



## Wearing a Red Vest in Washington

by Judy Williams

When you arrive at the Hilton Washington Hotel in a few months, the folks you will see in the bright red vests will not necessarily be trying to keep warm. They will be members of the Local Events Committee (LEC), whose role is to promote and provide local flavor for the 34<sup>th</sup> Annual AMATYC Conference, November 20-23, 2008, in Washington, DC. Over 40 AMATYC members from VMATYC, MMATYC, and the Mid-Atlantic Region have been working since 2005 to make this the best conference ever. Once at the Hilton Washington Hotel, you will find these red-vested hosts ready to guide you to rooms, staffing the Internet Café, and offering Professional Networking/Hospitality options and information about the city.

Since Washington is such a great destination, bring your family for a few extra days of sightseeing either before or after the conference. Check out the Local Arrangements site at [www.amatyc.org](http://www.amatyc.org) for things to do. You can arrange tours of government agencies through your local congressional office, or perhaps still get in on a White House Tour ([www.Senate.gov](http://www.Senate.gov) or [www.House.gov](http://www.House.gov)). Getting anywhere in the city is easy using the Metrorail and bus system; there is even a Metro Trip Planner at [www.wmata.com](http://www.wmata.com).

When you arrive at the hotel look for the red vests for guidance to rooms and conference registration areas. They'll be out in force Thursday morning to help you locate those first sessions. Thursday morning at 8:15, bring your family and friends to the session, "Making Connections", S7 in the Cabinet Room, to hear from AMATYC spouses and children about their favorite city activities. If you're staying around the hotel Thursday evening, drop by the Networking Room between 7 p.m. and 10 p.m. for games, cookies, and music, where "Fuzzy Slippers and PJs are Welcome."

The LEC members have been collecting information about restaurants, theaters, and sporting events. When theaters and arenas confirm their Fall season schedules, check the Local Arrangements site for ticket information. Come by the Networking Room to sign up for Friday or Saturday evening social groups or get advice about what to do in Dupont Circle, the neighborhood around the hotel, or to hear about other parts of the city.



➤➤Continued on page 5

## Student Mathematics League (SML)

by Susan R. Strickland

At the time of this writing, Round 2 results are still coming in. Look for the Round 2 and final results in the next issue. The dates for next year's competitions are Friday, October 17 through Saturday, November 1, 2008, for Round 1 and Friday, February 13 through Saturday, March 7, 2009, for Round 2.

Many thanks to the moderators who work so diligently on their own time to make the SML a success. It does require some time to give and grade the exams as well as to recruit students to participate. Special thanks to Teri Figarola for being such a good sounding board, and to Steve Blasberg and the members of the Test Development Committee for continuing to write challenging yet fun exams.

The SML continues to grow. Please consider participating next year if your school did not do so this year or has not done so for awhile. It can be a rewarding experience for both you and your students.

### Inside This Issue

- 2 President's Corner
- 3 Conference News
- 4 Applying for Traveling Workshops
- 5 Nominations
- 6 Summer Opportunities
- 7 Professional Development
- 8 Calendar
- 9-10 Affiliate Information
- 11 Window on Washington
- 12 AMATYC Foundation
- 12 Dates to Remember



## Reflections Across the Curriculum— “Middle-skill” Jobs in Demand What Mathematics Is Important?

Rikki Blair  
Lakeland CC ♦ Kirtland, OH

### Middle-skill Jobs - Today and the Future

Many of us teach at a comprehensive community college. Many of us teach at a technical college. All of us need to be thinking about preparing students for the job market. The mathematics curriculum at our colleges should prepare students with the appropriate mathematics, job skills, and life skills for a wide range of jobs. How can we best design curriculum and instruction for students moving into “Middle-Skill” Jobs?

According to the Federal Bureau of Labor Statistics, 45% of all job openings between 2004 and 2010 will be in middle-skill jobs. Job categories requiring short-term training or an associate degree such as home health aide, medical assistant, physical therapy assistant, dental hygienist and assistant, forensic science technician, and veterinary technician will experience a 35-56% increase between 2004 and 2014. Other middle-skill jobs include electronics technicians, radiological technicians, hotel managers, welders, pipe fitters, air conditioning mechanics, and skilled construction crafts, and some have also experienced substantial wage increases. For example, pay for radiological technicians increased 23%, speech/respiratory therapists 10-14%, and electricians rose 18% between 1997 and 2005.

“The demand for workers to fill jobs in the middle of the labor market - those that require more than high school, but less than a four-year degree - will likely remain quite robust relative to its supply.”

*America's Forgotten Middle-Skill Jobs,  
Education and Training Requirements in the  
Next Decade and Beyond,*  
Holzer, H. J. and R. I. Lerman, a paper written  
for the Workforce Alliance, Washington, DC, as  
part of its Skills2Compete Campaign,  
November 2007, p. 3

Approximately 9400 postsecondary institutions, including community and technical colleges, technical institutes, skill centers, and other private institutions are well positioned to fill the void and offer training programs to meet the needs of their local communities. While projections suggest that the supply of workers with bachelor's degrees will increase, anticipated retirements of “baby boomers” and replacements by immigrants in the labor force will shrink the future supply of educated workers, especially in the middle of the labor market.

Designing programs to meet the changing needs of tomorrow's workforce may require that curricula and facilities be redesigned. Existing buildings, built for programs of the past, may face expensive renovations to meet current and future programmatic needs. In addition, many programs and career paths require state-of-the-art computers or high-tech “clean rooms.” As a result of these needs and pressures, colleges across the U.S., are examining their offerings and looking for new ways to increase enrollment and revenue and provide economic and workforce development.

