



AMATYC News

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of Two-Year Colleges

Serving the professional needs of two-year college mathematics faculty

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ExxonMobil Foundation Awards AMATYC and MAA Major Grant for Professional Development

by Philip H. Mahler

The ExxonMobil Foundation recently awarded a three-year, \$475,000 grant to AMATYC and the MAA in support of a collaborative professional development program, entitled Project ACCCESS (Advancing Community College Careers: Education, Scholarship, Service). Similar in spirit to the MAA's successful Project NeXT, this is a professional development program for beginning two-year college mathematics faculty.

The goal of Project ACCCESS is to develop a cadre of new two-year college mathematics faculty who are effective members of their profession. The objectives of the project are for the participants to:

- gain knowledge of the culture and mission of the two-year college and its students,
- acquire familiarity with the scholarship of teaching,
- commit to continued growth in mathematics, and
- participate in professional communities.

Former AMATYC President Sadie Bragg and Southwest Vice President Mary Robinson are co-directors of the project for AMATYC. For more information about Project ACCCESS and how to participate, watch the AMATYC website at www.amatyc.org or the MAA website at maa.org.



AMATYC Past President Susan S. Wood; President Phil Mahler; former President and project leader for AMATYC Sadie Bragg; Ed Ahnert, President, ExxonMobil Foundation; Truman Bell, Program Officer, ExxonMobil Foundation at the Foundation headquarters in Texas.

AMATYC Standards 2006...Revisiting Crossroads

by Susan S. Wood

One of AMATYC's most important projects is revisiting its 1995 document, *Crossroads in Mathematics: Standards for Introductory College Mathematics Before Calculus*. The goal of the *Crossroads Revisited* Project is to build upon and update and revitalize the 1995 basic principles and Standards in a new document called *Standards 2006*. Putting the emphasis on student learning, *Standards 2006* adds a new set of Standards called Standards Supporting Student Learning (S). Recommendations and discussion organized around the S Standards reflect current research and best practices. The S Standards build on the firm foundation of the three sets of standards in the 1995 *Crossroads*: Standards for Intellectual Development (I), Standards for Content (C), and Standards for Pedagogy (P). The integration and implementation of these four sets of standards optimize mathematics learning and teaching in the first two years of college.

Why revisit Crossroads? New research about the teaching and learning of mathematics speaks to the work of our profession. New challenges and emphases, such as distance learning, dual enrollment, quantitative literacy, technology and teacher preparation to name a few, influence our classrooms greatly.

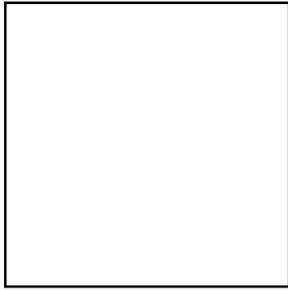


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President's Corner



Philip H. Mahler
Middlesex CC • Bedford, MA

THANKS AND PARTING THOUGHTS

With this my last column as your AMATYC president, one thing I want to make sure I do is recognize and thank our affiliates.

My thank you goes out to our AMATYC affiliates. Along with our annual national conference, this is the best place for our members to meet and discuss professional issues, as well as state and regional issues. All of our affiliates are involved in improving mathematics education in their state or region's two-year colleges. They focus national initiatives to their local conditions, and they deal with needs that are local and regional in nature. Some of our affiliates involve themselves in the governing decisions made in their states about community colleges, remediation, common course numbering in their state's higher ed system, and many other ways.

AMATYC relies on the feedback and input of our affiliates on every important issue. Of note are AMATYC's position statements and the *Crossroads* Revision project now well underway. And, of course, it is generally an affiliate or group of affiliates that help make each of our national conferences interesting and different for attendees.

As is true with most scientific organizations, AMATYC would be at best a shadow of itself without the membership involvement that is extended, amplified, and focused by our affiliates. Affiliate presidents and conference organizers deserve our special thanks and gratitude—they do as much to advance our profession as anyone.

So, thank you all 44 AMATYC affiliates!

Some parting reflections on our professional organization are in order too, at this time. AMATYC is ever-growing. Our membership base saw the same decrease in the 90s as every other scientific professional society, but it has stabilized and may be, slowly, increasing, although demographics dictate that AMATYC will never have the membership base that some other organizations enjoy. However, the growth to which I refer is one of external involvement and internal change.

Externally, we have more formal and informal links and working relationships with the Mathematical Association of America (MAA) than ever, and we recently formalized a link with the American Statistical Association (ASA) through our joint committee on statistics education. We have a standing presence on the program of the National Council of Teachers of Mathematics (NCTM) and are often represented as an organization on the MAA's program. And to an increasing degree these ties are reciprocated.

AMATYC represents you and community college mathematics education in every appropriate venue. As examples I would cite the current movement to reform college algebra, to drastically improve quantitative literacy, in the preparation of K-12 teachers of mathematics, and in the Secretary of Education's program on the *No Child Left Behind* national initiative. All of this and more reflects not only the hard work of AMATYC leaders and members, but the national recognition of the critical, unique role played by two-year colleges in achieving national educational objectives.

As is true with most scientific organizations, AMATYC would be at best a shadow of itself without the membership involvement that is extended, amplified, and focused by our affiliates.

Internally, AMATYC is restructuring its leadership roles a bit, to fill what we have identified to be important needs. We are seeking to institutionalize the gains made by the individual talents of those who have gone before, by creating a position of a Grants Director, of a Publicity Director, and of an Executive Director. Although our resources are limited, the Executive Board is seeking creative ways to fill these great needs. I can tell you that these positions were created by the Board in the stark realization of how important they are to the welfare of our organization.

As I leave the Presidency, I wish every success, with my full support, to incoming President, Judy Ackerman. She will be great as president. And I want to thank

each and every one of you—and I really mean each and every one of you. From my Past President Susan Wood, Judy, the Board, committee chairs, conference chairs, office staff, and every member I see at our conferences or an affiliate meeting, I paraphrase, not naively, Will Rogers—I never met an AMATYC member I

didn't like. In the larger tapestry of life, every last one of you contributes and is appreciated. See you in Salt Lake City and in years to come.

2003 Conference in Salt Lake City

Be sure to check the AMATYC website, www.amatyc.org, for the latest on conference events.



To contact the office, just use amatyc@amatyc.org.

