administrators, and students from around the Washington Beltway are invited to a talk and reception as well as to meet with NSF program officers for a discussion of the role of community colleges in STEM education. The ninth annual Community College Day was held on April 12, 2004.

This year there was quite an array of speakers from the NSF. Judith Ramaley, Assistant Director for Education and Human Resources offered opening remarks. She said, "There is no magic bullet to making change. If at first you don't succeed, take the time to figure out why. If it's worth doing it will take longer than you thought it would." The newly appointed Acting Director of the NSF, Arden Bement, addressed the group and encouraged us to "think big" with regard to the NSF ATE program. He indicated that he started his education at a community college in Washington. Bement is also serving as the director of the National Institute of Standards and Technology, another major government agency.

George Boggs, President of the American Association of Community Colleges, addressed the group. He reminded us that politicians are courting community colleges. President Bush has been to four community college campuses recently and Alan Greenspan reportedly called community colleges "our economic engine."

The invited speaker, William A. Wulf, president, National Academy of Engineering, also had a connection to two-year colleges since he started his education at a two-year campus of the Univ of Illinois. He too acknowledged the critical role of the community college.

Three NSF program directors, Liz Dorland, Elizabeth Teles, and Ken Gentili, met with faculty and administrators to talk about funding opportunities for community colleges through the Division of Undergraduate Education. The largest funding for community colleges comes from three programs: Advanced Technological Education (ATE), Course, Curriculum, and Laboratory Improvement (CCLI), and STEM Talent Expansion Program (STEP). They indicated that the Type I CCLI - Adaptation and Implementation program to provide direct curricular improvement was underutilized by community colleges.

Over the past four years many community colleges were awarded Computer Science, Engineering, and Mathematics grants to provide scholarships for students. Unfortunately, this program will not be continued. Some scholarships could be awarded through a STEP grant.

One way to learn more about NSF grants is to serve as a proposal reviewer for proposals from the Division of Undergraduate Education. You can find NSF Form 428A on the web at www.ehr.nsf.gov/ehr/du/publications/form.asp.



The Mathematical Needs of Biotechnicians

The VISION Continues

by Mary Ann Hovis, Rob Kimball, and John Peterson

A small group of 15 two-year college faculty met at Wake Tech CC in Raleigh on May 16-19, 2004, to produce applications of mathematics in the field of biotechnology. The result will be a resource package of classroom-ready problems that demonstrate the mathematics used by technicians in the areas related to biotechnology.

The work is a continuation of an NSF-funded award to AMATYC (DUE: 003065). *A Vision: Mathematics for the Emerging Technologies* (AMATYC, 2003) contained recommendations and suggestions for mathematics faculty and programs in two-year colleges. Several of the bullets, found in the summary (below), point out the need to continue to investigate how to keep content relevant and engage students in meaningful activities.

- Traditional content is NOT appropriate today.
- Teaching math is not just teaching math.
- Decisions (regarding programs) should not be made in isolation.

Some participants from the workshop will be at AMATYC in Orlando. One of the themed short sessions on Thursday will highlight applications written in this workshop. For more information, see the project website: www.waketech.edu/~rlkimbal/CRAFTY.



Participants in the biotechnology workshop:
 BIOTECHNOLOGY: Zoe Fitzgerald, Linnea Fletcher, Samuel Gaskins, Elaine Johnson, Kunthavi Natarajan, Sandra Porter, Meg Rawls, Lisa Seidman, William Woodruff
 MATHEMATICS: Beth Gambler, Rodney Null, Jesse Williford
 INVESTIGATORS: John Peterson, Mary Ann Hovis, Rob Kimball

Grant in Teacher Preparation

by Ruth Collins

We are in the final year of the NSF grant that made it possible to offer four Regional Conferences and three Summer Institutes. Our final year is devoted to establishing Traveling Workshops in Teacher Preparation within the existing structure of Traveling Workshops. We are pleased to announce the following workshops which will be presented during the affiliate meetings.