### How can Mathematics Faculty Respond to these Challenges?

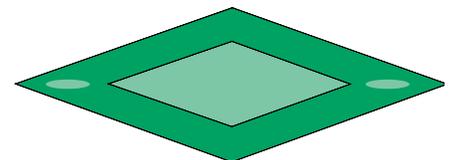
The challenges can be daunting for two-year colleges, positioned between the K-12 and four-year college sectors, as they redesign training and education to address local workforce needs. Multiple pressures are placed on administrators to increase revenue and offerings. Those same pressures are felt by faculty as they design appropriate curricular content and seek state-of-the-art instructional materials, equipment, and employ innovative instructional strategies.

Here are some suggestions for responding to those challenges while teaching a full load each term.

- ❖ Work with college administrators to allocate time and funding for the necessary professional development for faculty.
- ❖ Find ways for faculty to interface with the business community to determine what mathematics and quantitative skills are important for middle-skill careers.
- ❖ Translate the mathematics needed in the workforce into redesigned courses and instructional activities.
- ❖ Work with colleagues in other departments to include appropriate examples that illustrate and build the quantitative skills necessary for citizens and workers.

We cannot continue to offer the same courses and expect students to develop the same mathematics skills as in the past and meet the needs of middle-skill jobs. Studies show that many students who can perform well on tests that measure algorithmic procedures are unable to transfer those skills to real-world problems that use those same skills. Few jobs require workers to factor a trinomial or complete the square. Rather, employees need to be able to examine data and make decisions based on an analysis of the data.

Our mathematics courses and programs need to be redesigned to meet these needs. The majority of our students are not going on to enroll in Calculus and many will make a career in middle-skill jobs. What are we doing to assure that these students have the quantitative reasoning skills that will be required? Collaborate with your colleagues to develop mathematics courses and programs that will prepare our students with the skills they need for tomorrow. Go the extra mile!



## 2008 Conference Themed Sessions

There are four exciting themed sessions planned for the 2008 Annual AMATYC Conference, November 20-23 in Washington, DC. This year all four themed sessions will be held on Thursday morning beginning at 8:30 a.m. and located in rooms next to each other. Organized by four of AMATYC's academic committees, these themed sessions contain a series of short presentations separated by breaks just long enough to allow attendees to move between sessions according to their interests. The following is an overview of this year's themed sessions:

"Elections and Balloting" presents ways to use methods of polling, voting, and counting ballots to enhance your statistics classes with concrete examples. Learn how to use polls to explain sampling distributions, sampling error, and statistical inference. See how confidence intervals can be used to compare local polls to statewide results. Use real life examples to explore common misconceptions in statistics.

"Applications in Action" features best classroom activities from six experienced technical mathematics instructors. Topics range from the mathematics necessary for stair design to using trigonometry to solve ocean navigation problems and applying rational functions to measure cracks in the tiles on NASA's space shuttle. Copies of materials or links to materials will be provided.

"Math on the Web: Tools, Techniques, and Observations" returns with helpful resources to enhance the teaching and learning of mathematics online. Consider ways to increase student success through interactive technology, live videos, podcasting, and hybrid courses. Get tips and techniques from veteran online instructors.

"Math Placement and Assessment and *Beyond Crossroads*" explores topics such as mandatory placement, the effective use of multiple measures in placement, and classroom assessment. Participants will discuss ways departments can use course level assessment to improve their mathematics offerings at all levels.

Plan to arrive at the conference on Wednesday evening in order to take advantage of the opportunities these themed sessions offered early Thursday morning.

### Future AMATYC Conferences

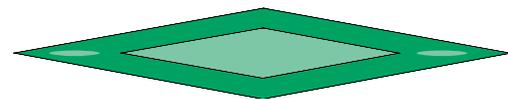
2008	Washington, DC	November 20-23
2009	Las Vegas	November 12-15
2010	Boston	November 11-14
2011	Austin	November 10-13
2012	Jacksonville	November 8-11
2013	Anaheim	October 31-November 3

## AMATYC at AACC

AMATYC exhibited at the American Association of Community Colleges (AACC) convention in Philadelphia, Pennsylvania. The exhibit offered AMATYC the opportunity to encourage college presidents, vice presidents, and deans to support their mathematics faculty in professional development through activities such as AMATYC Project ACCESS, conference attendance, summer professional development offerings, and traveling workshops.



Margie Hobbs and Sadie Bragg at the AACC booth in Philadelphia.



## Poster Sessions in Washington

Consider presenting a poster session at the Annual AMATYC Conference in Washington, DC in November. Posters exhibiting results from all grants and special teaching projects are welcome. Perhaps your college supported the development of an idea that you would like to display. Perhaps you have received funds from some other government agency - national, state or local. Perhaps you talked a local business into supporting the development of a curricular innovation. Highlight your project, share your results and how you secured your funding.

Please contact Mary Kay Abbey at [marykay.abbey@montgomerycollege.edu](mailto:marykay.abbey@montgomerycollege.edu) for an application to participate.

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

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

## Apply for a Traveling Workshop With Financial Support from NSF

by Robert L Kimball

With the support of an award from the National Science Foundation to AMATYC, two or three traveling workshops featuring best practices for courses below calculus will be held in the summer and fall of 2008. Applications will be considered from colleges that can demonstrate a commitment to improving the teaching and learning of mathematics in courses below calculus by instituting best practices. Workshops will focus on the most appropriate content, the best use of technology, alternative forms of formative assessment, and teaching methods that engage students. To qualify to host a traveling workshop on best practices, a college must agree to provide the support necessary to assure that most faculty who teach courses below calculus, especially courses called College Algebra or the equivalent, will attend and participate in the workshop. In addition, faculty agree to complete and return follow-up questionnaires regarding the workshop. AMATYC will provide and support facilitators for the workshops. Local arrangements will be the responsibility of the college. These workshops are part of an NFS grant titled The Right Stuff: Appropriate Mathematics for All Students. Questions may be directed to Kathy Mowers or Rob Kimball, project investigators for the project. See: [therightstuff.amatyc.org/](http://therightstuff.amatyc.org/)