Call for Presenters & Presiders 2004 Conference in Orlando

by Wanda Garner, Program Coordinator

Consider participating in the 2004 AMATYC Conference in Orlando as a speaker, a presider, or both. The conference theme will be "Bright Ideas: Communicate, Calculate, Educate." **Speaker and presider proposals will be accepted online only via the AMATYC website, www.amatyc.org, from November 1, 2003 through February 1, 2004.**

Two presentation formats are available: 50-minute sessions and 2-hour workshops. Presentations may involve single or multiple presenters and must not promote or sell a commercially available product. Sessions may range from lecture or panel discussion format to active attendee participation. The two-hour format is very competitive and is reserved for workshops. These must include active attendee participation, an in-depth treatment of a topic, and substantial handouts. An off-site computer lab may be available for a limited number of two-hour workshops.

Proposals are categorized by strands, and further sorted by topic within the strand. Each one is reviewed and rated by the Program Committee keeping in mind the timeliness of the topic, appropriateness for mathematics educators in the first two years of college, and overall balance of the program.

Please be as flexible as possible regarding the days you are willing to present and limit your equipment requests to only that which is absolutely necessary. But, above all, remember:

- ❖ **Submission deadline is February 1, 2004**
- ❖ **Online submissions only, please**

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 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 and now AMATYC offers Traveling Teacher Preparation 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.

The AMATYC Foundation

by Jan Ford

AMATYC Foundation Mission

To secure, manage, and allocate funds in support of the mission and goals of AMATYC.

AMATYC members may contribute to the AMATYC Foundation by attending the Thursday evening "Sensational Magic in Salt Lake City" with illusionist Phil Cheifez (former AMATYC President) and colleague Jack Wadhams. They will provide an evening of amazement and fun. Phil and Jack will do their "thing" from 8:30-10:00 p.m. in the conference hotel. The tax-deductible donation is \$35 and can be included in your conference registration—along with any additional monies you choose to give. Your contributions are always appreciated.

For more information or to make contributions to the AMATYC Foundation, contact any Board Member. The Board: Jan Ford, Chair, Cuyamaca College, jan.ford@gcccd.net; Sadie Bragg, Vice Chair, Borough of Manhattan CC, sbragg@bmcc.cuny.edu; Christine Hoag, Secretary, Prentice Hall, Chris_Hoag@prenhall.com; Linda Beheler, Texas Instruments, lbeheler@ti.com; Wade Ellis, Jr., West Valley College, wade_ellis@westvalley.edu; Edward Laughbaum, The Ohio State Univ, elaughba@math.ohio-state.edu; James A. "Mitch" Mitchell, Casio, jmitchell@casio.com; Jean Moon, cjmoon@earthlink.net; Ronald Rosier, Conference Board of the Mathematical Sciences, ronrosier@math.georgetown.edu; Greg Tobin, Addison-Wesley, greg.tobin@awl.com; and Susan Wood, J. Sargeant Reynolds CC, swood@jsr.vccs.edu.

Tax-deductible contributions can always be made at www.amatyc.org/Foundation/foundation.html—any time, any day.

Looking for Classroom Researchers

AMATYC is interested in encouraging its members to carry out classroom research or research on practices in mathematics instruction at two-year colleges. During the 2003 AMATYC Annual Conference, a symposium led by Tom Angelo will focus on applying classroom research to improving teaching and learning in mathematics.

In order to encourage members who are conducting research in conjunction with graduate work, a sabbatical, or a grant, AMATYC has established AMATYC Research Associate (ARA) appointments. Although AMATYC cannot provide funds to support the research, it can provide ARA appointees with labels, technical assistance, publicity, and recognition.

Requests for an ARA appointment can be made at any time during the year. The request should include a statement of interest, an outline of the research proposal, a resume, and letters of support from the prospective ARA appointee's institution and/or graduate program. Requests should be sent to the AMATYC Executive Assistant, Cheryl Cleaves (ccleaves@southwest.tn.edu), at the AMATYC Office. The request will be reviewed by a Board committee that will provide technical support, identify ways that AMATYC can support the research project, and make a recommendation to the AMATYC Board. The Board will make the appointment.

ARA appointees will report back to the Board for each board meeting and, when their project is completed, submit an article to *The AMATYC Review* concerning the outcomes of their research. Please take the time to develop a project and apply to be an AMATYC Research Associate. Your classroom research will help your colleagues.

Mu Alpha Theta

by Robert A. Farinelli and Kay Weiss

Mu Alpha Theta is a National Mathematics Honor Society encompassing over 65,000 students in more than 1,400 schools. It is dedicated to inspiring keen interest in mathematics, developing strong scholarship in the subject, and promoting the enjoyment of mathematics in high school and two-year college students.

The Mu Alpha Theta National High School and Two-Year College Mathematics Club was founded in 1957 by Dr. and Mrs. Richard V. Andree at the Univ of Oklahoma. In his words, Mu Alpha Theta is “an organization dedicated to promoting scholarship in mathematics and establishing math as an integral part of high school and junior college education.” The name Mu Alpha Theta was constructed from the Greek lettering for the phonemes m, a, and th.

Pi Mu Epsilon, the National Collegiate Honor Society of Mathematics, contributed funds for the organization’s initial expenses; the Univ of Oklahoma provided space, clerical help, and technical assistance. The Mathematical Association of America, a primary sponsor of the organization since 1958, and the National Council of Teachers of Mathematics nominated the first officers and Board of Governors. The Society for Industrial and Applied Mathematics became an official sponsor in 1998, followed by the American Mathematical Association of Two-Year Colleges in 2002.

The first Mu Alpha Theta National Convention was held at the Univ of Pittsburgh in 1970. Each year the Convention brings together over 600 teachers and students from across the country for five days of math-related events. The Convention rotates among its chapters and has been held in locations all over the country. Recent Conventions were in Starkville, MS and Atlanta, GA. The 2004 Conference will be held in Huntsville, AL and the 2005 Conference will be held in Honolulu, HI.

For information on forming a Mu Alpha Theta Chapter at your college (including two-year colleges), visit www.mualphatheta.org.

Seeking AMATYC Consulting Professor to Develop Monograph

Are you eligible for a sabbatical? Are you recently retired and looking for an interesting project on which to work? A project of particular interest to AMATYC is the development of a monograph that highlights successful programs that encourage the success in and further study of mathematics by underrepresented groups.

The vehicle for working on this project is as an AMATYC “Consulting Professor.” AMATYC offers faculty the opportunity to develop and work on projects to further AMATYC’s mission and goals. AMATYC Consulting Professors can either design a project or become involved in a project such as this monograph that was defined by the AMATYC Board.

Although the details of the position of “Consulting Professor” will be unique to each individual, there are some common requirements. The interested AMATYC member should have a full-time sabbatical leave from their institution for at least one quarter or semester and commitment to complete an agreed upon project that can be completed without relocation within the time allotted for the leave. AMATYC will provide technical and secretarial support for an approved project. Final approval for Consulting Professor appointments and projects is given by the AMATYC Board, which meets in November and April.