October 21, 2004–MinnMATYC

Probability and Statistics in Teacher Prep courses.
 Contact: Peggy Rejto, Peggy.Rejto@normandale.edu
 College: Normandale CC, Bloomington, MN

January 13, 2005–MMATYC

The first course, communication, content and pedagogy.
 Contact: James Herman, jherman@cecilcc.edu
 College: Cecil CC, Elkton, MD

February 26, 2005–ArizMATYC

The first course, communication, content and pedagogy.
 Contact: Kathryn Kozak, Kathryn.Kozak@coconino.edu
 College: Chandler/Gilbert CC, Chandler, AZ

February 26, 2005–TMATYC

The first course, communication, content and pedagogy.
 Contact: Angela Everett, angela.everett@chattanoogaastate.edu
 College: Chattanooga State CC, Chattanooga, TN

April 8, 2005–NEBMATYC

Probability and Statistics in Teacher Prep courses
 Contact: Dale Johanson, dale@northeastcollege.com
 College: Western Nebraska CC, Scottsbluff, NB

The mathematical preparation of preservice teachers continues to be an area of concern for colleges, school districts, and parents nationwide. If you

Coming to a Location Near You!

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- custom-designed,
- cost-effective, and
- close to home.

Visit www.amatyc.org for more information.

Call for Articles on Teaching

If you are doing something exciting and innovative in the classroom, please consider sharing your experiences by submitting an article to the AMATYC News. Send articles to the editor, Jean Woody, at jeanwoody@cox.net.



Continued on page 9

Conference News

Join Your Colleagues in Orlando

by Wanda Garner, Program Coordinator

What: AMATYC's 2004 Annual Conference
 When: November 18-21, 2004
 Where: Orlando, FL—Renaissance Orlando Resort
 Who: Mathematics Educators in the First Two Years of College

Arrive Wednesday to take full advantage of our special “resort” schedule at this year’s annual conference. You will not want to miss this year’s opportunity to network with colleagues and refresh your professional commitment in sunny Orlando, FL.

Thursday is packed with professional development activities, including two themed sessions (Mathematics Applications in Biotechnology, and Placement and Assessment), a special symposium by Joan Garfield providing resources to enhance the teaching of statistics, and a keynote address by Yolanda T. Moses. Moses will present “Building Bridges and Changing Lives: The Role of Community Colleges.” All this is in addition to sessions and workshops on nearly any topic of interest to mathematics educators in the first two years of college, the grand opening of the exhibits, and four forums on topics vital to our members.

Friday’s special schedule will begin with regional meetings over breakfast. After a morning of sessions and workshops, the conference will adjourn in the early afternoon to allow participants to network and enjoy the venues available in Orlando. On Saturday, enjoy the traditional awards breakfast and featured address by Brian Winkel on “Passing the Grade as a Student Consultant.” Then, participate in your choice of excellent sessions throughout the day and on Sunday morning.

AMATYC conferences feature activities and materials directly applicable to the classroom. This year’s program will continue that tradition as well as allow you to renew your energy and enthusiasm for your profession. Come join us in Orlando!!!



AMATYC will soon have a new logo. The concept for the logo has been approved, and it will be refined and service marked before its release in Orlando. A member’s entry provided the inspiration that led to the logo, so that member will receive a one-year membership renewal. Join us in Orlando for the unveiling.

Hotel Rooms and the Conference

Here’s an application problem pertinent to conference situations. Planners for a three-day convention expected 330 conference attendees to stay in their room block each night. The group plans for a breakfast buffet every morning, two breaks, a lunch and a dinner each of the three days. The group also plans to have two cups of coffee per breakfast and one soda per person for each break at \$2 each. The cost for dinner is \$30 per person with a 5% tax and a 20% gratuity. On the first night, the group guarantees 320 people. On the first night, 310 people show up. The complimentary rooms and exhibit hall are based on the average rental of at least 85% of the room block with a penalty of \$5,000 and additional charges for meeting rooms and the exhibit hall if the 85% is not met, but at least 75% is met. The total rented for the three nights was 800 rooms, what is the minimum penalty the group will pay?

