



# AMATYC News

American Mathematical Association  
of Two-Year Colleges

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

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## Unique Schedule Planned for 2004 AMATYC Conference

by Wanda Garner

AMATYC's annual conference always provides a variety of excellent professional development opportunities for its participants. This year's conference in Orlando, Florida, will continue that tradition. But this year's conference location provides a unique opportunity for attendees and their families to visit one or more of the most popular entertainment attractions in the United States. To take advantage of this opportunity, the conference schedule will be very different from our traditional pattern.

Thursday will begin with "early bird" sessions and workshops at 7:30 a.m. Throughout the conference, sessions will end after fifty minutes rather than the traditional one-hour. This shift will allow more presentations than normal to be held on Thursday and Saturday. The reason for making this shift will become clear shortly. You will want to plan to arrive Wednesday evening to take full advantage of the conference.

The opening session on Thursday afternoon and traditional breakfast on Saturday will be scheduled as usual. The Delegate Assembly will also remain the same, but since many attendees are not Delegates, selected sessions will be scheduled during that time.

So far, this sounds rather normal. But, take a look at Friday. Rather than ending the day with regional meetings and the traditional evening event, Friday will begin with regional meetings featuring continental breakfasts and a chance to network with colleagues. The breakfasts will be provided in lieu of the Friday evening event. Scheduled activities will end for the day shortly after 2:00 p.m., leaving the rest of the day and evening for you to network and enjoy Orlando's many attractions. It is possible to walk to SeaWorld from the hotel, but there are many other recreational options also available.

Consider coming a day or two early or staying after the conference to take full advantage of the entertainment venues. But, in case your professional and personal commitments do not allow early arrival or late departure, the AMATYC Board made the decision to alter the normal conference schedule to provide you with the best of both worlds, high quality professional development and a chance to visit Mickey Mouse. We hope you enjoy this change of pace.



## Project ACCESS: A Call for Applications

by Sadie Bragg

Project ACCESS (Advancing Community College Careers: Education, Scholarship, and Service) is a mentoring and professional development initiative for two-year college mathematics faculty funded through a three-year grant from the ExxonMobil Foundation. This project, jointly developed by the American Mathematical Association of Two-Year Colleges (AMATYC) and the Mathematical Association of America (MAA), has as its goal the development of a cadre of new two-year college mathematics faculty who are effective members of their profession. Participating Fellows will gain knowledge of the culture and mission of the two-year college and its students, acquire familiarity with the scholarship of teaching, commit to continued growth in mathematics, and participate actively in professional communities.

Fellows will attend two consecutive AMATYC national meetings where they will participate in a specially developed workshop as well as regular conference activities. In the intervening year, Fellows will attend an MAA Section meeting near their home institution where they will participate in the MAA's Section NExT activities and the regular meeting. For the duration of the project, an electronic network will link Project ACCESS Fellows with each other and with a group of distinguished mathematics

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# President's Corner



## Judy E. Ackerman

Montgomery College • Rockville, MD

A big topic of discussion for community colleges is dual enrollment, and almost every state has some type of dual enrollment program. For purposes of this discussion, let's agree that dual enrollment means that a student is taking both high school and college courses during the same time period. The courses may be offered in the high school or on the college campus and if taught in the high school may be taught by college faculty or high school teachers. In some instances students may get both high school and college credit for a college course while in other instances they will only get college credit. This issue is particularly relevant for two-year college mathematics faculty since the CBMS 2000 Statistical Abstract of Undergraduate Programs in the Mathematical Sciences in the United States<sup>1</sup> stated that "... two-year colleges were typically the post-secondary institutions that awarded dual enrollment credit." In addition, the survey found that almost 15% of all college algebra, pre-calculus, and calculus I sections offered by two-year colleges were dual enrollment courses.

A year ago, the Wyoming affiliate, WYMATYC, initiated a Position Statement on Dual Enrollment and an input hearing was held at the AMATYC Annual Conference in Salt Lake City this past November. At the hearing it was apparent that there are many concerns about dual enrollment. Since the implementation of these programs is usually impacted by state regulations, the areas of concern vary from state to state. At the hearing we also found that it is necessary to carefully define terms since the same words may be used to describe different dual enrollment programs in different states.

At its best, dual enrollment can be an excellent opportunity for high school students to start the transition from high school to college. Students have the opportunity to gain a more realistic view of the academic requirements that college courses require while potentially reducing the cost of their post secondary education. A number of years ago my children were dual enrollees at my college during their senior years in high school. They took multivariable calculus and differential equations and received only college credit. Between AP credits and college credits earned through dual enrollment, the cost of my daughter's undergraduate education was reduced by almost 25% and my son was able to complete two majors that were related to his future graduate school interests.

In some models of dual enrollment college faculty go to the high school and teach the college course following the same course outline and meeting the same course objectives as the same course taught on campus. Students enrolling in such a course need to meet the same prerequisites as students taking the course on campus.

Some practices that come under the umbrella of dual enrollment do cause concern. This occurs when a high school asks a community college to provide college credit for students enrolled in an AP calculus course even if they do not take the AP exam. This is problematic because the college would be providing credit for a course that is not taught by college faculty and does not necessarily provide instruction to meet the course objectives of the college course for which credit is sought.

One question about dual enrollment in mathematics concerns which college mathematics courses are appropriately taken as dual enrollment courses. Are post AP courses the only ones that should be considered? Would the answer be different for school districts that do not offer a full complement of mathematics courses up to and including AP calculus and AP statistics? What about introductory general education mathematics courses as dual enrollment offerings? Does it depend on how many years of mathematics are required for high school graduation?

The draft position statement on dual enrollment has been referred to the AMATYC Program/Curriculum Issues Committee for revision based on the input provided at the hearing in Salt Lake City. The committee will be sending the AMATYC Board a revised draft of the position statement in time for the spring board meeting so that a final hearing on the draft statement can be held at the Annual AMATYC Conference in Orlando. We hope to be able to provide the AMATYC membership with an opportunity for additional feedback about the draft statement prior to Orlando. Your thoughtful consideration of the next draft will help AMATYC craft a position statement that will provide guidelines on dual enrollment that you will be able to use to help shape your college's dual enrollment program in mathematics.