Interested applicants should send a statement of interest, along with an outline of a project and a résumé to Cheryl Cleaves, AMATYC Executive Assistant, ccleaves@southwest.tn.edu.

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What are the principles upon which Standards 2006 is based? The basic principles of the 1995 *Crossroads* are joined with three new and one revised basic principles:

- Effective mathematics instruction should involve active student participation (revised).
- Quantitative literacy should be integrated throughout the college curriculum.
- The purpose of assessment is to improve student learning.
- The practice of teaching should be guided by research.

What Are the S Standards? The S Standards outline a structure necessary to support student learning. Building on the framework of the current I, C, and P Standards, the S Standards address:

- Assessment
- Content of Courses and Programs
- Faculty Knowledge and Professional Development
- Instructional Strategies
- Involvement of Stakeholders
- Learning Environment

How Can I Be Involved? There will be several opportunities to participate in *Crossroads Revisited* sessions at the 2003 AMATYC Annual Conference in Salt Lake City. Please attend the forum on Thursday night as well as the Work Sessions on Friday and Saturday. Whether you are attending the conference or not, *Standards 2006* Version 3.0 is available for your review and comment—visit the *Standards 2006* link on the AMATYC website, www.amatyc.org, where you will find a link to a questionnaire that will provide the Writing Team with important feedback about the latest draft. Please take the time to review the draft and respond—it’s important to our future students and to our profession.

The *Standards 2006* document will be accompanied by other products using a variety of media, which are designed to guide those who teach two-year college mathematics as well as those who lead those faculty.

Standards 2006 Version 3.0 was prepared by a Writing Team led by Editor Rikki Blair (rblair@ncweb.com) and five Writing Team Chairs (Nkechi Agwu, Geoffrey Akst, Jim Hall, Mary Ann Hovis, Sue Parsons), and including a host of expert Section Writers and Contributing Writers. The Project is directed by a Planning Team led by the Project Co-Directors Susan Wood (swood@jsr.vccs.edu), Phil Mahler (mahlerp@middlesex.cc.ma.us), and Sadie Bragg (sbragg@bmcc.cuny.edu), and guided by a National Advisory Committee. For more information, contact any of the Project Directors or the Editor.

A Report on the AMATYC Summer Institute in Raleigh

by Robert Kimball

During the AMATYC Summer Institute in Raleigh, NC, held May 18-23, 2003, seventeen Institute participants from twelve states had time to learn more about how and when mathematics is used in the workplace and to create industry “snapshots” with workplace applications. These interactive, web-based, multimedia snapshots contain a company overview, profiles of selected employees, a warm-up quiz, and a brief introduction to the industry-based applications. The accompanying applications cover topics from developmental mathematics to calculus, may be short in-class assignments or multi-day projects, and are designed for teachers to use in their classrooms without a great deal of adaptation. CD’s containing these snapshots and applications enable instructors to make mathematics more meaningful, to motivate more students to enroll in additional mathematics courses, to increase the students’ awareness of job opportunities in the workplace, and to encourage more students to pursue degrees in AAS programs.

Visiting eight different industries was a rewarding process for all involved. Industry reaction to the visits by AMATYC faculty was very positive, and companies voiced their high regard for the professionalism of the faculty who visited. In addition, Summer Institute participants found the experience “energizing” and “eye-opening.” Participant feedback was enthusiastic and several have already visited industries in their regions and plan to write snapshots of their own.

During the evenings, participants were given the opportunity to meet industry representatives, to tour Raleigh, and to experience some of the fine dining establishments in the area.

For further information and a view of the snapshots, come to session S25 on Thursday, November 13, 2003, at the AMATYC Annual Conference in Salt Lake City.

The 2003 AMATYC Outer Banks Summer Institute “Developmental Algebra Using a Function Approach”

by Ed Laughbaum

The “Developmental Algebra Using a Function Approach” was held in Duck, NC, last June. It was taught by Debbie Crocker (Appalachian State Univ) and Institute Director, Ed Laughbaum (The Ohio State Univ). The Institute is a cooperative effort between AMATYC and the Teachers Teaching with Technology College Short Course Program, www.math.ohio-state.edu/~shortcourse/, based at The Ohio State Univ. Participant comments included:

- “I will strongly recommend this short course to my colleagues. It was an excellent course.”
- “Good solid philosophy of teaching in this workshop.”
- “The instructor interaction was spectacular!”

The Field Research Facility and Army Pier, www.frf.usace.army.mil, where the Summer Institute is held, provided ample opportunities for teachers to learn more about a function approach because of the wealth of data relationships found there. That is, in teaching algebra from a function approach, we start with function relationships in numeric form. The FRF collected data and we also used the CBL2™, education.ti.com, and the Vernier Sensors, www.vernier.com, in the classroom. Analysis of function behaviors continued as we looked at the graphic and symbolic representations. Functions and function behaviors were then used to teach the more traditional algebra curriculum like factoring, operations with polynomials, laws of exponents, solving equations and inequalities, etc.

Tentative plans are being made to repeat the same Summer Institute on June 13-18, 2004, at the FRF in Duck. However, we are planning to add the use of the TI Navigator from Texas Instruments. It will certainly change how we interact with participants as we emulate typical student-teacher interaction when using this latest technology.

Exploring Geometry and Statistics in Nature: A Teacher Preparation Summer Institute

by Phil DeMarois

Green River CC, with Christie Gilliland as local host, was the site of an AMATYC Teacher Preparation Summer Institute in Enumclaw, WA, during July 2003. Twenty-five participants from sixteen states were selected from an applicant pool of 53 to attend the institute. Participants were guided by facilitators Mary Clarke, Mary Delucia, Mercedes McGowen, and Darlene Whitkanack, through a series of activities exploring the content areas of probability, statistics, geometry, and measurement. Technology played a significant role in Institute activities with participants using digital cameras to document geometry in nature, CBLs and CBRs to collect and record real-time data, and a variety of software packages for statistics and geometry. The Institute concluded with participants writing action plans that they will pursue this fall. Participants will make progress reports on their action plans at the AMATYC Annual Conference in Salt Lake City.

This Institute was the latest in a series of conferences, workshops, and institutes that were at least partially funded by NSF through AMATYC’s Teacher Preparation Grant and directed by co-PIs Ruth Collins, Sue Parsons, and Phil DeMarois. For up-to-date information on this grant, follow the Teacher Preparation link from AMATYC’s website, www.amatyc.org

Pat Wilkinson of the Borough of Manhattan CC, and a 2001 AMATYC Teaching Excellence Award Winner, has been appointed AMATYC’s first AMATYC Research Associate. Pat will do research on the concepts of limit that a student brings to the classroom, and will use this to develop materials for use in the classroom. Pat is pursuing this while on sabbatical this academic year.