While the problem above has lots of extraneous information and a very simple answer, conference planning is more complex, and there is no simple answer. As part of conference planning, AMATYC negotiates the best price for hotel and meeting rooms at each conference. Not all organizations are as successful as we are. At one of our past conferences, registration materials from both our conference and the conference that began the next week arrived in the mail. The same hotel rooms for the next conference were \$100 more than our prices. Shortly before a conference city is announced, AMATYC contractually commits to a certain number of lodging rooms occupied by our attendees, the room block. Our complimentary meeting rooms and exhibit hall space are based on the number of rooms sold in the AMATYC room block. The negotiated hotel rate is based on numerous items that include our past history, room block, meeting space needed, and AMATYC’s food and beverage expenditures. If we do not meet our room block or dollars spent on food functions, AMATYC faces substantial penalties. This is one reason we ask attendees to reserve rooms in the block at the conference-designated hotel.

To offset penalties based on a guaranteed room block, some organizations have found that they must add a fee for those attendees who choose to obtain lodging at a hotel that is not the conference hotel. Others have gone to tiered-registration fees. A few have stopped working with hotels, which caused the registration fees to be higher. AMATYC hopes to avoid these consequences.

We know budgets are very tight for travel, and your conference team and the Board work hard to give all of us the best deal for the price. Please consider all of the above when you reserve your room to attend your next AMATYC Conference. We look forward to seeing you at the Renaissance Orlando Resort for the 2004 Annual Conference.

What year did you join AMATYC?

The AMATYC Office needs your help gathering historical information! Please go to www.amatyc.org and follow the links to complete the online survey form!



Reality TV in the Classroom: The Mole

by Patrick Riley, Hopkinsville CC

A few semesters ago, I was doing an activity with my pre-algebra class. They were calculating prices from items in the bookstore and finding out the total costs. I told them they could work as a class and if they got the right total within a ten-minute time limit, I would give them a couple bonus points. As the time wound down, they still had two different answers and didn't have time to double-check everything. They decided to just take their 'best guess.' The two students who had these answers were quite different. One sat in the front of the class and answered a lot of questions. The other sat near the back and was quieter. The class decided to go with the answer of the student in the front. As you can probably guess, he was wrong and the student in the back of the class was correct. Once I had left class and went back to my office, I thought "Wouldn't that have been interesting if I had 'told' the student in the front to purposely work the problem wrong just to see if the class would blindly follow his lead?"

About the same time, there was a reality TV show called *The Mole*. The point of the show is for the contestants to earn as much money as possible and to figure out the identity of the mole. I thought this would be a good idea to try in the math classroom since there are many opportunities for students to make mistakes (intentional or otherwise).

I select one student at the beginning of the semester to be the mole for the class. I have not had much trouble getting volunteers. Once I explain the format to the class, many are excited to play, and I get several volunteers. Throughout the course when we do activities, the mole (who has been informed of the answers to the activity, usually by email) will try to look for opportunities to mess up their partners or group members to work the problems incorrectly.

This has been a very successful activity for me. I hear the students talking about this outside of class, before and after class. They may not be focusing on the math, but they are involved in the class and (most importantly) thinking! Having a mole in the class promotes the following objectives:

1. To encourage the students to be prepared for class. It is much more difficult to let someone convince you that you are wrong if you know what you are doing.
2. To provide the students a chance to interact with each other.
3. To give students confidence in their own abilities instead of relying on others.
4. To help students learn to pay attention and analyze situations.
5. To get the students to THINK!
6. To give the students a more interesting way to learn the material.

After doing this for several semesters now, I have noticed many benefits that I was hoping to see (and a few that I wasn't expecting).

1. Attendance has improved because the students have something 'exciting' to look forward to.
2. Students are coming to class more prepared.
3. Students are participating in class. Many of my activities are designed so everyone has to do their part. Since I have been using this format, I rarely see students just sitting back and letting the others do the work (unless, of course, it is part of their strategy).
4. Material can be covered without having to work out examples. Much of the material is built on previous material. Instead of me bridging the gap, let the students work together to figure them out.
5. Class morale and interaction is improved.
6. The students are thinking.
7. The students are not afraid of being wrong. This one caught me off guard. Usually I have noticed in my classes that students are often afraid to speak up for fear of being wrong. However, with the mole format, students take 'being wrong' as a badge of honor since they are usually immediately accused of being the mole.

As I mentioned at the beginning, I use this as a semester long activity, but it could also be used in several small groups for a one day activity. Overall, I have been pleased with the results I have seen and plan to continue using this format.