## AMATYC Launches “New” Journal

For the past 29 years *The AMATYC Review* has provided AMATYC members with insightful mathematical content, great problem sets, and interesting software reviews. Many members have enjoyed reading the mathematical articles, doing the problem sets and seeing what “Lucky Larry” has to say! At the 2006 AMATYC conference in Cincinnati, a number of focus group meetings were held with AMATYC members to discuss ways to improve the journal. As a result of these meetings, a number of changes are proposed in *The AMATYC Review* to make the journal even more valuable to the membership. By spring 2009 you will see a journal with the following improvements:

- A greater focus on articles and features that involve direct applications to your classroom teaching. We hope to have features in the journal that focus on activities that you can apply to your classroom today. There will be some shorter features including teaching tips and tricks. We also hope to include articles that feature the “best of the best” from our yearly conference.
- A new “look” for the journal. The new journal will have more of a magazine style and will use color throughout the publication. You might find an activity in the journal that you would like to copy to use in your classroom or share with a colleague. The new format will make it easier for you to do this.
- More frequent journals. Currently *The AMATYC Review* is delivered to your address twice a year. The new journal will be published three times a year.

Many of the features that you enjoy in *The AMATYC Review* will continue in the new journal. A problems section and Lucky Larry will still be regular features, but you’ll also see some new features that we hope you will find enjoyable.

**There are a number of ways in which you can help AMATYC make these changes to *The AMATYC Review* happen. We are currently taking applications for an editor and production manager of the new journal. The position announcements, qualifications and application procedures are located on the AMATYC website ([www.amatyc.org](http://www.amatyc.org)). Please take a moment to look these over! This is an exciting professional development activity!**

➤➤Continued on page 6

## Call for Nominations for AMATYC Board

by Kathy Mowers

The Nominating Committee seeks recommendations for AMATYC Officers for the term 2009-2011. Serving as an AMATYC Officer is a wonderful way to expand your professional horizons and to contribute to AMATYC and your profession. It is the goal of Nominating Committee and the AMATYC Board to have two candidates slated for each office.

The offices that will be filled in the 2009 election are Vice President for each of the eight regions, President-Elect, Secretary, and Treasurer. **Nominations are due February 1, 2009.** Any regular or life member of AMATYC is eligible to run for office.

The Nominating Committee includes twelve members who represent a cross-section of AMATYC's delegates, members, and leadership, with at least one member from each region. For more information about the duties and requirements of the offices and the nomination process, visit [www.amatyc.org/Get-Involved/nomination-board.htm](http://www.amatyc.org/Get-Involved/nomination-board.htm). If you have questions or wish to recommend yourself or someone else, contact one of the members of the Nominating Committee, listed below.

		<u>Region</u>
George A. Hurlburt	<a href="mailto:hurlburt@coming-cc.edu">hurlburt@coming-cc.edu</a>	Northeast
Darlene F. Winnington	<a href="mailto:dwinning@dtcc.edu">dwinning@dtcc.edu</a>	Mid-Atlantic
Donald Ransford	<a href="mailto:dransford@edison.edu">dransford@edison.edu</a>	Southeast
Byron A. Dyce	<a href="mailto:byron.dyce@sfcc.edu">byron.dyce@sfcc.edu</a>	Southeast
George M. Alexander	<a href="mailto:galexander@matchmadison.edu">galexander@matchmadison.edu</a>	Midwest
Larisa A. Russell	<a href="mailto:russell.l@RhodesState.edu">russell.l@RhodesState.edu</a>	Midwest
Nicole M. Lang	<a href="mailto:nicole.lang@nhcc.edu">nicole.lang@nhcc.edu</a>	Central
Marilyn E. Mays	<a href="mailto:memays@dccc.edu">memays@dccc.edu</a>	Southwest
Alice M. Kaseberg	<a href="mailto:kaseberg_alice@msn.com">kaseberg_alice@msn.com</a>	Northwest
Jane M. Weber	<a href="mailto:ffjw@uaf.edu">ffjw@uaf.edu</a>	Northwest
Linda H. Kodama	<a href="mailto:lkodama@hawaii.edu">lkodama@hawaii.edu</a>	West

## Guest Editorial:

### Developmental Education Structure

by Kathryn Kozak

All community colleges around the nation have a commonality of focusing heavily on developmental mathematics. A key issue is the question of how the developmental mathematics courses are organized at each institution. One of the common organizations is to have the developmental math sequence in the math department and taught generally by faculty who teach both developmental and college level courses. The other is to have a centralized developmental program that includes all developmental courses and is taught generally by faculty that only teach the developmental courses. There are arguments for and against both structures.

One argument presented for the centralized developmental program is that students are more successful in this manner. A study conducted by Boylan, Bliss, and Bonham under the Exxon Education Foundation found evidence that this is true. However, what they found was that it was the coordination of developmental courses and services that seemed to increase student success and not just that there was a centralized program. It is the coordination between the courses, study skills, tutoring, and advising that increases retention rates and GPAs, and not the organization of the developmental courses. However, at some colleges it may be important to have the centralized developmental program to facilitate

➤➤Continued on page 8

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

Nomination forms are now available for the 2009 AMATYC Teaching Excellence (TE) Award. Up to eight AMATYC members will be honored at the 2009 Annual Conference in Las Vegas. Awardees receive a medallion from AMATYC as well as a \$500 check from Houghton Mifflin. Identify a colleague who is an outstanding teacher for this prestigious award and help that person complete the nomination packet. Or, don't be shy, nominate yourself! Good teaching is the main focus of the award, but awardees are also rated on their support of students, professional development activities, interaction with colleagues, and service to the profession. Nominees must be AMATYC members whose primary assigned duties must be delivering instruction in an associate degree granting program. Recognizing our best teachers emphasizes the significance of our roles and the value of the professional goals to which we all aspire.