<sup>1</sup>Lutzer, David J., Maxwell, James W., Rodi, Stephen B. *Statistical Abstract of Undergraduate Programs in the Mathematical Sciences in the United States* Fall 2000 CBMS Survey. Providence, RI; American Mathematical Society (2002), pp. 64-66.

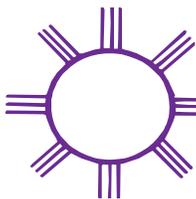
The **AMATYC News** is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published five times per year in January, March, May, August, and October. Your articles, announcements, comments, and letters to the Editor are welcome. Submit all materials by December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

### Address changes should be sent to:

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# 2004 AMATYC

## Summer Institutes

### Developmental Algebra Using a Function Approach

Outer Banks, North Carolina  
Ed Laughbaum, Director

The AMATYC Outer Banks Summer Institute is offered June 13-18, 2004, in the resort town of Duck, North Carolina. The classroom for the Institute is housed at the Army Field Research Facility (FRF), [www.frf.usace.army.mil/](http://www.frf.usace.army.mil/), on the oceanfront and offers the view and sound of the Atlantic surf. The Outer Banks of North Carolina is a major attraction offering beaches, shopping, fine restaurants, and lots of historical sights. It is a great place to take your family.

#### Course information:

At the AMATYC Outer Banks Summer Institute, we will investigate a developmental algebra curriculum that uses a function approach and develops mathematical ideas in the context of real-world situations with emphasis on understanding algebra through visual and numerical processing. We will use various technology for the pedagogy surrounding teaching a function approach. The course is a cooperative effort between the T<sup>3</sup> Teachers Teaching with Technology College Short Course Program, [www.math.ohio-state.edu/shortcourse/](http://www.math.ohio-state.edu/shortcourse/), and the AMATYC Summer Institute Program. A tentative table of contents is available at [www.math.ohio-state.edu/~elaughba/](http://www.math.ohio-state.edu/~elaughba/).

#### Instructors and info:

Instructors for the Institute are Debbie Crocker, Appalachian State Univ; Marlena Herman, Rowen Univ; and Ed Laughbaum, The Ohio State Univ. Three quarter hours of graduate credit are available from Portland State Univ. The cost for the institute will be \$225 for AMATYC members and \$285 for non-members. Rental homes will be available for about \$250 per week and hotels start at \$70 per night. For further information please contact Ed Laughbaum, Institute Director, at [www.math.ohio-state.edu/~elaughba/](http://www.math.ohio-state.edu/~elaughba/) or 614.292.7223. **Registration deadline: May 1, 2004.**

### Teacher Preparation: Exploring Measurement through Geometry

Enumclaw, Washington  
Joyce Hammer, Director

"Exploring Measurement through Geometry" will be the topic of the summer Institute in teacher preparation sponsored by Green River CC, July 8-12, 2004, in Enumclaw, WA. Using manipulatives, software, and learning centers, participants will explore concepts in perimeter, area, and volume measurements. In addition to this focus, participants will actively engage in their own learning as well as develop activities for their own courses. Advanced topics and misconceptions in geometric concepts will also be explored. Facilitating the institute will be Laura Moore-Mueller, a mathematics instructor from Green River CC who is experienced in the field of mathematics education and how it relates to geometry. Optional excursions to Mt. Rainier and the Seattle waterfront/Pike Place Market are also planned.

Cost for the institute will be \$290 for AMATYC members or \$350 for non-members. A welcome dinner on July 8<sup>th</sup> at the Center, lunch held daily, and a brunch on Monday the 12<sup>th</sup> will be provided during the institute. Lodging accommodations will be available at the Park Center Best Western Enumclaw, WA for an average cost of \$70/night. Graduate credit will also be available from Portland State Univ.

Come join us for learning fun in the beautiful Puget Sound region!

For additional information please contact Joyce Hammer, Director, Green River CC, [jhammer@greenriver.edu](mailto:jhammer@greenriver.edu). **Registration deadline: May 15, 2004.**

### Mathematics in Hawai'i

Hilo, Hawai'i  
Jane Iida, Director

The AMATYC Summer Institute in Hawai'i will be held in Hilo on July 26-30, 2004. The institute will use the remarkable geographic features of Hawai'i as an island-learning laboratory.

Instructor Charles P. McKeague will share his expertise by helping participants take the information from field specialists to create activities that can be used in a mathematics classroom. The discussion topics for the institute include the volcanoes, polynesian navigation, and the natural history of Hawai'i. Participants can experience the unique beauty and wonder of the Island of Hawai'i during the organized field trips.

To provide for a meaningful experience, enrollment will be limited to thirty participants. The cost for the institute will be \$265 for AMATYC members and \$325 for non-members. Guests (over the age of 18) can join the group for the field trips at a reasonable rate.

The Summer Institute will be held only if the minimum enrollment requirement has been met by **June 12, 2004**. If the enrollment requirement is not met, the institute will be cancelled and all fees will be returned to the registrants. AMATYC takes no responsibility for any other expenses an individual may incur and will not be liable for those out of pocket costs.

For additional information, contact Jane Iida at [iida@hawaii.edu](mailto:iida@hawaii.edu).

★ For more information about AMATYC's Summer Institutes visit [www.amatyc.org](http://www.amatyc.org). ★

## Call for Nominations for AMATYC Office

by Philip Mahler, Committee Chair

The Nominating Committee has issued a call for nominations 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 President-Elect, Secretary, Treasurer, and Vice President for each region. Nominations are due **February 1, 2005**. Members and leaders should begin now to consider who will lead AMATYC for the years 2005-2007.

Any regular individual member of AMATYC is eligible to run for office.

The Nominating Committee consists of twelve members who represent a cross section of AMATYC delegates, members, and leadership. The committee requests your input early in this important process. For more information about the duties and requirements of office, follow the "Call for the 2005-2007 Executive Board Nominations" link at the AMATYC website. If you have questions or wish to nominate someone, contact one of the members of the Nominating Committee, listed below.