Arizona

ArizMATYC has just published the Arizona Math Directory 2003-2004. The directory is a listing with addresses, emails, and phone numbers, of all mathematics faculty at colleges and universities in Arizona, as well as the addresses and websites of all colleges and universities. The directory is available as a pdf file at www.arizmatyc.org.

The fall 2003 ArizMATYC meeting was held at Scottsdale CC on October 10. The theme for the meeting was the "Art of Mathematics." Sessions were given by mathematics faculty from around the state. More information about ArizMATYC is available at www.arizmatyc.org.

California

The CMC³ board met at West Valley College on September 6. Plans for the December conference are proceeding smoothly. The affiliate currently has 426 members. This was **Randy Taylor's** last meeting as affiliate president. The California situation remains the same; CC's are all making large cuts in their budgets. The state academic senate continues to debate the math requirements for the AA and AS degrees. The affiliate delegates for Salt Lake City were selected: **Randy Taylor**, **Wade Ellis**, and **Rick Hough**.

Delaware

Break-out sessions were held during the annual DeLMATYC meeting in June, to further discuss issues concerning pre-tech, as well as college level mathematics education. **Nancy Campbell**, the keynote speaker, presented two new statewide mathematics initiative programs, Paraeducator Program and Math Secondary Education.

Iowa

The fall conference for the IMATYC affiliate was held on Friday, October 10, at Northwest Iowa CC in Sheldon, IA. The theme for this year's conference was "Math in the Workplace." Sessions were held that focused on how mathematics is used in work settings. Instructors from programs, including Heavy Equipment, Powerline, and Industrial Instrumentation and Control, presented programs that illustrated the use of mathematics in those

fields. Participants also enjoyed sessions during which online math courses were demonstrated and mathematics assessment was discussed.

Kansas

KAMATYC met at the Tech Expo on October 3 in Kansas City.

Kentucky

Gail Stringer, Somerset CC, is co-chairing a Kentucky Community and Technical College System committee that is working on aligning the mathematics curriculum of the community colleges and the technical colleges to eliminate duplication and overlap. The goal is to have a seamless transition in mathematics from a certificate, through a diploma to graduation with a degree.

Gerald Johnson is now the president of KYMATYC.

Maryland

The Montgomery College Student Journal of Science and Mathematics is up and running. The second edition was published in August, and the students' papers are now available online. This edition features seven student papers that represent excellence and academic achievement in science or mathematics. Credit is due to the Rockville Campus Math/Science Center's faculty coordinator, **Zine Boudhrra**, for his efforts devoted to the journal and to mentoring students. See the Journal at www.montgomerycollege.edu/Departments/StudentJournal.

Fast Track math review course had another successful summer, with a new twist. In addition to the basic Fast Track which covers Prealgebra and Elementary Algebra, also offered was Advanced Fast Track which covers Elementary Algebra and Intermediate Algebra. A student taking Advanced Fast Track and succeeding could place into a college level math class. Of the 92 August Fast Track students, 35 took Advanced Fast Track. This program, based on a similar program offered at Prince Georges' CC, is now in its third year at MC.

Remember the next MMATYC meeting will be at the College of Southern Maryland on January 8 during the AFACCT meeting. At this meeting in January we will elect the officers who will serve for the next two years. If you are interested in running for President, vice-president, or treasurer forward your name to **Jim Herman** at jherman@cecilcc.edu.

The URL for the MMATYC website has been changed to <http://delavia.net/mmatic/>. Please bookmark this or use the link from the AMATYC website.

Minnesota

Louise Pugh, mathematics instructor at Minnesota State Community and Technical College (formerly Fergus Falls CC), was chosen as one of 60 participants to attend the workshop, Excellence in Undergraduate Mathematics: Confronting Diverse Student Interests, held at the Univ of Alaska, Anchorage, September 11-14.

Sharon Hintgen, mathematics instructor at MSCTC, received the American Association for University Woman of the Year Award for 2003 from the Fergus Falls Branch.

The 15th annual MinnMATYC conference, on April 30-May 1, 2004, will once again be jointly sponsored by MinnMATYC and MCTM, the Minnesota Council of Teachers of Mathematics. Representatives from several publishing companies will demonstrate their latest software designed for use in the mathematics classroom. If anyone is interested in making a presentation at the conference, please contact **Nancy Gale** at Anoka Technical College, ngale@ank.tec.mn.us.

Tara Evenson-Daas and **Becky Groseth**, new coordinators of MinnMATYC's Student Mentoring Project, are planning our first Future Teachers' Conference. The conference will be aimed at attracting K-12 pre-service teachers in the last year of their teacher preparation programs and will focus on mathematics and science with many general interest sessions.

Paul Oswood, Ridgewater College in Willmar, MN, has assumed the duties of webmaster while **Eileen Dahl**, Hennepin Technical College, will become MinnMATYC's membership coordinator next January when our first president, **Marv Reidesel**, retires.

Missouri

Marylynne Abbott-Wessel, mathematics specialist in the Academic Achievement Center of Ozarks Technical College (OTC) in Springfield, MO, received the college's Excellence in Education award as the outstanding full-time instructor of the year. Recipients of this award also receive the Missouri Governor's Award for Excellence in Teaching. Marylynne has been with OTC for six years and has developed

a number of programs to support the work of the mathematics department.

New Jersey

Bonnie Brooks shared her knowledge of WebCT with Sussex County CC faculty by presenting workshops both over the summer and during fall orientation week at the college.

Mary DeHart's statistics classes participated in a service learning project to assist the Department of Health and Human Services of Sussex County. The students conducted a survey and recorded data on the responses of randomly selected residents of Sussex County.

During a sabbatical leave in spring 2003, **Joan Monaghan**, County College of Morris (CCM), studied what is being done at different two-year colleges in the area of remediation.

For the 12th summer, County College of Morris offered its Summer Academy for Young Scholars. Under the direction of **Chris Fenwick**, CCM astronomer, and **Susan Winston** of the Mathematics Department, students built film canister rockets, paper space shuttle gliders and Lego planetary rovers. The students also participated in a simulated space shuttle mission at the Buehler Challenger and Science Center in Paramus, NJ.

New York

Annie Han, Borough of Manhattan CC, has received a Fulbright-Hays Grant for a group travel abroad project in China during summer 2004. Han will use the \$61,000 grant together with educators from Borough of Manhattan CC, Hunter College, and schools in Community School District One for four weeks of intensive study in China on the history of Chinese mathematics. They will visit four cities in China (Beijing, Huhhot in Inner Mongolia, Xian, and Hangzhou) and their surrounding areas. The goal of the project is to promote participants' growth in knowledge about the history of Chinese mathematics and to improve the quality of teaching about mathematics in New York with the goal of motivating students to learn math. According to Han, Chinese mathematics focuses on applications rather than theory.