The nomination form and a FAQ page are also available at [www.amatyc.org](http://www.amatyc.org). Visit the website today, complete the nomination packet, and send nine (9) copies to President-Elect Rob Farinelli, 626 Currant Court, La Plata, MD 20646. If you have any questions, contact Rob at [rfarinelli@csm.edu](mailto:rfarinelli@csm.edu) or your AMATYC regional Vice President. **Don't let the deadline of Monday, December 8, 2008, pass you by.** You can beat the last minute rush by submitting the materials before the academic year ends.



◀◀Wearing Red Vests, Continued from page 1

These are just a few of the ways the LEC members are working to provide an enjoyable conference for you. They've collected the instructions for planes, trains, and automobiles for the conference miniprogram you'll get in August.

The LEC members are excited about this conference and can hardly wait to see all of you in Washington for a monumental time for mathematics - a slogan that originated in the VMATYC business meeting at Germanna CC two years ago!

## Caren Diefenderfer to Keynote Mathematics Across the Community College Curriculum (MAC<sup>3</sup>) Summer Institute

Caren L. Diefenderfer will keynote the summer 2008 MAC<sup>3</sup> Institute scheduled for July 15-18, 2008, at Middlesex CC (MCC), Lowell, MA. "Caren Diefenderfer has extensive experience with the national MAC<sup>3</sup> project and has served on the steering committee of the NSF-AMATYC MAC<sup>3</sup> grant. We are very pleased that she will be participating in the MCC MAC<sup>3</sup> Institute and available to consult with faculty," noted Carol Hay, chair of the Mathematics Department at Middlesex CC and the institute coordinator.

Caren Diefenderfer, professor of Mathematics at Hollins University, has presented on institutionalizing quantitative literacy through MAC<sup>3</sup> at several NSF institutes and has also published several articles on the topic. With more than 25 years teaching experience, she has worked closely with faculty on interdisciplinary quantitative reasoning, innovation, and curriculum development.

The purpose of this Institute is to provide faculty with the time and assistance to develop mathematics across the curriculum activities and assessments. Faculty teams from all disciplines can attend. Teams should be comprised of at least one mathematics instructor and at least one non-mathematics instructor. The Institute will feature workshops on interdisciplinary teaching, a computer lab with Internet access, experienced consultants, and valuable time to work on your specific project. Interdisciplinary groups of faculty from high schools and two- or four-year institutions are invited to apply.

In addition to the keynote address, other presentations will focus on Service Learning and Community Engagement, Learning Communities Models, Developing Learning Outcomes and Pre/Post Assessment, and Spreading the MAC Word through Changing the Culture. The Institute will provide extensive time for faculty teams to share ideas with one another, plan together, and work with Ms. Diefenderfer.

The cost to attend the Institute is \$325 per person for AMATYC members and \$400 for non-members. This fee includes the conference registration, breakfasts, lunches, and two dinners. Registrants must cover hotel and travel costs. The application form and additional information can be obtained online at [www.amatyc.org](http://www.amatyc.org) under Events and Conferences.

### Applications are due by June 3, 2008.

For additional information about the Institute Program, please contact: Carol Hay, Math Department Chair at 978.656.3162, ([hayc@middlesex.mass.edu](mailto:hayc@middlesex.mass.edu)) or Jessie Klein, Associate Dean at 781.280.3862 ([kleinj@middlesex.mass.edu](mailto:kleinj@middlesex.mass.edu)). For questions about the registration process, payment, lodging, transportation and the cancellation policy contact Phyllis Worth, Administrative Assistant at 781.280.3661 ([worthp@middlesex.mass.edu](mailto:worthp@middlesex.mass.edu)).

## Sharing the Summer Experience - Traveling Workshops at Your College

by Patrick Averbek

Summer is just around the corner, and you may have plans for a trip to exotic places or a cruise to tropical ports. The itinerary is set; the bags are packed. You've got wonderful adventures planned. But, have you thought about how you are going to share the experience with family and friends who do not get to come along on your trip? Though your pictures show the crystal blue waters and the tropical scenery, you often cannot remember the details and you can never quite convey the whole experience. Wouldn't it be great if you could bring home the travel guide, who's overflowing with information and stories of the places you've gone and the people you've met, to explain the trip?

Aside from traveling for leisure, some of you will be traveling to attend an AMATYC Summer Institute during which you may be discussing the *Beyond Crossroads* implementation cycle, participating in teacher preparation activities, or developing curriculum with colleagues in different academic disciplines. The atmosphere at these institutes will be stimulating, and the participants will be full of enthusiasm. Yet, just like after a great summer trip, sometimes it's difficult to return home and share the experience of a summer institute with your colleagues. Don't you wish that you could bring someone to your school who has the knowledge and skills to share more of the conference experience with your colleagues? This "someone" could be an AMATYC Traveling Workshop facilitator.

If you are attending an AMATYC Summer Institute this summer and you would like assistance in sharing the information that you've learned or in generating enthusiasm for the teaching models that you've encountered, then an AMATYC Traveling Workshop may be a way to convey that conference high to your department members back home. Even if you are not able to attend an institute this summer, an AMATYC Traveling Workshop may be the means for bringing a summer institute experience to you and your colleagues.

For more information about AMATYC Traveling Workshops, contact Patrick Averbek, the Traveling Workshop Coordinator, at [patrick.averbeck@edcc.edu](mailto:patrick.averbeck@edcc.edu) or 425.640.1093.