Ray Collings	rcollings@gpc.edu
Wanda Garner	wagarner@cabrillo.edu
Judy Giffin	giffin.j@rhodesstate.edu
Dale Johanson	dale@northeastcollege.com
Quincy Magby	quincy.magby@azwestern.edu
Philip Mahler	mahlerp@middlesex.mass.edu
Claude Moore	cmoore@dcc.vccs.edu
Carolyn Neptune	cneptune@jccc.net
Mary Beth Orange	orange@ecc.edu
Sue Parsons	parsons@ceritos.edu
Jane Weber	ffjw@uaf.edu
Judy Williams	jwilliams@tcc.edu

## New AMATYC Historian Appointed

Maryann Justinger, Erie CC-South Campus, was appointed as AMATYC Historian. The AMATYC Historian collects, compiles, and disseminates information related to the history of AMATYC. Up until this point, this has been done in print format. One of the tasks the new historian will be undertaking is to investigate and develop a Web presence for the AMATYC history.



## Honor a Colleague

### Nominate Someone for the Teaching Excellence Award

by Kathy Mowers

Demonstrate your respect for your colleague, your profession, and yourself by nominating an outstanding teacher for the AMATYC Award for Teaching Excellence. Given in odd-numbered years, the last round of awards was presented at the 2003 AMATYC Conference in Salt Lake City. You can nominate someone to be honored at the 2005 AMATYC Conference in San Diego. Awardees receive a medallion from AMATYC along with a \$500 check for professional development from Houghton Mifflin.

Nominations are invited from AMATYC individual or institutional members, and affiliates. Members may nominate themselves. Nomination packets will be sent to AMATYC members and affiliate presidents. A complete packet consists of the following:

- Completed nomination form;
  - Cover letter from the nominator, not to exceed 3 pages;
  - Resume or vita of the nominee, not to exceed 3 pages;
  - One-page letters of recommendation from a student, a colleague, and a supervisor; and
  - Two-page summary of the candidate's most recent student evaluations.
- Additional information will NOT be considered.

To have a regional award, there must be a minimum of three nominees from the region. Members are strongly encouraged to identify a colleague who they know to be an exceptional teacher and work with that individual to put a complete nomination packet together. When you do this you have already honored the quality of their teaching, and they deserve it!

Good teaching is the main focus of the Teaching Excellence Award. Criteria for selection are:

- Instructional Effectiveness and Support of Students (25 points)
- Professional Involvement and Professional Development/Renewal Activities (15 points)
- Interaction with Colleagues (5 points)
- Service to Departments/Division/College (5 points)

Nominees must be AMATYC members whose primary assigned duties are the delivery of instruction in an associate degree-granting program.

The awardees will be selected by the 2005 Teaching Excellence Award Committee, which includes an elected representative from each of the eight regions. Kathy Mowers, president-elect, chairs the committee. Elected at the regional meetings in Salt Lake City, the regional representatives are Fred Peskoff (Northeast), Louise Olshan (Mid-Atlantic), Donna Saye (Southeast), Jim Trefzger (Midwest), Pete Wildman (Central), Rockford Burris (Southwest), Cathy Curtis (Northwest), and Ignacio Alarcon (West). Three of the committee members are Teaching Excellence Award recipients themselves!

Teaching is what we do in two-year colleges. Help AMATYC honor those members from your region who have achieved excellence in this critical role. It is through the recognition of our best teachers that we emphasize the significance of what each of us does, the importance of our profession, and the value of the professional goals to which we all aspire.

The Committee looks forward to receiving at least three nominations from each of the eight regions. Kathy Mowers must receive complete nomination packets no later than **Monday, December 9, 2004**. For more information, contact your regional vice-president or Kathy Mowers. Forms and more information may be found on the AMATYC website.

## Teacher Preparation Grant Update

by Phil DeMarois

Funded by National Science Foundation (NSF), the AMATYC Teacher Preparation Grant has sponsored regional conferences, summer institutes, and initiated an AMATYC Traveling Workshop program over the last three years.

Outcomes as a result of grant activities include:

- 35 participants incorporated hands-on activities in their mathematics for teachers courses
- 24 participants stressed connections in mathematical theory for the first time
- 10 participants included new technology in their courses
- 11 participants completed research on student learning
- 15 participants worked with a two/four-year college collaborative or within public schools to share conference information
- 8 articulation agreements were established or strengthened
- 6 participants trained others to teach the mathematics for teachers course(s)
- 30 participants shared information with others at in-service presentations
- 35 participants incorporated constructivist learning activities and methodologies in their courses
- 6 participants explored creating a matching course in science for pre-service elementary teachers
- 3 participants were granted sabbaticals to study elementary education curricular content and teaching methods
- 4 participants have applied for or are currently writing ATE proposals for submission to NSF.

Due to the success of prior institutes, the Summer Institute in Teacher Preparation will continue this summer, July 8-12, 2004, hosted by Green River CC in Enumclaw, WA. The title of the Institute is "Exploring Measurement through Geometry" and, for the first time, graduate credit will be available through Portland State Univ. See page 3 for more information. Plans are in place to hold a Teacher Preparation Summer Institute in Summer 2005, hosted by Grand Rapids CC in Grand Rapids, MI, subject to AMATYC Board approval.

Teacher Preparation Traveling Workshops are also available. Contact Doug Mace, maced@kirtland.edu, to receive information and to request a workshop. Once a request is received, a facilitator is selected and the facilitator will work with the local host to design a traveling workshop that will meet the needs of the local audience. Requests for traveling workshops in any area of teacher preparation are encouraged. Every effort will be made to match your request with a facilitator with expertise in the area of the request.

Additional information on Teacher Preparation Traveling Workshops, the Teacher Preparation Summer Institute, and on all grant activities is available at the AMATYC website, [www.amatyc.org](http://www.amatyc.org). Follow the links to the Teacher Preparation Grant webpage.

## Crossroads Corner

by Susan S. Wood

**T**HE REPORT: So what's new with the *Crossroads Revisited* Project? The draft *AMATYC Standards 2006* was discussed in Salt Lake City in worksessions, committee meetings, a forum, and informal conversations between colleagues. The Writing Team is now using this feedback, together with that provided by an Online Questionnaire, the Association Review Group II (ARG II), and other sources to define more clearly WHAT the important messages are and HOW best to convey them to the more than 20,000 full- and part-time mathematics faculty in two-year colleges. The Planning Team, Writing Team Chairs, and Section Writers met in February 2004 at Montgomery College in Rockville, MD, hosted by AMATYC President Judy Ackerman. Important issues surrounding the teaching and learning of mathematics in the first two years of college were considered at this meeting and further progress was made toward the update of *Crossroads in Mathematics: Standards for Introductory College Mathematics Before Calculus* (AMATYC, 1995).