Committee Reports

Distance Learning Committee

by Nancy J. Sattler

How do you use technology in your classroom? Is technology a tool or a medium? Margit Misangyi Watts, director of Rainbow Advantage/Freshman Seminars at the Univ of Hawaii at Manoa, addresses the need to understand the difference between teaching the application(s) of a tool and teaching the tool. She believes that much of the focus has been on teaching the tool, allowing the tool to drive the activities. Watts says that there will come a time when using the computer for teaching will be like using the light switch to turn on a light in a room, it will be "expected." As the computer becomes a "light switch" the landscape of higher education will change.

If you are interested in reading more about technology in the classroom, pick up the Summer 2003 edition of *New Directions for Teaching and Learning Technology: Taking the Distance out of Learning*. If you would like to let other AMATYC members know how you use technology in your classroom, become a member of the MathViaDistance listserv by sending an email to MathViaDistance@imail.terra.edu.

The Distance Learning Committee would like to invite anyone who has a website that they would like to share with their fellow AMATYC members to contact the committee chair (see p. 10) for a link to his/her site.

Placement and Assessment Committee

by Ed Gallo

The Placement and Assessment Committee (PAC) is working on a fall 2004 PAC Newsletter. Please send any short articles or other items that you think would be of interest to all of the PAC membership to ed.gallo@sinclair.edu by September 1, 2004. Also, please email Jim Ham, our PAC Newsletter editor, jaham@alpha.delta.edu, if you want to be on our distribution list for the PAC Newsletter.

One of the actions that the PAC is undertaking is a review of the AMATYC position statement on "Academic Assessment of Mathematical Programs" that was adopted in November 1999. The goal is to

review the position statement and determine if it needs to be updated. If you have any comments about this position statement, please send them to me. You can find this position statement by going to www.amatyc.org, then committees, then placement and assessment, and then PAC webpage. From there, you can link to the position statement.

Technology in Mathematics Education Committee

by David Graser

As mathematics instructors, we are interested in how technology can help us to be better teachers. To us, the effective use of technology is any use that promotes learning in the classroom. Graphing calculators, notebook computers, and PDAs can all be used to help students grasp concepts in a broad and enduring manner. Unfortunately, they can also be used to the exact opposite effect. For every four students who use technology to enrich their studies, there is a savvy student who will use it as a substitute to real learning and understanding.

The dark side of technology in the class becomes apparent when you look at the capabilities of the devices and how these capabilities might impact assessment. A typical student might have a graphing calculator, PDA, notebook computer, and cell phone. Each of these devices has the potential to impact how and what is tested in mathematics.

Graphing calculators may have applications that allow students to store text. Using these applications, a student might record information from a quiz or exam and pass it on to other students. If the graphing calculator has a computer algebra system, the student will easily be able to factor, differentiate, integrate, and find Taylor polynomials or partial fraction decompositions. Questions in which the purpose is to perform these operations are irrelevant in this context.

PDAs and notebook computers are being used to visualize mathematical concepts in the classroom. Like graphing calculators, these devices allow students to store information that might be passed to others in a testing situation. In fact, it is easier to pass information using these devices. Wireless devices allow students to communicate with email and chat in situations where collaboration is not allowed.

Even the innocuous cell phone can be exploited by the cunning student. Newer cell phones have digital cameras that might be used to photograph an exam or quiz. This copy could then be passed on to other students taking the exam later. During an exam, students can use text messaging to communicate information.

What is an instructor to do? Banning all technology during exams is not a realistic solution. Awareness of the capabilities of these devices is the first step. From there we can examine how we assess student achievement and choose techniques that minimize any advantages technology might give the savvy student.

If this issue and other issues regarding technology interest you, plan on attending one of the TIME Committee meetings in Orlando. The TIME committee encourages all conference participants to ponder this issue and contribute to the discussions at the meetings.