◀◀AMATYC Launches, Continued from page 4

We are also looking for articles and features for the new journal. Do not think that just because you have not published before that you have nothing to contribute. Many of you have great ideas or a presentation or classroom activity that you can share. We encourage you to submit these to the AMATYC office.

## AMATYC Project ACCESS

by Karen Gaines

The selection process is underway for the 5<sup>th</sup> Cohort of ACCESS Fellows. All applicants for Cohort



5 will be notified of the results by mid June. These new Fellows will join Cohort 4 in Washington, D.C. for special ACCESS workshops and activities. The returning Fellows of Cohort 4 play an active role in determining the workshops they would like to have at the conference. While several workshops are repeated each year because of their overwhelming success, suggestions from the Fellows continue to aid in providing the best conference experience possible. In addition this year, Fellows from the first three Cohorts will be assisting and presenting at many of the workshops this year. The continued involvement of the Fellows after their conferences are done is an integral part of the Project. One of the goals is to promote leadership and involvement in AMATYC and other professional activities.

The success of AMATYC Project ACCESS can be illustrated by comments from the Fellows after the Minneapolis Conference:

- “A priceless experience! I’ve learned more than I could possibly have imagined! Thank you so much for this amazing opportunity!”
- “I will strongly encourage all my colleagues that are eligible to apply.”
- “I’m so glad I got this experience. This has been awesome! The more practical, the better and I enjoyed getting to know new people!”

Project ACCESS is vital to the future of our profession. The ACCESS team and the Board are working together to ensure that ACCESS continues with the high standards already established. Methods of securing funds for the future are being examined to allow AMATYC to continue this project for all new math teachers at two-year colleges.

## Crossroads Corner Professionalism

by Bruce Yoshiwara

Beyond Crossroads Implementation Coordinator,  
bcic@amatyc.org

Chapter 8 of *Beyond Crossroads* is about professionalism. The standard on professionalism states, “Institutions will hire qualified mathematics faculty, and these faculty will engage in ongoing professional development and service.”



Of special note is one of the four Implementation Recommendations of the chapter adds:

Mathematics faculty will recognize that their professional responsibilities extend beyond the classroom. They will engage in professional activities within the department, the college, the mathematics education community, and outside communities to enhance mathematics curricula and instruction. Mathematics department chairpersons and college administrators will provide faculty with opportunities and support in their professional development efforts.

Professionals are always seeking to improve their craft. They naturally find colleagues to share experiences, ideas, and insights. It is important that the sharing stretch not only across a department, district, or state, but also to include the greater education community.

National conferences and workshops are excellent opportunities to meet people with different perspectives and expertise. Here is a list of some of the organizations holding national conferences and/or workshops that are of interest to AMATYC members: the Mathematical Association of America ([www.maa.org](http://www.maa.org)), the National Council of Teachers of Mathematics ([www.nctm.org](http://www.nctm.org)), National Association for Developmental Education ([www.nade.net](http://www.nade.net)), Association of Mathematics Teacher Educators ([www.amte.net](http://www.amte.net)), and the International Conference on Technology in Collegiate Mathematics ([www.ictcm.org](http://www.ictcm.org)).

AMATYC is holding two *Beyond Crossroads* 2008 Summer Workshops in Colorado Springs, June 6-7, and San Diego, July 10-11. For further information go to [www.amatyc.org/BC/BCSummerWorkshopHome.htm](http://www.amatyc.org/BC/BCSummerWorkshopHome.htm). The *Beyond Crossroads* Summer Workshops are partially funded by NSF Grant DUE7428-0410842. A third *Beyond Crossroads* workshop will be held in Cape Cod, MA in June 2009.

You can download Chapter 8 or the entire *Beyond Crossroads* document in html or pdf form from the *Beyond Crossroads Live!* website [www.beyondcrossroads.com](http://www.beyondcrossroads.com). You can also request print copies at that same site.

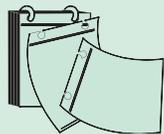
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## AMATYC Calendar of Events

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

**September 26-27, 2008 NDMATYC Meeting**, Chieftain Conference Center, Carrington, ND. Contact: Art Rude, [arthur.rude@bsc.nodak.edu](mailto:arthur.rude@bsc.nodak.edu)

**September 27, 2008 LaMsMATYC Meeting**, Eunice, LA. Contact: Lorrie Joubert, [Randall@lsue.edu](mailto:Randall@lsue.edu)

**September 27, 2008 WisMATYC Fall Conference**, Univ of Wisconsin-Sheboygan County, Sheboygan, WI. Contact: George Alexander, [galexander@matcmadison.edu](mailto:galexander@matcmadison.edu). Website: [wis.matyc.org](http://wis.matyc.org)

**October 3, 2008 ArizMATYC Fall Meeting**, Eastern Arizona CC, Thatcher, AZ. Contact: Debra Green, [debra.green@eac.edu](mailto:debra.green@eac.edu)

**October 3-4, 2008 FTYCMMA Meeting**, Tarpon Springs, FL. Contact: Donald Ransford, [dransford@edison.edu](mailto:dransford@edison.edu). Website: [mcc1.mccfl.edu/ftycma/default.htm](http://mcc1.mccfl.edu/ftycma/default.htm)

**October 10-11, 2008 MichMATYC Fall Conference**, Delta College, University, MI. Contact: Natascha Rivet, [njrivet@delta.edu](mailto:njrivet@delta.edu). Website: [www.michmatyc.org/2008conference](http://www.michmatyc.org/2008conference)

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

**March 12-13, 2009 NCMATYC Meeting**, Cape Fear CC, Wilmington, NC. Contact: Suzanne Williams, [suzanne.williams@cpcc.edu](mailto:suzanne.williams@cpcc.edu)

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

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

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

**November 8-11, 2012 38<sup>th</sup> Annual AMATYC Conference**, Jacksonville, FL. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

**October 31-November 3, 2013 39<sup>th</sup> Annual AMATYC Conference**, Anaheim, CA. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

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

◀◀ Developmental Education, Continued from page 5

the coordination. At other colleges this may not be feasible; the coordination is possible when developmental courses are within the mathematics department.