**THE QUESTION:** The Writing Team is using this column as an opportunity to seek your response to some questions they are considering. Your help is needed. The questions for this issue pertain to developmental mathematics. Please send your responses to Vern Kays, [vkays@richland.edu](mailto:vkays@richland.edu). Responses received by April 10 are most helpful.

1. *To what extent should student outcomes for developmental mathematics address modeling?*
2. *Should nonlinear as well as linear models be included? If so, what kinds of nonlinear models are appropriate for developmental students?*
3. *Can you send along your best application for modeling at the developmental level?*

For more information about the *Crossroads Revisited* Project, visit the AMATYC website, [www.amatyc.org](http://www.amatyc.org), or contact one of the Project Directors: Susan S. Wood (lead director, [swood@jsr.vccs.edu](mailto:swood@jsr.vccs.edu)), Phil Mahler (co-director, [mahlerp@middlesex.mass.edu](mailto:mahlerp@middlesex.mass.edu)), Sadie Bragg (co-director, [sbragg@bmc.cuny.edu](mailto:sbragg@bmc.cuny.edu)), or the project editor, Richelle Blair ([richelle.blair@sbcglobal.net](mailto:richelle.blair@sbcglobal.net)).



## 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](http://www.amatyc.org/Publications/Review).

### Future AMATYC Conferences

2004	Orlando	November 18-21
2005	San Diego	November 10-13
2006	Cincinnati	November 2-5
2007	New Orleans	November 15-18
2008	Washington, D.C.	November 20-23

**Distance Learning Committee**

by Nancy J. Sattler

Distance education is becoming less expensive, more accessible, and a preferred mode of learning for many students in part due to the great strides in technology. With the constant advent of new and improved technologies in distance education, instructional strategies need to be reconsidered often. Teachers creating a distance course should investigate delivery tools and instructional strategies. One such tool is the tool used for course management. While such tools as WebCT and BlackBoard are used successfully at many two- and four-year colleges and universities, some universities are collaborating to create open-source courseware tools and related software. Leading the effort is the Univ of Michigan at Ann Arbor. Univ of Michigan is working with the Indiana Univ System, the Massachusetts Institute of Technology, and Stanford Univ to form a partner program called the Sakai Project. The Andrew W. Mellon Foundation has provided 2.4 million dollars for the project while the four universities provide services worth about 1.1 million dollars over two years. Sakai is expected to offer open-source code for colleges to modify and share freely, and to provide course-management systems that can be tailored to an institution's needs. To read more information about the project, visit the project's website at [www.sakaiproject.org/sakaiproject/](http://www.sakaiproject.org/sakaiproject/).

**Faculty Development Committee**

by Judy King

The Faculty Development Committee regularly sponsors a Department Chairs' Colloquium at AMATYC annual conferences. At the 2003 AMATYC Annual Conference in Salt Lake City, about 40 department heads and chairs gathered to consider four topics: adjunct issues, academic restructuring, remediation reduction, and evaluations. Many thanks to Tom Adamson for facilitating the lively discussion. Join us in Orlando as the tradition of the Department Chairs' Colloquium continues.

The Professional Concerns Subcommittee is following up on the Classroom Research Symposium held at the 2003 AMATYC Annual Conference. If you are conducting classroom research, plan on sharing your findings at the committee meeting at the 2004 AMATYC Annual Conference in Orlando. This subcommittee is also discussing:

- the possibility of increasing involvement of AMATYC members on national and international committees and policy-making boards; and
- concerns about publishing dates that may not allow adequate time for review of new textbooks

To comment on these or other faculty concerns, contact Professional Concerns Subcommittee Chairperson Steve Krevisky at [skrevisky@mxcc.commnet.edu](mailto:skrevisky@mxcc.commnet.edu).

At their meeting at the 2003 AMATYC Conference, the Adjunct Faculty Subcommittee welcomed three adjunct faculty members and about fifteen others interested in adjunct issues. The group focused on ways to attract more adjunct faculty to attend regional and national events. It is time for the five-year review of four of AMATYC's position statements. These position

statements, which originated from the Faculty Development Committee, are available at [www.amatyc.org/publications.html](http://www.amatyc.org/publications.html), are:

- Academic Preparation of Two-Year College Faculty
- Internships for Two-Year College Mathematics Faculty
- Support for Professional Development
- Working Conditions of Adjunct Faculty

Should the statements be reaffirmed with no changes? Do they require minor changes? Should any of them be retired? Comments are invited from the AMATYC membership. Send your comments to Judy King at [judy.king@ptk.org](mailto:judy.king@ptk.org).

**Placement and Assessment Committee**

by Ed Gallo

The Placement and Assessment Committee (PAC) has three subcommittees. The new chairs of the subcommittees are:

- Assessment of Student Performance: Kathleen Ebert, [ebertkc@alfredstate.edu](mailto:ebertkc@alfredstate.edu)
- Assessment of Mathematical Programs: Steve Kifowit, [skifowit@prairiestate.edu](mailto:skifowit@prairiestate.edu)
- Placement: Bill Coe, [william.coe@montgomerycollege.edu](mailto:william.coe@montgomerycollege.edu)

If you have any questions about the areas of placement and assessment or if you have any suggestions about what these subcommittees should be working on for AMATYC, contact the above chairs.

Another source of information about placement and assessment is the following position statements:

- Initial Placement of Two-Year College Students into the Mathematics Curriculum (Nov. 2002)
- Academic Assessment of Mathematical Programs (Nov. 1999)

You can find these two position statements at [www.amatyc.org/publications.html](http://www.amatyc.org/publications.html). From there, you can link to the two position statements.

As the chair of the PAC, I have had the pleasure of reviewing all of the proposals in the area of placement and assessment for the 2004 AMATYC Annual Conference in Orlando. I can guarantee you that we will have some very excellent presentations on placement and assessment. And, in addition to the 50-minute presentations, there will be nine 15-minute presentations on placement and assessment as part of the PAC themed session on "Best Practices in Placement and Assessment."