Professor Han integrates mathematics history into the general process of teaching and learning mathematics, especially the history of Chinese mathematics. Chinese mathematicians, she points out, were employing what Westerners term the

Pascal triangle 300 years before Pascal lived.

Susan Forman has accepted an invitation to be on an Organizing Team, "Mathematics education in and for work," for ICME-10, which will be held July 5-10, in Copenhagen, Denmark.

North Carolina

North Carolina is planning its 2004 NCMATYC Conference at Mayland CC in Spruce Pines, NC, deep in the North Carolina mountains. The site coordinators for the conference are **Sandi Pierce**, **Paula Schlesinger**, and **Larry Shook**. In addition, since a nationally known craft school exists in Spruce Pine, the board agreed to invite some of the artists to come and share with us how mathematics is used in creating their work.

The NCMATYC Board held its annual retreat in the mountains of North Carolina at the home of **Sharon Killian**, NCMATYC treasurer. It was a beautiful setting for an enjoyable two days of planning the coming year. The Board made the decision to raise the annual dues to \$10 per year in order to cover the costs of the NCMATYC Newsletter, the prize money awarded to the top Student Math League students, the costs of the board meetings, and the costs of other miscellaneous items. The conference fee, which had been increased last year, will remain unchanged for this year.

An anonymous donor contributed sufficient funds to pay for the expenses for three graduate students in math education or mathematics to attend the spring conference. The Board also decided to include developmental mathematics faculty as well as adjunct mathematics faculty as potential recipients of the funds.

North Dakota

The NDMATYC Fall Conference was held October 3-4 in Carrington, ND. Our speaker, **Lyle Andersen** from Montana State Univ, presented "A Look to the Future While Remembering the Past."

Ohio

OhioMATYC held its spring meeting on May 2-3, 2003, at Maumee Bay Resort and Conference Center. The theme of the meeting was Cognitive Learning and featured invited speaker **Robert Mayes**, Director of Institute for Mathematics Learning, West Virginia Univ.

The OhioMATYC officers for 2003-2004 are President **Michelle Younker**, Terra CC; President-Elect **Janet Cook**, Edison CC; Secretary **T. J. Duda**, Columbus State CC; Treasurer **Rodney Null**, Rhodes State College; and Newsletter Editor/Historian **Nancy Sattler**, Terra CC.

Oklahoma

On September 27, OKMATYC (okay-matyc) held its annual fall meeting at Tulsa CC Southeast Campus in Tulsa, OK. Returning to their mathematical roots, **David Patocka** and **Jean Woody**, Tulsa CC, presented a session on the number Φ using several interactive learning activities and Chris Oehrlein, Oklahoma City CC, spoke on "Heating Up Newton's Law of Cooling."

Oregon

Teachers Of Teachers Of Mathematics (TOTOM) held their annual meeting at Blue Mountain CC in Pendleton, OR in September. TOTOM is dedicated to providing a forum for people involved in the training of mathematics teachers. Each September, members meet to share information on teacher licensure and training in the state of Oregon. TOTOM members are typically members of mathematics departments of the Oregon community colleges, colleges, and universities. **Gary Parker** of Blue Mountain CC served as president of the organization during this meeting. Sessions included a discussion of the van Hiele levels of geometric understanding, an exploration of some advanced Sketchpad techniques, and a discussion of teacher competencies as related to teacher licensure in Oregon. For more information, contact **Gary Parker**, gparker@bluecc.edu.

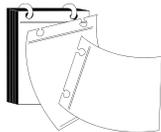
Texas

Mel Griffin, a past president of TCCTA has joined our TexMATYC board as TexMATYC delegate.

December 1 is the deadline for nominating someone for the TexMATYC teaching excellence award.

Continued on page 8

See Calendar on page 8 for specific conference information. Due to space limitations, not all news submitted may have been printed.



AMATYC Calendar of Events

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

November 13-16, 2003 29th Annual AMATYC Conference, Salt Lake City, UT. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

December 4-6, 2003 CMC³ Annual Conference, Monterey, CA. Contact: Rick Hough, 650.738.4193, hough@smccd.net

February 20-21, 2004 Annual TexMATYC Meeting with TCCTA, Fort Worth, TX. Contact: Natile Woodrow, natile.woodrow@sweetwater.tstc.edu

March 5-6, 2004 KYMATYC Annual Conference, Shakertown, KY. Contact: Gerald Johnson, gerald.johnson@kctcs.edu

March 5-6, 2004 CMC³-South Annual Conference, Anaheim, CA. Contact: Ignacio Alarcon, 805.965.0581 x2559, alarcon@sbcc.net

March 6, 2004 MinnMATYC's Future Teachers' Conference, Minneapolis CTC. Contact: Keven Dockter, kdockte@inverhills.edu

March 11-12, 2004 2004 NCMATYC Conference, Mayland CC, Spruce Pines, NC. Contact: Chuckie Hairston, mchairst@waketech.edu

March 25-27, 2004 IMACC Annual Meeting, Allerton Conference Center, Monticello, IL. Contact: Tim Grant, tim.grant@swic.edu

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

April 2, 2004 VMATYC Conference, Virginia Highlands CC, Abingdon, VA. Contact: Linda Taylor, ltaylor@nvcc.edu

April 2, 2004 PSMATYC Conference, Moravian College, Bethlehem, PA. Contact: Dennis Ebersole, ebersole@aol.com

April 2-3, 2004 ArizMATYC Spring Meeting, Flagstaff, AZ. Contact: Kate Kozak, kathryn.kozak@coconino.edu

April 16, 2004 3rd Annual NebMATYC Conference, Metropolitan CC-Fort Omaha Campus, Omaha, NE. Contact: Connie Ranard-Chandler, cranard-chandler@metropo.mccneb.edu

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

April 22-24, 2004 ORMATYC Annual Conference, Inn at Spanish Head, Lincoln City, OR. Contact: Kurt Lewandowski, kurtl@clackamas.cc.or.us

April 30-May 1, 2004 15th Annual MinnMATYC Conference, Duluth, MN. Contact: Keven Dockter, kdockte@inverhills.edu

May 21-22, 2004 Annual NMMATYC Conference, Santa Fe CC, Santa Fe, NM. Contact: Rockford Burris, burris@nmsua.nmsu.edu

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

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

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

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

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:

AMATYC Office
Southwest Tennessee CC
5983 Macon Cove
Memphis, TN 38134
901.333.4643
Fax 901.333.4651
amatyc@amatyc.org

All other correspondence should be directed to:

Jean Woody
AMATYC News Editor
Tulsa CC
10300 E. 81st St.
Tulsa, OK 74133
918.595.7690
Fax 918.595.7621
jeanmwoody@cox.net

Continued from page 7

Virginia

Tidewater CC is the recipient of a Title III grant for developmental mathematics and English instruction. For the third semester, participating mathematics faculty are partnered with a Supplemental Instructor (often a former developmental student) who attends class, models good classroom behavior, and conducts study skills sessions aimed at making the students independent learners. In June, fifteen mathematics and English instructors participated in a week-long workshop with leaders from Landmark College and Middle Tennessee State Univ.