Student Mathematics League

by Chuck Wessell

The final results for the 2003-2004 Student Math League are as follows:

Top Ten Teams

Los Angeles City College (CA)	304.5
Bellevue CC (WA)	264.5
City College of San Francisco (CA)	250.5
Pasadena City College (CA)	250.5
William Rainey Harper College (IL)	250.0
Brookdale CC (NJ)	243.0
Mt. San Antonio College (CA)	231.5
Century College (MN)	230.5
Montgomery College-Rockville (MD)	227.5
Diablo Valley College (CA)	224.5

Top Ten Individuals

Silas Johnson	Normandale CC (MN)	77.5
Bryan Gillis	William Rainey Harper College (IL)	75.0
Jeong Min Seong	Los Angeles City College (CA)	73.5
Justin Kelly	Frederick CC (MD)	68.5
Charles Medford	Austin CC (TX)	68.0
Jinsun Kim	Los Angeles City College (CA)	67.5
Richard Van Note	Parkland CC (IL)	63.0
Michael Nguyen	Modesto Junior College (CA)	62.5
David Buchs	Rochester CTC (MN)	61.5
Shile Zhang	Bellevue CC (WA)	61.0

Regional Leaders

Northeast	Massasoit CC (MA)	175.0
Mid-Atlantic	Brookdale CC (NJ)	243.0
Southeast	Georgia Perimeter College (GA)	175.5
Midwest	William Rainey Harper College (IL)	250.0
Central	Century College (MN)	230.5
Southwest	Austin CC (TX)	219.5
Northwest	Bellevue CC (WA)	264.5
West	Los Angeles City College (CA)	304.5

The Charles Miller Memorial Scholarship will be awarded at the annual conference in Orlando to the highest ranked qualifying individual. Plaques will be awarded to the top five teams, the top five individuals, and the eight regional team and individual champions. Also, prizes will be awarded to the top ten individuals and members of the first place team.

One hundred sixty colleges and more than eight thousand students participated in at least one round of this year's Student Math League. If you are interested in getting your school involved in the Student Math League for the 2004-2005 school year, visit the AMATYC website for more information, or contact the committee chair via email or phone (see p. 10). If you currently are participating in the Student Math League, encourage a colleague to start offering the competition at their school.

Registration for the 2004-05 Student Math League will begin in August via the AMATYC website, www.amatyc.org.

California

Students from the CMC³-South area who were among the top regional finishers in the 2002-2003 AMATYC Student Math League were officially recognized at the CMC³-South Spring conference this past March.

Luana Raduca from L.A. City College and **Jiajing Xu** from Pasadena City College tied for first in the region, while **Nikolay Olshanskiy** from L.A. City College and **Xiao Xu** from Pasadena City College tied for third. Each year CMC³-South awards \$250, \$150, and \$100 for the first three regional finishers in the AMATYC sponsored math competition. A plaque was presented to Pasadena City

College (PCC), which again was the highest finishing school in the Southern region. PCC continues to attain top marks year after year, due in large part to the efforts of **Jude T. Socrates** who coordinates the efforts at that college.

Delaware

The 2004 DelMATYC Conference was held on June 3, 2004. The keynote speaker, **Fenshen Liu** from Delaware State Univ, discussed research in applied mathematics. DelMATYC has a web presence thanks to AMATYC. The website is <http://del.matyc.org>.

New Jersey

Pablo Echevernia from Camden County College has been accepted into the Princeton University Mid-Career Fellowship Program for the 2004-2005 academic year. **Virginia Licata** and **Charles Miller** from Camden County College took part in an NSF course, "Ancient Maya Mathematics in the Ruins of the Yucatan Peninsula."

New Mexico

The NMMATYC conference was held May 21-22. A preconference workshop was offered on "Model Worlds: Motivating Mathematics through Growth Processes," and the keynote speaker was **Richard Aufmann** who talked about "0/0 = 0 and Other Interesting Facts." At the end of the conference, the new executive board was introduced: president, **Ellen Schneider**, Dona Ana CC; president-elect, **Gordon DeSpain**, San Juan College; treasurer,

Mary Ellen Gallegos, Santa Fe CC; and secretary, **Dane Reese**, Santa Fe CC.

North Carolina

The new NCMATYC Board met at the home of President **Chuckie Hairston** on Lake Gaston to discuss business and construct a strategic plan for the next two years. Some of the items on the agenda included: ways to provide more services to members, ways to increase involvement among membership, and evaluating and revising the committee structure and functions. The Board is pleased with the affiliate website, the newsletter, the involvement in the SML, and the annual conference. It was reported that some members of the Board used break time to fish and take a late night cruise. Overall, the meeting was productive and the Board looks forward to working for NCMATYC over the next two years.