As a final note, I invite all of you who are interested in placement and assessment to become members of the Placement and Assessment Committee. Just send an email to Jim Ham ([jham@alpha.delta.edu](mailto:jham@alpha.delta.edu)), our website coordinator and newsletter editor. We will use our membership list to insure that we send our summer 2004 newsletter to all of the PAC membership.

And, on the same note, please send any short articles for our newsletter that you think would be of interest to the PAC membership to me ([ed.gallo@sinclair.edu](mailto:ed.gallo@sinclair.edu)) by June 1, 2004.

**Join an AMATYC Committee**

AMATYC has nine committees that are busy year round working for you. The list of committees and committee chairs can be found on page 10.

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

## Technology in Mathematics Education Committee

by David J. Graser

Over the past few years, attendance at TIME Committee Meetings has been dwindling. The graphing calculator has become a standard in the classroom. At many colleges and universities, classes are taught with a lab component involving a computer algebra system. The Internet is a critical component of classes used to deliver course content and to help students see how mathematics can be applied. Now that technology plays an important role in the classroom, what are some of the issues on the horizon?

Primary and secondary teachers are often slow to adopt technology on a wide scale basis. This may be due to school budget constraints, but can be changed by introducing technology when prospective teachers are educated. What should these students learn about teaching with technology?

Instructors are using technology in the classroom with many good results, but also some bad results. Every AMATYC conference highlights interesting uses of technology. What does it mean for technology to be effective? Are all students reached with technology or is there a technology gap? Are the good results due to the technology itself or the increased attention paid to pedagogy in class infused with technology?

Newer graphing calculators and software incorporate computer algebra systems (CAS). What impact do these products have on the way mathematics is taught? What impact do they have on how student learning is assessed? Do these products lead to increased student learning?

Most mathematics educators automatically associate technology in the classroom with graphing calculators or computers. In the next few years, PDAs will be common on many campuses. These devices can be loaded with software so that they operate like graphing calculators. The color screens, large memory, fast processors, wireless capabilities and lowering cost allow for a rich learning experience that may threaten the dominance of the graphing calculator. How will these devices change the content and delivery of mathematics classes? How can these devices be incorporated in the assessment of student learning?

These issues and many others are important to the TIME Committee. The Committee is actively looking for new members with an interest in questions such as those mentioned above. You can become involved by contacting David Graser at David\_Graser@yc.edu. The MATHEDCC listserv is also an excellent vehicle for discussing all issues of interest to mathematics educators. You can learn more about the listserv at [www.amatyc.org/MATHEDCC/MATHEDCC.html](http://www.amatyc.org/MATHEDCC/MATHEDCC.html).

AMATYC MEMBERSHIP renewal notices are sent out quarterly based on your current membership's expiration date. Please encourage your new colleagues to consider joining AMATYC. Membership forms may be found on the AMATYC website, [www.amatyc.org](http://www.amatyc.org). They can either join online or print and mail a completed membership form with their dues to: AMATYC Office, Southwest Tennessee Community College, 5983 Macon Cove, Memphis, TN 38134.

## Student Mathematics League

by Chuck Wessell

Round One of the 2003-2004 Student Math League competition is complete. A summary of the top performers follows:

### Top Five Teams

Los Angeles City Col (CA)	153.5
City Col of San Francisco (CA)	126.0
Bellevue CC (WA)	125.5
Pasadena City Col (CA)	124.0
Montgomery Col-Rockville (MD)	120.0

### Top Ten Individuals

Silas Johnson	Normandale CC (MN)	37.5
Jeong Min Seong	Los Angeles City Col (CA)	37.5
Justin Kelly	Frederick CC (MD)	36.0
Bryan Gillis	William Rainey Harper Col (IL)	35.0
Jonathan Brentnell	Guilford Technical CC (NC)	33.5
Jaemin Storm Yoo	Los Angeles City Col (CA)	33.5
Richard Van Note	Parkland CC (IL)	33.0
Daniel Blees	Century Col (MN)	32.5
Michael Nguyen	Modesto JC (CA)	32.5
Luana Raduca	Los Angeles City Col (CA)	31.5

### Regional Leaders

Northeast	Westchester CC (NY)	87.0
Mid-Atlantic	Montgomery Col-Rockville (MD)	120.0
Southeast	Guilford Technical CC (NC)	88.0
Midwest	William Rainey Harper Col (IL)	115.5
Central	Normandale CC (MN)	110.0
Southwest	Austin CC (TX)	99.0
Northwest	Bellevue CC (WA)	125.5
West	Los Angeles City Col (CA)	153.5

One hundred sixty colleges and more than 6,200 students participated in the first round. If you are interested in getting your school involved in the Student Math League for the 2004-2005 school year, visit the AMATYC website, [www.amatyc.org](http://www.amatyc.org), for more information, or contact the committee chair via email or phone. Contact information can be found on page 10.

## JOIN AMATYC

BECOME A MEMBER OF AMATYC TODAY

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**Arizona**

ArizMATYC will hold its spring 2004 meeting on April 2-3 in conjunction with the Southwest Section of the MAA at Northern Arizona Univ in Flagstaff, AZ. **David Bressoud** who is a MAA Pólya Lecturer from Macalester College and **Underwood Dudley** of Depauw Univ are invited speakers at the conference. There will also be presentations from mathematics faculty from Arizona and New Mexico. You can find more information about the conference at [www.arizmatyc.org](http://www.arizmatyc.org).

ArizMATYC is currently looking at what it can do to increase its membership. Several ideas have been suggested such as bringing in speakers for

conferences, publishing articles in the newsletter, and possibly running special training sessions. More discussions will take place at future meetings to see what direction ArizMATYC would like to head. ArizMATYC is also currently looking for candidates to run for office. Elections will be held in the spring.

**California**

CMC<sup>3</sup>-South held its 19<sup>th</sup> Annual Conference on March 5-6. The Friday evening event featured **Lawrence Lesser** (a Choral-Larry) who has published 21 songs containing mathematical lyrics including "Hotel Infinity" and "American Pl." Saturday's program included breakout sessions featuring a discussion of proposed changes to the mathematics portion of the AA requirement in Title 5, California's educational code. **Mark Snowwhite**, chair of the Standards and Practices Committee of the Statewide Academic Senate in California shared his perspective as reflected in his article "Revisiting Associate's Degree Standards" published in the Senate Rostrum, October 2003. **Eli Maor** was the featured luncheon speaker. His talk was "Venus in Transit: Two Chances in Our Life to Witness Astronomical History." Maor has authored "To Infinity and Beyond" and "e: The Story of a Number."