The Virginia Community College System is developing a Career Switcher program for preparing teachers. Five years of work experience, a bachelor's degree, and successful scores on Praxis I and II are among the prerequisites for the program. Program modules will be delivered online and initial endorsement areas to be piloted include mathematics and science.

Wisconsin

The Tenth Annual WisMATYC Conference was held at Madison Area Technical College. Faculty met to share ideas and issues related to teaching mathematics. **Jay Lehmann**, College of San Mateo, presented "If Data Could Talk: Authentic Applications through Storytelling." Other topics presented included modeling in college algebra, handling math anxiety in adults, the average distance from the Earth to the sun, and math clubs. **Andrew Gradzelewski**, a graduate student from Univ of Washington, presented "An Alternative Way of Introducing the Solution of Exponential Equations."

AMATYC Foundation Presents

Sensational Magic in Salt Lake City

Thursday, November 13, 2003
8:30 pm - 10:00 pm
Grand America Hotel-Milano
Donation: \$35 US per person
Reservation Required

You'll love and be mystified by this excellent magic show performed by AMATYC members, Phil Cheifetz and Jack Wadhams. Don't have tickets yet? Check at the Registration Desk for availability.

Distance Learning Committee

by Nancy J. Sattler

There are many barriers to overcome when creating successful online courses. These barriers are in the areas of planning, coordination, student support, faculty concerns, market research, marketing techniques, access, evaluation, and standards. It is helpful if there is a specific plan regarding online courses, degrees, and certificates. Efforts must be coordinated and students must be supported and have easy access to any necessary information. Faculty members must have sufficient support and their courses must be thoroughly researched and marketed. Courses must maintain high standards.

Once the barriers are overcome, a successful online course can be offered. Steven M. Gerson, Johnson County CC, proposed a model to be used in creating an online course.

The E-CLASS Model suggested by Gerson, may be helpful in overcoming some of the barriers that can exist when creating an online course. E-CLASS is an acronym for E (explain) C (clarify) L (look) A (act) S (share) and S (self evaluate/submit). First, the distance teacher must **explain** the assignment or instructional unit and why the topic is important. Next, the distance teacher must **clarify** the mathematical concepts being conveyed. The third step is to allow the students to **look** at examples. This could be done by giving Acrobat Reader presentations of mathematical problems and solutions. The fourth step is to allow the students to **act** or practice what is being taught. This could be done by having the students solve sample equations, participate in labs or complete problem sheets. The next step is to allow students to **share** by creating a community of learners. An online site should encourage students to interact with one another through emails, listserves, chatrooms, team projects, etc. Finally, the students must **self-evaluate** and **submit** their work. Following these steps, faculty members can create a successful online course.

For further information on the E-CLASS Model, visit E-CLASS: Creating a Guide to Online Course Development for Distance Learning Faculty found at www.westga.edu/~distance/ojdla/winter34/gerson34.html.

Equal Opportunity In Mathematics Committee

by Herbert Hamilton

The Equal Opportunity in Mathematics Committee (EOMC) will be presenting a review of the 2002 Symposium in Phoenix. This presentation will be held 9:30-10:30 a.m., Friday, November 14, 2003. The 2002 symposium, "What Will It Take To Create Equal Opportunity In Math Education?" was presented by Julian Weissglass. We have had one year to think about the questions asked by Weissglass and we are hoping to identify some solutions or answers to those questions.

At the Equal Opportunity in Mathematics Committee on Friday, November 14, 2003, 12:30-1:30 p.m., the committee will be focusing on Equity for Women. This subcommittee, chaired by Cleopatrina Martinez, will be identifying areas in mathemat-

ics education where there are inequities for women and will also discuss methods of solving these inequities.

On Saturday, November 15, 2003, 10:30-11:30 a.m., the committee will focus on Minorities in Mathematics. This subcommittee, chaired by Barbara Lott, will be discussing the problems that minorities have in mathematics education and will discuss methods for addressing those problems.

TiME Committee

by Jerry Kissick

The TiME committee is co-sponsoring a Themed Session at the 2003 AMATYC Annual Conference, in conjunction with the AMATYC Distance Learning committee, dealing with the use of various forms of technology in teaching distance learning classes. The presentations will be on Thursday during the conference.

I hope that everyone had a good summer and that fall classes are going well. I also hope to see everyone at the conference in Salt Lake City and encourage anyone interested in Technology in Mathematics to attend our committee meetings on Friday and Saturday.

The TiME committee newsletter is continuing to be published totally electronically on the TiME committee homepage.

The latest edition of the TiME committee newsletter is now available on the Web at <http://spot.pcc.edu/academ/math/TiME>. There is also a direct link to the newsletter from the AMATYC website, which can be found by looking at committees and then Technology in Mathematics Education committee.

If you wish to contribute a technology related article, report on a technology event/workshop attended, or announce an upcoming technology event/workshop, send your information to jkissick@pcc.edu.



Student Mathematics League

by Susan McLoughlin

The dates for this year's Student Mathematics League competition are:

Round I: Friday, October 24 through Saturday, November 8, 2003
Round II: Friday, February 20 through Saturday, March 13, 2004.

Please note that Round I is beginning a week earlier than in the past to accommodate those moderators who attend the AMATYC annual conference.

I invite all moderators and those considering starting a chapter of the SML at their college to attend the panel discussion on the SML on Saturday, November 15th, 10:30-11:30 a.m., entitled "Forming or Enhancing Your College's Student Mathematics League Team" at the AMATYC Annual Conference in Salt Lake City, UT. The panelists are moderators who have had nationally winning teams and or students. We hope this session will help other moderators with preparing their teams.