Ontario

Take a few minutes to visit the OCMA Conference site, www.mohawkcollege.ca/dept/math/OCMA/conf04/conf_revisited.htm. The conference was held May 25-27, at the Talisman Mountain Resort. You will find materials from the conference as well as beautiful scenery that might inspire you to plan to attend next year's conference.

Texas

Effective June 1, TexMATYC has a new executive board, headed by President **Linda Zientek**, Blinn College. Other officers include vice-president, **Paula Wilhite**, Northeast Texas CC; treasurer, **Habib Far**, Montgomery College; and secretary, **Mel Griffin**, Texas A&M University System.

Washington

The Pierce College District organized the 36th annual Washington State Community College Mathematics Conference, which was held April 29-May 1 in Yakima on the theme "Bringing Math to Life." **Ed Seymore**, Weyerhaeuser Corporation, spoke about "Quantitative Life-Science Applications in the Forest Products Industry," and **LaJoyce Debro**, Jacksonville State Univ, discussed "Points of Intersection between Biology and Mathematics."

Edmonds CC is hosting the fifth annual "Mathematics Across the Curriculum (MAC)" summer institute, August 17-

20, 2004, in Leavenworth, WA, at the Sleeping Lady Mountain Retreat Center. Any instructor who wishes to integrate mathematics or quantitative reasoning into a course in any discipline is welcome. Faculty are encouraged to attend in interdisciplinary teams. The institute will be held jointly with the "Quantitative Literacy Across the Curriculum" conference hosted by The Washington Center and sponsored by the Mathematical Association of America. The conference will feature resource faculty from around the country, a computer lab with Internet access, workshops given by experienced MAC faculty, and time and assistance for faculty to create projects and assessments for their courses. Contact **Deann Leoni** (dleoni@edcc.edu) or **Rebecca Hartzler** (rhartzle@edcc.edu) for more information, or see <http://mac.edcc.edu>.

See Calendar on page 9 for specific conference information.

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

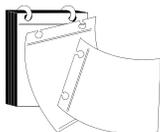
The **AMATYC News** is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published five times per year in January, March, May, August, and October. Your articles, announcements, comments, and letters to the Editor are welcome. Submit all materials by December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

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AMATYC Calendar of Events

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

September 24-25, 2004 LaMsMATYC Annual Conference, Delgado CC, New Orleans, LA. Contact: Milton Vavasseur, mvasvas@dcc.edu

September 25, 2004 OKMATYC Fall Meeting, Contact: Jay Malmstrom, jmalmstrom@okccc.edu

September 25, 2004 WisMATYC Fall Conference, UW-Fond du Lac, Fond du Lac, WI. Contact: Judy Jones, jjones@matcmadison.edu

October 1-2, 2004 MichMATYC Conference, Grand Rapids CC, Grand Rapids, MI. Contact: Jim Chesla, jchesla@grrc.edu

October 1-2, 2004 NDMATYC Conference, Carrington, ND. Contact: Linda Tonolli, 701.224.5644, linda.tonolli@bsc.nodak.edu

October 2, 2004 CMC³-South Mini Conference, Yucaipa, CA. Contact: Sherri Wilson, 909.389.3336, swilson@crafton.sbccc.ca.us

October 8, 2004 IMATYC Meeting, North Iowa Area CC, Mason City, IA. Contact: Brent Hamilton, hamilbre@niacc.edu

October 29-30, 2004 SOCAMATYC Joint Meeting with SCCTM, Myrtle Beach, SC. Contact: Donna Foster, foster.d@ptc.edu. Website: www.scctm.org/Conferences/conferences.htm

November 18-21, 2004 30th Annual AMATYC Conference, Orlando, FL. Contact: AMATYC Office, [901.333.4643](tel:901.333.4643), amatyc@amatyc.org

December 2-4, 2004 CMC³ 32nd Annual Conference, Monterey, CA. Contact: Rick Hough, [650.738.4193](tel:650.738.4193), hough@smccd.net

February 18-19, 2005 TexMATYC/TCCTA Conference, Austin, TX. Contact: Linda Zientek, lzientek@blinn.edu. Website: www.texmatyc.org

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

April 14-16, 2005 IMACC Conference, Allerton, IL. Contact: Mary Beth Beno, mbedo@southsuburbancollege.edu

April 22-23, 2005 4th Annual TMATYC Conference, Pellissippi State Technical CC, Knoxville, TN. Contact: Bobby Jackson, rtjackson@pstcc.edu

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

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

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

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

Focus on Our Members

This new feature highlights AMATYC members who have been formally recognized for their teaching.