President-Elect **Ignacio Alarcon** assumed his new role as president at the close of the conference. Although **Peg Hovde's** term as president has ended, she will continue to remain busy planning for the 2005 AMATYC Annual Conference in San Diego.

**Florida**

The Joint MAA/FTYCMA Spring Meeting was held in Orlando in February. Effective at the close of the meeting, **Martha Goshaw** became president of FTYCMA. **Cliff Morris** assumed the role of past-president. Cliff remains very active as he gets ready for the 2004 AMATYC Annual Conference in Orlando in November. The FTYCMA Outstanding Teaching Award was presented to **John Salak** of Tallahassee CC. John chairs the committee to rewrite Florida's Intermediate Algebra course.

**Georgia**

GMATYC's 15<sup>th</sup> annual meeting was held on February 6, 2004, at the Lawrenceville Campus of Georgia Perimeter College. New officers for GMATYC were announced: secretary, **Diane Wilson** (Georgia Perimeter College) and treasurer, **Alice Pierce** (Georgia Perimeter College). New Nominating Committee members are **Beryle Boyd** and **Ann Hardy**, both of Georgia Perimeter College. **Donna Saye** of Georgia Southern Univ is GMATYC's new president and **Gloria Hitchcock** is now past president.

**Kansas**

Johnson County CC (JCCC) was selected as one of 18 community colleges to participate in "Preparing Tomorrow's Science and Mathematics Teachers at Community Colleges: Round II." This is a project of Phi Theta Kappa funded by NSF, Advanced Technological Education Program, and conducted in cooperation with AACC. The JCCC team, led by **Sally Copeland**, will be working for the next sixteen months with their mentors, **Sue Parsons** and **Cheryl Shimazu** from Cerritos College.

**Michigan**

MichMATYC, Michigan Mathematics Teacher Educators, the Michigan Council of Teachers of Mathematics, and the Michigan Section of the Mathematical Association of America co-sponsored "Conversations Among Colleagues Conference: Collaborating to Improve the Mathematical Education of Our Students." The conference was held at Grand Valley State Univ on Saturday, March 20, 2004.

**Missouri**

The 7<sup>th</sup> Annual MOMATYC Spring Conference will be held April 1-3, 2004. The keynoter will be **Judy Ackerman**, AMATYC president.

**Nebraska**

NEBMATYC's 3<sup>rd</sup> annual meeting will be held Friday, April 16 at the historic Fort Omaha campus of Metropolitan CC. Presentations are still being accepted, and some out-of-town presenters will be able to stay a night in an historic Officer's Row house at Fort Omaha. Contact **Connie Buller**, [cbuller@metropo.mccneb.edu](mailto:cbuller@metropo.mccneb.edu), for additional information.

**Nevada**

NevMATYC will hold its annual spring conference on April 16-17, 2004. Author **Ron Larson** will be the dinner speaker on Saturday.

**New Mexico**

NMMATYC will hold its 15<sup>th</sup> Annual Conference at Santa Fe CC on May 21-22, 2004 in Santa Fe, NM. The conference theme will be "Mathematical Interaction and Interdisciplinism." The conference chair is **Dane Reese**; a call for presenters and presiders will be mailed or email Dane Reese at [dreese@sfcnm.edu](mailto:dreese@sfcnm.edu). Featured speakers will be **James Taylor** (not the rock star) and **Stuart Kauffman** of the Santa Fe Institute. Participants will want to make their reservations early since it will be the beginning of tourist season in Santa Fe. Information is available on the NMMATYC website.

The New Mexico Articulation Task Force Committee meeting is co-chaired by **Kitty Berver** from New Mexico State Univ and **Seth Abrahamson** from San Juan College.

NMMATYC will be awarding the 2004-2005 Michelle Jimenez Memorial Scholarship and the Celeste Nossiter Textbook Scholarship at the conference banquet.

**North Carolina**

NCMATYC's biannual elections are scheduled for spring 2004. Past-president **Melissa Staley** put together an excellent slate of candidates. NCMATYC is very grateful for the contributions of **Mitzi Logan**, secretary; **Tim Beaver**, western regional vice president; **Melissa Staley**, past-president; **Jan Mays**, central regional vice president; **Mary Marsha Cupitt**, president; and **Chuckie Hairston**, president-elect. The leadership changes over at the end of May.

The annual conference was held in the beautiful mountains of North Carolina this year at Mayland CC in Spruce Pine on March 11-12. The keynote speaker was **Pat McKeague** of San Luis Obispo, CA. The conference coordinator was **Chuckie Hairston**, incoming president of

NCMATYC, and the site coordinators were **Paula Schlesinger, Larry Shook, and Sandi Pierce**. One of the invited speakers was **Billy Ruth Suddreth**, from Penland Craft School in Spruce Pine, who spoke on the use of the Fibonacci Sequence and the Golden Ratio in the design of her art. In addition, we had an invited speaker from California who spoke on motivating statistics. Every year NCMATYC schedules 15-minute mini-sessions planned around the courses taught in two-year colleges in Developmental Studies, College Algebra, College Trigonometry, Survey of Mathematics, and Calculus. These sessions are always very well received.

Don't forget that the AMATYC Outer Banks Summer Institute will be held in North Carolina. **Mary Bradley**, who attended last year from Southeastern CC, states that she had a very positive experience learning how to develop great projects for teaching algebra. So, come on down and enjoy North Carolina's wonderful beaches while you fine-tune your professional skills.

### Ohio

**Mary Ann Hovis**, OhioMATYC Past-President from Rhodes State College and **Michelle Younker**, OhioMATYC President from Terra CC represented OhioMATYC at Statehouse Day on February 24. This event, held at the Statehouse in Columbus, was an opportunity for mathematics and science organizations across the state to share information about their organizations with their state representatives and senators. **Nancy Sattler**, president-elect of the Ohio Math and Science Coalition (OMSC) from Terra CC, was also at the event.

### Oklahoma

OKMATYC held its spring meeting March 5, 2004 at Carl Albert State College in Poteau, OK. During the meeting, there was a panel discussion on the CUPM curriculum guidelines.