AMATYC Executive Board



Philip H. Mahler
President
Middlesex CC
781.280.3861
mahlerp@middlesex.cc.ma.us

Judy E. Ackerman
President-Elect
Montgomery College
301.279.5010
judy.ackerman@montgomerycollege.edu

Susan S. Wood
Past President
J. Sargeant Reynolds CC
804.371.3027
swood@jsr.vccs.edu

Ilga Ross
Treasurer
Portland CC
503.977.4171
iross@pcc.edu

Peg Pankowski
Secretary
CC of Allegheny County
412.469.6228
mpankowski@ccac.edu

Jack Keating
Northeast Vice President
Massasoit CC
508.588.9100 x1930
jkeating@massasoit.mass.edu

Robert Farinelli
Mid-Atlantic Vice President
CC of Allegheny County
724.325.6628
rfarinelli@ccac.edu

Rob Kimball
Southeast Vice President
Wake Technical CC
919.662.3602
rkimball@waketech.edu

Kathy Mowers
Midwest Vice President
Owensboro CTC
270.686.4564
kathy.mowers@kctcs.edu

Wanda Long
Central Vice President
St. Charles CC
636.922.8343
wlong@stchas.edu

Mary Robison
Southwest Vice President
UNM-Valencia Campus
505.925.8622
maryrobn@unm.edu

Phil DeMarois
Northwest Vice President
Mt. Hood CC
503.491.7340
demaroip@mhcc.edu

Marcella Laddon
West Vice President
Cabrillo College
831.479.5734
maladdon@cabrillo.edu

Publications

Barbara Rives
Review Editor
Lamar State College-Orange
409.882.3366
rivesbs@gt.rr.com

Jim Roznowski
Website Coordinator
Delta College
989.686.9064
jaroznow@alpha.delta.edu

John Peterson
Review Production Manager
Chattanooga State Tech CC (retired)
865.531.7455
john.peterson20@comcast.net

Jean Woody
Newsletter Editor
Tulsa CC
918.595.7690
jeanwoody@cox.net

Conference

Joe Gallegos
Salt Lake City Conference Chair
Salt Lake CC
801.957.3277
joe.gallegos@slcc.edu

Wanda Garner
Program Coordinator
Cabrillo College
831.479.6329
wagarner@cabrillo.edu

Peg Hovde
Evaluation Chair
Grossmont College
619.644.7328
peg.hovde@gcccd.net

Cliff Morris, Jr.
Orlando Conference Chair
Valencia CC
407.299.5000 x1625
cmorris@valenciacc.edu

Margie Hobbs
Conference Coordinator
University of Mississippi
662.915.7387
mjhobbs@olemiss.edu

Bob Malena
Presider Chair
CC of Allegheny County
412.469.6228
bmalena@ccac.edu

Mike Schachter
Exhibits Chair
Coastal Carolina CC
910.938.6168
michaels@always-online.com

Gwen Turbeville
Advertising Chair
J. Sargeant Reynolds CC
804.786.6770
gturbeville@jsr.vccs.edu

Committee Chairs

Nancy J. Sattler
Distance Learning
Terra CC
419.334.8400 x179
nsattler@terra.edu

William Palow
Editorial Policy Review and
Publicity
Miami Dade CC
305.237.3003
wpalow@mdcc.edu

Herbert Hamilton
Equal Opportunity in
Mathematics
Houston CC-Central
713.718.6441
herbert.hamilton@hccs.edu

Ernest Danforth
Faculty Development
Corning CC
607.962.9243
danforth_e@corning-cc.edu

Jeff Morford
Foundation/Developmental
Mathematics
Henry Ford CC
313.317.4046
jmorford@hfcc.net

Cathy Curtis
Grants
Mt. Hood CC
503.491.7396
curtisc@mhcc.edu

Judy Marwick
Placement and Assessment
Moraine Valley CC
708.974.5290
marwick@morainevalley.edu

Ruth Collins
Program/Curriculum Issues
Delaware Technical & CC
302.292.3821
rcollins@hopi.dtcc.edu

Susan McLoughlin
Student Mathematics League
Union County College
908.497.4265
mcloughlin@ucc.edu

Mary Ann Hovis
Technical Mathematics/AAS
Programs
Rhodes State College
419.995.8422
hovis.ma@rhodesstate.edu

Jerry Kissick
Technology in Mathematics
Education
Portland CC
503.614.7606
jkissick@pcc.edu

Doug Mace
Traveling Workshops
Oakland CC
248.522.3650
dwmace@oaklandcc.edu

AMATYC Office

Southwest Tennessee CC
5983 Macon Cove
Memphis, TN 38134
Phone: 901.333.4643 Fax: 901.333.4651
amatyc@amatyc.org
www.amatyc.org

Cheryl Cleaves
Executive Assistant
ccleaves@southwest.tn.edu

Beverly Vance
Office Director
bvance@southwest.tn.edu

Christine Shott
Publications Director
cshott@southwest.tn.edu

Christy Hunsucker
Accounting Director
chunsucker@southwest.tn.edu

Shinder Blunt
Secretary
sblunt@southwest.tn.edu

Future AMATYC Conferences

2003	Salt Lake City	November 13-16
2004	Orlando	November 18-21
2005	San Diego	November 10-13
2006	Cincinnati	November 2-5
2007	New Orleans	November 15-18

AMATYC Affiliate Information

Send corrections to this page to the AMATYC Secretary, Peg Pankowski.

Northeast Region

Connecticut
MATYCONN
Alice Burstein
Middlesex CC
860.343.5791
aburstein@mxcc.commnet.edu

New England
NEMATYC
Maureen Woolhouse
Quinsigamond CC
508.854.2731
mwoolhouse@qcc.mass.edu

New York
NYSMATYC
Mary Beth Orrange
Erie CC-South Campus
716.851.1784
orrange@ecc.edu

Ontario
OCMA
M. John Kezys
Mohawk College
905.575.1212 x3116
john.kezys@mohawkcollege.ca

Mid-Atlantic Region

Delaware
DelMATYC
Pete Stomieroski
Delaware Tech & CC
302.857.1319
pstomron@college.dtcc.edu

Maryland
MMATYC
Jim Herman
Cecil CC
410.287.6060 x385
jherman@cecil.cc.md.us

New Jersey
MATYCNJ
Arlene Graper
Raritan Valley CC
908.526.1200 x8429
agraper@raritanval.edu

Pennsylvania
PSMATYC
Pauline Chow
Harrisburg Area CC
717.780.2507
opchow@hacc.edu

Virginia
VMATYC
Judy Williams
Tidewater CC
757.822.7078
jwilliams@tcc.edu

West Virginia
WVMATYC
Jerry Keepers
Potomac State College
304.788.6952
jkeepers@wvu.edu

Southeast Region

Alabama
AlaMATYC
Jere Strickland
Faulkner State CC
334.580.2174
jstrickland@faulkner.cc.us

Florida
FTYCSMA
Cliff Morris
Valencia CC
407.299.5000 x1625
cmorris@valenciacc.edu

Georgia
GMATYC
Gloria Hitchcock
Georgia Perimeter College-Rockdale
770.785.6862
ghitchco@gpc.peachnet.edu