Some arguments against a centralized developmental program relate to a disconnect between mathematics teachers that teach the developmental sequence only and those who teach the college level courses. Some college level mathematics instructors feel that they have no input into the curriculum in the developmental sequence and feel that the students are not ready for the college level courses. Some developmental mathematics instructors feel as if their courses have second-class status instead of having the importance that is their due, and may also feel a lack of input into the college-level curriculum. Communication and respect are possible when developmental courses are centralized.

The structure of the developmental mathematics courses is an important concept that will continue to be part of the local and national discussions. At least one affiliate is having discussions about this at their yearly meeting. Even at colleges where the structure is mandated by the state or administrators, discussions could still take place between all faculty to improve the developmental and college level courses. Opening up the dialogue is the best way to help make an educated decision at your college; you may want to consider starting similar discussions at your campus and at your affiliate meeting. Within AMATYC, the forum for these discussions is the Developmental Mathematics Committee; for information on that group and how to join, see the web site [devmath.amatyc.org](http://devmath.amatyc.org) for details.

### References:

Boylan, H. R., Bliss, L. B., Bonham, B. S., "Program Components and Their Relationship to Student Performance," *Journal of Developmental Education*, Volume 20, Issue 3, Spring, 1997.

Brothen, T., Wambach, C. A., "Refocusing Developmental Education," *Journal of Developmental Education*, Volume 28, Number 2, Winter 2004.

The **AMATYC News** is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published five times per year in January, March, May, August, and October. Your articles, announcements, comments, and letters to the Editor are welcome. Submit all materials by November 27, February 1, April 1, June 1, and September 1 for the respective issues.

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## 2008 Summer Opportunities for Professional Development

**June 6-7, 2008 The BC Way: Embracing Change for Continuous Improvement**, Colorado Springs, CO. Website: [www.amatyc.org](http://www.amatyc.org)

**June 15-20, 2008 GAISEing Beyond the Crossroads: Improving Instruction in Introductory Statistics**, Cape Cod CC, West Barnstable, MA. Website: [www.causeweb.org/workshop/capecod](http://www.causeweb.org/workshop/capecod)

**June 19-23, 2008 Meaningful Mathematics for Future Teachers**, Green River CC, Enumclaw, WA. Website: [www.amatyc.org](http://www.amatyc.org)

**July 10-11, 2008 The BC Way: Embracing Change for Continuous Improvement**, San Diego, CA. Website: [www.amatyc.org](http://www.amatyc.org)

**July 15-18, 2008 Mathematics Across the Community College Curriculum (MAC<sup>3</sup>)**, Middlesex CC, Lowell, MA. Website: [www.amatyc.org](http://www.amatyc.org)

## CMC<sup>3</sup>

CMC<sup>3</sup> held its spring conference on April 26, 2008 at the Horizon Hotel in Lake Tahoe. **Marcella Laddon**, Cabrillo College, was the conference coordinator. The spring conference featured sessions on recreational math.

## CMC<sup>3</sup>-South

CMC<sup>3</sup>-South held its spring conference on March 1, 2008. Approximately 250 math educators attended the conference.

**Carol Murphy**, Miramar College, is the new president of CMC<sup>3</sup>-South.

## Formosa

Colleagues at the College of Micronesia-FSM held their Biennial Culture Day celebrations; see some of their photographs at [www.comfsm.fm/~dleeling/comfsm/founding2007.html](http://www.comfsm.fm/~dleeling/comfsm/founding2007.html).

## FTYCMA

At FTYCMA's Fall Retreat in October the focus will be on defining Mathematical College Readiness and refining the intended outcomes for mathematics courses offered in the first two years at community colleges in Florida. The aim is to involve persons from any organization that would have vested interests in the topic such as the Office of Articulation, the Statewide Course Numbering System Mathematics Committee (SCNS), the Florida MAA, and the Florida Developmental Education Associate (Affiliate of National Association of Developmental Education) with an ultimate goal of submitting the final product to the Florida Department of Education for approval. Specific details concerning scheduled working groups and special guests should be available at the FTYCMA website by the end of May.

At the 2008 Joint Meetings of the Florida Section of MAA and FTYCMA, a series of three successive sessions presented background and promoted discussion on the topic of curricula in first-year college-level mathematics courses. The presenters proposed three possible solutions to the issue of purpose of College Algebra. The first is to create a basic or elementary modeling course for non-calculus students to meet the needs of non-STEM

programs. The second is to develop separate terminal and pre-calculus college-level algebra courses. The final solution is to revise the existing college algebra course objectives to be better aligned with recommendations made by AMATYC and MAA/CUPM (CRAFTY) placing a greater emphasis on modeling, problem solving, and interpretation of data and graphs creating a course appropriate for all students regardless of their professional track.

It was the general consensus of the group in attendance to work with the SCNS in better defining the objectives of the course as it currently exists. Then meet with representatives at the state level of the various programs that are requiring students to take college algebra to determine if the course is truly meeting their needs or if their students might be better served by another existing course. The group plans to begin this process by refining the college algebra course at the 2008 Fall Retreat.

## $\pi$ MATYC

$\pi$ MATYC held its spring conference on March 8, 2008, at Kapi'olani CC in Honolulu. **Jiajia Seffrod**,  $\pi$ MATYC president-elect, was the conference coordinator. Two speakers addressed the assembled group of 20 math educators in the morning.

## Idaho

The College of Southern Idaho began participating in AMATYC's Student Math League Competition; their numbers are small but growing.