### Pennsylvania

Northampton CC will be receiving an Eligible Partnerships grant from the state. This is a three-year, \$500,000 grant to

help at least 240 K-6 teachers and 140 pre-service teachers improve mathematics teaching and learning. Eight districts and three colleges are partners in the grant. **Dennis Ebersole** is the project director.

The PSMATYC spring meeting will be held on April 2-3 at Moravian College. **Ruth Collins** and **Deborah Hughes-Hallet** are the featured speakers. A panel discussion will be held on College Algebra.

### Texas

The 2004 TexMATYC Award for Teaching Excellence was presented to **Paula Wilhite** from Northeast Texas CC at the February 19 meeting of TCCTA/TexMATYC in Fort Worth, TX.

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*See Calendar on page 11 for specific conference information. Due to space limitations, not all news submitted may have been printed.*



## Waller Education Award

Call for Nominations  
by Brian Smith

The Section on Statistical Education of the American Statistical Association (ASA) is calling for nominees for the 2004 Waller Education Award. Established by a contribution from retired ASA Executive Director Ray Waller and his wife Carolyn, this award honors an individual for innovation in the instruction of elementary statistics. Nominees should be early in their career (ten or fewer years of full-time teaching) with responsibility for teaching "the first course" in statistics in a two-year college, a four-year college, or a research university. Graduate teaching assistants may be nominated for the award.

The recipient will be selected according to the following criteria:

- Commitment to teaching elementary statistics
- Demonstrated innovation in teaching elementary statistics
- Letters of support from students, colleagues, and supervisors

Completed nominations consist of:

- the nomination letter, no longer than four pages, addressing points in the selection criteria
- the nominee's curriculum vita
- a maximum of four supporting letters, each no longer than two pages

**Completed nominations must be received by April 1, 2004.**

They should be sent to: Waller Education Award Committee, c/o Jeff Witmer, Office of the Dean, Cox 101, Oberlin College, Oberlin, OH 44074. Questions may be addressed to [jeff.witmer@oberlin.edu](mailto:jeff.witmer@oberlin.edu). The recipient will be honored at the Joint Statistical Meetings in Toronto.

## AMATYC Professional Development

AMATYC Traveling Workshops Deliver  
by Doug Mace

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

AMATYC offers the following professional development opportunities:

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

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

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## Continued from page 1

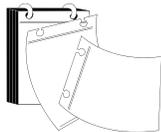
educators. All Fellows will develop, implement and evaluate an individual project as an integral part of their professional development experience.

Project ACCESS events will begin with a reception/dinner on Wednesday, November 17, 2004, and follow with workshops on Thursday, November 18, 2004, at the AMATYC Conference in Orlando, FL.

- **ELIGIBILITY:** Faculty for whom the 2004-2005 academic year will be the first, second, or third year of a full-time renewable position are invited to apply to become Project ACCESS Fellows. Fellows will be selected on the basis of breadth of interests, motivation for participation, plans for implementing project goals, and degree of institutional support. Approximately 30 Fellows will be selected for the 2004-2005 year.
- **COST:** There is no fee for participation in Project ACCESS itself. Fellows will be provided with support for travel to both AMATYC and MAA Section meetings, and room and board at the ACCESS portion of those meetings. The Fellow's home institution is expected to cover the remaining costs of attendance at the three meetings involved.
- **TO APPLY: The application deadline is July 1, 2004.** Application materials will soon be available at the Project Website. More information about Project ACCESS, the program for fall 2004, and additional application instructions will be available at: [www.amatyc.org/ProjectACCESS](http://www.amatyc.org/ProjectACCESS) or [www.maa.org/ProjectACCESS](http://www.maa.org/ProjectACCESS).

As reported on page 3 of the January 2004 issue of the *AMATYC News*, Jean Lane is from Union County College not Raritan Valley College.

For a listing of AMATYC Affiliates and their presidents, please visit the AMATYC website, [www.amatyc.org](http://www.amatyc.org), or call the AMATYC Office, 901.333.4643. Send updates or corrections to the AMATYC Secretary, Irene Doo.



## AMATYC Calendar of Events

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

April 1-3, 2004 **MOMATYC Spring Conference**, Holiday Inn Conference Center, Lake Ozark, MO. Contact: Vicki Woodrum, [vwoodrum@stchas.edu](mailto:vwoodrum@stchas.edu)

April 2-3, 2004 **PSMATYC Joint Meeting with EPADEL**, Moravian College, Bethlehem, PA. Contact: Dennis Ebersole, [ebersole@aol.com](mailto:ebersole@aol.com)

April 2-3, 2004 **ArizMATYC Spring Meeting**, Flagstaff, AZ. Contact: Kate Kozak, [kathryn.kozak@coconino.edu](mailto:kathryn.kozak@coconino.edu)

April 2-3, 2004 **NEMATYC Meeting**, Mount Wachusett CC, Garner, MA. Contact: Bonnie Wicklund, [bwicklundmwcc.mass.edu](mailto:bwicklundmwcc.mass.edu)

April 2-3, 2004 **VMATYC Conference**, Virginia Highlands CC, Abingdon, VA. Contact: Linda Taylor, [ltaylor@nvcc.edu](mailto:ltaylor@nvcc.edu)

April 3, 2004 **MATYC/NJ Meeting**, County College of Morris, Randolph, NJ. Contact: Arlene Graper, [agraper@raritanvalley.edu](mailto:agraper@raritanvalley.edu)

April 16, 2004 **3rd Annual NEBMATYC Conference**, Metropolitan CC-Fort Omaha Campus, Omaha, NE. Contact: Connie Buller, [cbuller@metropo.mccneb.edu](mailto:cbuller@metropo.mccneb.edu)

April 16, 2004 **OhioMATYC Spring Meeting**, Columbus State CC, Columbus, OH. Contact: Mary Ann Hovis, [hovis.ma@rhodesstate.edu](mailto:hovis.ma@rhodesstate.edu). Conference website: [www.terra.edu/ohiomatyc/](http://www.terra.edu/ohiomatyc/)

April 16-17, 2004 **ColoMATYC Joint Meeting with the MAA-Rocky Mountain Section**, Colorado College, Colorado Springs, CO. Contact: Mary Sloan, [mary.sloan@arapahoe.edu](mailto:mary.sloan@arapahoe.edu)