Louisiana-Mississippi
La-MsMATYC
Milton Vavasasseur
Delgado CC
mvavas@dcc.edu

North Carolina
NCMATYC
Mary Marsha Cupitt
Durham Technical CC
919.686.3445
cupittmm@gvmail.dtcc.cc.nc.us

South Carolina
SOCAMATYC
Joan Sallenger
Midlands Tech College
803.783.7647
sallengerj@midlandstech.com

Tennessee
TMATYC
Bob Forrester
Volunteer State CC
615.452.8600
bob.forrester@volstate.edu

Midwest Region

Illinois
IMACC
Tim Grant
Southwestern Illinois College-
Belleville
618.235.2700 x5608
tim.grant@swic.edu

Indiana
IRMC
Janet Teeguarden
Ivy Tech State College-
Indianapolis
317.921.4504
jteeguard@ivytech.edu

Kentucky
KYMATYC
Gerald Johnson
Jefferson CC
502.213.7276
gerald.johnson@kctcs.edu

Michigan
MichMATYC
Jan Roy
Montcalm CC
989.328.1235
janr@montcalm.edu

Ohio
OhioMATYC
Michelle L. Younker
Terra CC
419.334.8400 x303
myounker@terra.edu

Wisconsin
WisMATYC
Judy Jones
Madison Area Technical College
608.246.6258
jjones@matcmadison.edu

Central Region

Arkansas
ARKMATYC
Allen Grommet
East Arkansas CC
870.633.4480 x262
agrommet@eacc.cc.ar.us

Colorado
ColoMATYC
Rick Reeves
Red Rocks CC
303.914.6600
rick.reeves@rrcc.ccooes.edu

Iowa
IMATYC
Sue Grapevine
Northwest Iowa Area CC
712.324.5061 x240
sgrapevine@nwicc.cc.ia.us

Kansas
KAMATYC
Kent Craghead
Dodge City CC
620.227.9236 x219
kent@dc3.edu

Minnesota
MinnMATYC
Keven Dockter
Inver Hills CC
651.450.8662
kdockte@inverhills.edu

Missouri
MOMATYC
Martha Haehl
Penn Valley CC
816.759.4221
martha.haehl@kcmetro.edu

Nebraska
NEBMATYC
Dale Johanson
Northeast College
402.844.7380 x3
dale@northeastcollege.com

North Dakota
NDMATYC
Larry Taylor
North Dakota State Univ
701.231.9542
larry.taylor@ndsu.nodak.edu

Utah
UMATYC
John Close
Salt Lake CC
801.957.3215
john.close@slcc.edu

Wyoming
WYMATYC
Jack Webb
Casper College
307.268.2666
jwebb@caspercollege.edu

Southwest Region

Arizona
ArizMATYC
Kate Kozak
Coconino CC
923.226.4277
kathryn.kozak@coconino.edu

New Mexico
NMMATYC
Rockford Burriss
NMSU Alamogordo
505.439.3772
burriss@nmsua.nmsu.edu

Oklahoma
OKMATYC
Jay Malmstrom
Oklahoma City CC
405.682.1611 x7365
jmalmstrom@okcc.edu

Texas
TexMATYC
Natlie Woodrow
Texas State Tech College-
West Texas
915.235.7445
natlie.woodrow@sweetwater.tstcc.edu

Northwest Region

Alaska
AK-MATYC

Oregon
ORMATYC
Kurt Lewandowski
Clackamas CC
503.657.6958 x2431
kurtl@clackamas.cc.or.us

Washington
WAMATYC
Doug Mooers
Whatcom CC
360.676.2170 x3470
dmooers@whatcom.ctc.edu

West Region

Northern California
CMC³
Randy Taylor
Las Positas College
925.373.4911
rtaylor@clpccd.cc.ca.us

Southern California
CMC³ - South
Peg Hovde
Grossmont College
619.644.7328
peg.hovde@gcccd.net

Hawaii
πMATYC
James Metz
Kapiolani CC
808.734.9754
metz@hawaii.edu

Nevada
NEVMATYC
Mike Hardie
Western Nevada CC
775.782.2413
hardie@wncc.nevada.edu

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/Review.

JOIN AMATYC

BECOME A MEMBER OF AMATYC TODAY

CONTACT:

AMATYC OFFICE

5983 MACON COVE
MEMPHIS, TN 38134

901.333.4643 FAX 901.333.4651
amatyc@amatyc.org www.amatyc.org



Window on Washington



by Philip H. Mahler

USAMO

The twelve finalists pictured were part of a group of 30 competitively selected high school students who attended the Mathematical Olympiad Summer Program at the Univ of Nebraska-Lincoln, sponsored by the Mathematical Association of America. After preparation and rigorous competition, six finalists were selected from these twelve for the 44th International Mathematical Olympiad (IMO) in Tokyo in July. The competition was held from July 11-19, and the six USA team members received four gold and two silver medals.



President Phil Mahler and President-Elect Judy Ackerman with the winners of the 32nd USA Mathematical Olympiad, shown at the National Academy of Sciences' Einstein statue after the Awards Ceremonies on Monday, June 23, 2003. Students, clockwise from lower left: Jae Min Bae, Tiankai Liu, Boris Alexeev, Daniel Kane, Mark Lipson, Aaron Pixton, Anders Kaseorg, Tony Zhang, Yan Zhang, Zwok Fung Tang, Po-Ling Loh, Po-Ru Loh.

The President of AMATYC has the pleasure of representing you at the awards ceremony and dinner for the twelve top scorers in the annual USA Mathematical Olympiad (USAMO), a prelude to the IMO. This year President-Elect Judy Ackerman attended as well. The awards are held at the National Academy of Sciences, and the dinner is held in the U.S. Department of State Diplomatic Reception Rooms. AMATYC is one of 15 sponsoring professional organizations and groups. More information and pictures are at www.unl.edu/amc/.

Mathematics and Science Initiative

It has been reported in this spot before that the Secretary's Summit on Mathematics launched the Mathematics and Science Initiative on February 6, 2003. The Initiative is focused on achieving three interdependent goals:

- Engage the public in recognizing the need for better mathematics and science education for every child in our nation's schools.
- Initiate a campaign to recruit, prepare, train, and retain teachers with strong backgrounds in mathematics and science.
- Develop a research base to improve our knowledge of what boosts student learning in mathematics and science.

There have been two follow-up meetings held since the Summit. These have resulted in planning documents for each of the three goals.

More information is at www.ed.gov/inits/mathscience/, and if you click on "Organizations' Efforts" you can view one-page information responses which AMATYC, and other professional organizations, have made to this effort.

Jean Woody, Editor
 AMATYC News
 Tulsa CC
 10300 E. 81st St.
 Tulsa, OK 74133