The Math Club at the College of Southern Idaho sponsors an annual "Integration Bee," which is like a spelling bee, but with integrals. Their top competitors moved on to the regional competition (intermountain section) sponsored by the MAA.

## KYMATYC

KYMATYC held its 34<sup>th</sup> Annual Meeting in scenic Dale Hollow Lake State Resort Park on February 29<sup>th</sup> and March 1<sup>st</sup>. Presenters included **Tom Carson** of Columbia State CC and AMATYC Midwest Vice President **Jim Trefzger** of Parkland College. Discussion topics included the impact of the

Internet on mathematics education, teaching critical thinking, and useful calculator techniques.

## NevMATYC

NevMATYC coordinates its meeting with the Nevada Community College Conference which was to be held in Elko at Great Basin College but was cancelled due to funding reductions. **Jeff Downs**, a former ACCESS fellow is the current president of NevMATYC.

## NCMATYC

NCMATYC held its 2008 conference at Forsyth Tech CC in Winston-Salem, NC. **Marty Triola** was the keynote speaker. Over 160 instructors attended 50 sessions on topics from developmental education to brain research.

**Mitzi Logan**, Chairperson of the Math and Physics Department at Pitt CC in Greenville, NC, will retire on May 1, 2008. She has been a mathematics instructor at the college for 23 years and has chaired the Department for the past 19 years. She has been the secretary of NCMATYC for 7 years.

## NYSMATYC

**Nkechi Agwu** of the Borough Manhattan CC of CUNY gave an invited presentation at Hostos CC of CUNY on March 4, 2008, titled "Vis-à-vis *Beyond Crossroads* of AMATYC." The seminar created a significant impact amongst the mathematics faculty who is in the process of applying the principles of *Beyond Crossroads* into the transformation of the department.

## WAMATYC

Edmonds CC, in Washington, hosted a series of workshops sponsored by the Transition Mathematics Project focusing on the connections between the new Washington State high school math standards and *Beyond Crossroads*. *Beyond Crossroads* was used as the foundation for discussing the new high school standards.

## Seeking an Affiliate Website Director

AMATYC seeks an Affiliate Website Director for a two-year, renewable term to start immediately after being appointed by the AMATYC Board. The successful candidate will be an AMATYC member with experience in designing, creating, and maintaining websites.

The Affiliate Website Director will:

- work directly with affiliates to support their websites;
- design an affiliate website template, that affiliates may adopt and adapt for their use;
- provide technical assistance to affiliate webmasters wishing to establish or maintain an affiliate website subdomain at [www.matyc.org](http://www.matyc.org);
- monitor effective use of AMATYC resources;
- respond in a timely manner to emails; and
- submit timely reports twice a year to the AMATYC Board.

Interested members are encouraged to explore the site at [www.matyc.org](http://www.matyc.org). Technical questions about the position may be addressed to Kathy Mowers at [kathy.mowers@kctcs.edu](mailto:kathy.mowers@kctcs.edu).

To apply, submit a letter via email indicating your interest and your related experience and a brief vita (3 page max) by June 1, 2008. If selected, you will be asked to submit a letter of support from your supervisor.

Send materials electronically to Rikki Blair at [richelle.blair@sbcglobal.net](mailto:richelle.blair@sbcglobal.net). The position will remain open until filled.

## AMATYC Corporate Partners Program

by Gwen Turbeville, Advertising Chair

AMATYC is pleased to announce that Hawkes Learning Systems have renewed their Corporate Partnership for 2008. This is the fourth consecutive year that Hawkes Learning Systems will continue as a Silver Corporate Partner. If you attended the Minneapolis conference, you may have noticed their booths at the entrance to the exhibits and their support of our breakfasts! Please look for their support and booths at the 2008 conference in Washington, DC. AMATYC is pleased to have this company, who has been such a strong supporter of AMATYC, continue our mutual working relationship. A big "thank you" goes to Hawkes Learning Systems for all their support!

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

## Focusing on Affiliates

In the coming issues, we will have a new section called Focusing on Affiliates. Each affiliate will be given the chance to spotlight activities that they are doing, how they increase their membership, what the structure of a conference is, what methods they use to stay in touch with members, and other information. Please feel free to show how wonderful your affiliate is when you are contacted for an article.

## Changes in Affiliate President Information

### AlaMATYC

Contacts for AlaMATYC are Kelly Jones, [kjones@eocc.edu](mailto:kjones@eocc.edu), and Tina Evans, [tevans@sheltonstate.edu](mailto:tevans@sheltonstate.edu)

### FTYCMA

Don Ransford of Edison College is the new president. Contact information: Don Ransford, Edison College, 8099 College Parkway SW, Fort Myers, FL 33919, 239.433.8056, [dransford@edison.edu](mailto:dransford@edison.edu)

### GMATYC

John (Jack) Robertson from Georgia Military College - Milledgeville, Georgia is the new Contact Jack at [jroberts@gmc.cc.ga.us](mailto:jroberts@gmc.cc.ga.us)

### LaMsMATYC

Margie Hobbs was elected president for this year. Her email is [mjhobbs@sunset.backbone.olemiss.edu](mailto:mjhobbs@sunset.backbone.olemiss.edu)

### NCMATYC

New president-elect: Suzanne Williams of Central Piedmont CC in Charlotte, NC. She will assume the duties of the office of president on May 1, 2008.

### SOCAMATYC

President - Laura Hoye, Trident. E-mail address: [Laura.Hoye@trident-tech.edu](mailto:Laura.Hoye@trident-tech.edu)

### WAMATYC

David Nelson, Green River CC, will take over as President at their 2008 conference.