April 16-17, 2004 **TMATYC Annual Meeting**, Southwest Tennessee CC, Memphis, TN. Contact: Bob Forrester, [bob.forrester@volstate.edu](mailto:bob.forrester@volstate.edu)

April 16-17, 2004 **NevMATYC Annual Spring Conference**, Great Basin College, Elko, NV. Contact: Mike Hardie, [hardie@wncc.nevada.edu](mailto:hardie@wncc.nevada.edu)

April 22-24, 2004 **ORMATYC Annual Conference**, Inn at Spanish Head, Lincoln City, OR. Website: [www.ormatyc.org/](http://www.ormatyc.org/) conferences. Contact: Kurt Lewandowski, [kurtl@clackamas.edu](mailto:kurtl@clackamas.edu)

April 23-25, 2004 **NYSMATYC Annual Conference**, Holiday Inn, Kingston, NY. Contact: Jodi Cotten, [jodi.cotten@sunywcc.edu](mailto:jodi.cotten@sunywcc.edu)

April 29-May 1, 2004 **WAMATYC Meeting and Washington State CC Math Conference**, Yakima, WA. Contact: David Lippman, [dlippman@pierce.ctc.edu](mailto:dlippman@pierce.ctc.edu)

April 30, 2004 **MATYCONN Meeting**, Norwalk CC, Norwalk, CT. Contact: Alice Burstein, [aburstein@mxcc.commnet.edu](mailto:aburstein@mxcc.commnet.edu)

April 30-May 1, 2004 **15<sup>th</sup> Annual MinnMATYC Conference with MCTM**, Duluth, MN. Contact: Keven Dockter, [kdockte@inverhills.edu](mailto:kdockte@inverhills.edu)

May 21-22, 2004 **NMMATYC 15<sup>th</sup> Annual Conference**, Santa Fe CC, Santa Fe, NM. Contact: Dane Reese, [dreesee@sfcnm.edu](mailto:dreesee@sfcnm.edu)

May 25-27, 2004 **Annual OCMA Conference**, Tallisman Mountain Resort, north of Toronto ON, CA. Conference website: [www.mohawkcollege.ca/dept/math/OCMA/conf04/home.html](http://www.mohawkcollege.ca/dept/math/OCMA/conf04/home.html)

June 10-12, 2004 **IMACC Teacher Education Workshop**, Judson College, Elgin, IL. Contact: Catherine Moushon, [cmoushon@elgin.edu](mailto:cmoushon@elgin.edu)

June 13-18, 2004 **AMATYC Outer Banks Summer Institute**, Duck, NC. Contact: Ed Laughbaum, 614.292.7223, [elaughba@math.ohio-state.edu](mailto:elaughba@math.ohio-state.edu)

July 8-12, 2004 **AMATYC Teacher Preparation Summer Institute**, Enumclaw, WA. Contact: Joyce Hammer, [jhammer@greenriver.edu](mailto:jhammer@greenriver.edu)

July 26-30, 2004 **AMATYC Hawai'i Summer Institute**, Hilo, HI. Contact: Jane Iida, [iida@hawaii.edu](mailto:iida@hawaii.edu)

September 25, 2004 **WisMATYC Fall Conference**, UW-Fond du Lac, Fond du Lac, WI. Contact: Judy Jones, [jjones@matcmadison.edu](mailto:jjones@matcmadison.edu)

October 1-2, 2004 **MichMATYC Conference**, Grand Rapids CC, Grand Rapids, MI. Contact: Jim Chesla, [jchesla@grcc.edu](mailto:jchesla@grcc.edu)

October 8, 2004 **IMATYC Meeting**, North Iowa Area CC, Mason City, IA. Contact: Brent Hamilton, [hamilbre@niacc.edu](mailto:hamilbre@niacc.edu)

November 18-21, 2004 **30<sup>th</sup> Annual AMATYC Conference**, Orlando, FL. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

May, 2005 **NMMATYC Conference**, New Mexico State Univ-Alamogordo, Alamogordo, NM. Contact: Janet Delgado, [janet@nmsua.nmsu.edu](mailto:janet@nmsua.nmsu.edu)

November 10-13, 2005 **31<sup>st</sup> Annual AMATYC Conference**, San Diego, CA. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

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

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

# Window on Washington



by Judy E. Ackerman

The Conference Board of the Mathematical Sciences (CBMS) is made up of 16 professional societies of varying sizes whose primary objectives relate to increasing knowledge in one or more of the mathematical sciences. Member organizations include AMATYC, AMS, MAA, NCTM, and SIAM as well as other organizations that you may not be as familiar with such as the Society of Actuaries, the Association for Symbolic Logic, and the Benjamin Banneker Association. A complete list of member societies may be found on the CBMS webpage, [www.cbmsweb.org](http://www.cbmsweb.org).

Every five years since 1965, CBMS has undertaken a national survey of the undergraduate mathematical sciences in the United States. Data is reported for two-year colleges and four-year colleges so there now exist longitudinal data on trends in enrollment, mathematics offerings, demographics of faculty, and trends in instruction. Although it seems as if the results of the CBMS 2000 survey have just been released, planning is already underway for the CBMS Survey 2005.

CBMS meets twice a year, in the fall and in the spring, in Washington D.C. During the fall 2003 meeting, there was a presentation by Russ Whitehurst, director of a new education research office, the Institute of Educational Sciences at the U.S. Department of Education. In addition, Judith Ramaley, assistant director of the National Science Foundation (NSF) for Education and Human Resources discussed progress on a portfolio review of programs in her unit and her vision for further direction of her unit. John Conway, a NSF program officer for pipeline programs spoke about the VIGRE, MCTP, and RTG programs. The MCTP program may be a program that community colleges should consider submitting proposals to since the MCTP program can provide mentoring and research experiences as students transition from two-year to four-year colleges.

Joan Ferrini-Mundy gave an update on planning for ICME-10. She indicated that the language of the meeting is English and reminded us that information on the meeting could be found at the conference website, [www.ICME-10.dk](http://www.ICME-10.dk). ICME-10 will provide mathematics educators from around the world the opportunity to share ideas about mathematics instruction.

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