Jim Trefzger, professor of mathematics at Parkland College in Champaign, Illinois, is the 2003 AMATYC Teaching Excellence Awardee for the Midwest Region. He is the historian and a past president of IMACC and a past board chair of the Illinois Council of Teachers of Mathematics. He received National Science Foundation and Dwight D. Eisenhower Grants totaling over \$450,000 and is a co-author of three tech math textbooks published by Prentice Hall. Jim represented AMATYC at the conference on Calculus for a New Century sponsored by the National Academy of Science, and was one of the reviewers for the AMATYC standards document *Crossroads in Mathematics*. He was the lone community college faculty member on the panel that established achievement levels for 12th grade mathematics on the National Assessment of Educational Progress ("The Nation's Report Card") in 1992. He enjoys teaching a wide variety of courses, which this past year included Learning Lab Math, General Education Math, Trigonometry, Tech Math II, Finite Math, Differential Equations, and Linear Algebra.

Jim reports that receiving this award has resulted in a lot of reflective thinking about the teachers, colleagues, and students who have shaped his career and influenced his teaching. It has also given him an even greater desire to be helpful to those who are just starting out in our profession. Jim's advice is that we as math teachers have a tendency to spend too much of our time worrying about what we will COVER in a course, when it's actually the mathematics that students will UNcover or maybe even DIScover that really matters!

The deadline for the 2005 AMATYC Teaching Excellence Award is **Thursday, December 9, 2004**. Simply nominating a colleague is an honor and recognition of the dedication to teaching for which two-year college mathematics faculty are well-known. Criteria, nomination materials, and frequently asked questions are available at www.amatyc.org.



Jim Trefzger pictured with his daughter, Amy, in Salt Lake City. Amy is an AMATYC member who teaches math and statistics at the College of Lake County, Grayslake, IL.

Teacher Prep, Continued from page 4

already have these courses at your college, consider expanding your program to include more courses. If your college does NOT offer these courses in mathematics and science, now is the time to do something about it.

Attend one of these workshops or schedule your own. Invite your counselors and administrators to your program. We have a strong cohort of experienced presenters ready to bring a Teacher Preparation Traveling Workshop to your college or affiliate meeting. These workshops are a great bargain for training in these financially pressed times.

Contact Doug Mace, Maced@Kirtland.edu, for more information or to schedule an AMATYC workshop.

Our Apologies

As reported on page 10 of the March 2004 issue of the *AMATYC News*, the keynote address for the WVMATYC meeting was given by Michael Lanstrum not Michael Lunstrum.

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

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AMATYC Mission Statement

The American Mathematical Association of Two-Year Colleges (AMATYC) mission is to promote and increase awareness of the role of two-year colleges in mathematics education, and to:

- Ensure the preparation of scientifically and technologically literate citizens who are capable of making educated decisions, who have skills needed by business and industry, and who will continue to educate themselves;
- Lead the development and implementation of curricular, pedagogical, and assessment standards for two-year college mathematics education;
- Assist in the preparation and continuing professional development of a competent and diverse mathematics faculty skilled in a variety of teaching and learning techniques;
- Serve as a network for communication, policy determination, and action among faculty, affiliates, and other professional organizations; and
- Communicate two-year college mathematics perspectives in public, business, and professional sectors.

Adopted April 18, 2004

Dates To Remember!

Discount Registration for
2004 AMATYC Annual Conference
Deadline: September 30, 2004

Teaching Excellence Award
Nominations
Deadline: December 9, 2004

Call for Nominations for
AMATYC Office
Deadline: February 1, 2005

For more information visit
www.amatyc.org

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