## Approximately Ten Excuses for not Doing Homework

1. I accidentally divided by zero and my paper burst into flames.
2. I could only get arbitrarily close to my textbook. I couldn't actually reach it.
3. I have the proof, but there isn't room to write it in this margin.
4. I was watching the World Series and got tied up trying to prove that it converged.
5. I have a solar powered calculator and it was cloudy.
6. I locked the paper in my trunk but a four-dimensional dog got in and ate it.
7. I couldn't figure out whether I am the square of negative one or I am the square root of negative one.
8. I took time out to snack on a doughnut and a cup of coffee, and then I spent the rest of the night trying to figure which one to dunk.
9. I could have sworn I put the homework inside a Klein bottle, but this morning I couldn't find it.

## Window on Washington and Across the Nation

### Math Snapshots

The following are recent news-worthy items. Each presents points of view, recommendations, and/or conclusions about the status of mathematics education in the United States that impact our classrooms.

#### ☛ National Mathematics Advisory Panel Releases Final Report

[www.ed.gov/MathPanel](http://www.ed.gov/MathPanel)

On March 13, 2008, the National Mathematics Advisory Panel held its final meeting to release its final report to the President and the Secretary of Education. The final report, "Foundations for Success," focuses specifically on improving the teaching and learning of algebra in pre-kindergarten through grade eight, in an effort to improve achievement in higher levels of mathematics in high school. From the 16,000 studies reviewed for this report, the Panel presented 45 findings and recommendations based on the best evidence presented in these studies on numerous topics including instructional policies, course content, learning processes, assessments, and professional development for instructors. The Secretary will convene a national summit based on the recommendation of the National Mathematics Advisory Panel.

#### ☛ Bill Gates Testifies Before Science and Technology Committee

[democrats.science.house.gov/Media/File/Commdocs/hearings/2008/Full/12mar/gates\\_testimony\\_12mar08.pdf](http://democrats.science.house.gov/Media/File/Commdocs/hearings/2008/Full/12mar/gates_testimony_12mar08.pdf)  
Microsoft Chairman Bill Gates presented testimony before the House Science and Technology Committee discussing efforts to improve U.S. competitiveness in the global marketplace, and the role played by technology in economic growth. During his testimony, Gates commended the committee on its role in expanding science, technology, engineering, and mathematics (STEM) educational opportunities for American students. Gates' testimony highlighted the 50<sup>th</sup> anniversary of the Science and Technology Committee, and kicked off a series of hearings focused on the technological advances made over the last 50 years.

#### ☛ National Science Foundation, National Science Board, Science & Engineering Indicators 2008

[www.nsf.gov/statistics/digest08/nsb0802.pdf](http://www.nsf.gov/statistics/digest08/nsb0802.pdf)

This digest of key Science and Engineering indicators draws primarily from the National Science Board's *Science and Engineering Indicators 2008* report. The digest serves two purposes: (1) to draw attention to important trends and data points from across the chapters and volumes of *Science and Engineering Indicators 2008*, and (2) to introduce readers to the data resources available in the main volumes of *Science and Engineering Indicators 2008* and its associated products.

#### ☛ National Foundation for American Policy, *Talent Search: Job Openings and the Need for Skilled Labor in the U.S. Economy, 2008*

[www.nfap.net/pdf/080311talentsrc.pdf](http://www.nfap.net/pdf/080311talentsrc.pdf)

Major U.S. technology companies today average more than 470 U.S.-based job openings for skilled positions, while defense companies have more than 1,265 each, indicating U.S. businesses continue to experience difficulty in filling positions in the United States for skilled labor of all types. A number of companies have thousands of skilled positions open, with this level of openings persisting for a year or more.

#### ☛ *Education and Economic Growth – Low U.S. student performance may impact nation's economic future*

[media.hoover.org/documents/ednext\\_20082\\_62.pdf](http://media.hoover.org/documents/ednext_20082_62.pdf)

"It's not just going to school, but learning something that matters." New research published in the spring 2008 issue of *Education Next* shows that the cognitive skills of a nation's students have a large impact on its economic growth. Using data from international tests administered over several decades, authors found that increased years of schooling by the labor force boost the economy only when such schooling boosts cognitive skills, as measured by performance on math and science assessments. The findings of this report demonstrate how critical the quality of the education students receive is to a nation's economic performance.

#### ☛ *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022, Western Interstate Commission for Higher Education (WICHE)*

[www.wiche.edu/policy/knocking/1992-2022/index.asp](http://www.wiche.edu/policy/knocking/1992-2022/index.asp)

The March 2008 release of *Knocking at the College Door* marks the 7th edition of WICHE's projections of high school graduates. The report, which has a history reaching back over 30 years, is recognized widely as the most comprehensive and reliable data source on the future size and composition of high school graduating classes across the country. It also serves as a vital tool for effective educational planning and policymaking. The 7th edition includes data on enrollments and graduates by state and for major racial/ethnic groups covering the period from 1991-92 through 2021-22.

### Online Store!

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

Walt Whitman has been quoted as saying, "The habit of giving only enhances the desire to give." What a wonderful idea! Make giving to the AMATYC Foundation a new habit,



which will enhance your desire to give. Other than the intrinsic value to giving to the AMATYC Foundation, why give? As a non-profit 501(c)3 tax-exempt corporation, donations to the Foundation are tax deductible to the extent allowed by law, which might beneficially impact your taxes for 2008.

Recently, the AMATYC Foundation received two donations that merit mention to you. The first was an endowment that helps the Foundation build reserves; briefly, only the interest may be spent each year. The other was a matching gift, where a local company matched the individual's donation to the Foundation, doubling the effectiveness of the gift.

Any donation will be used according to your directions and can be earmarked for the General Development Fund, the AMATYC Project ACCESS Fund, or the *Beyond Crossroads* Fund. Please take a few minutes as you are winding up your semester to donate.

### Grassroots Metric Campaign

There is a new campaign started by a high school science teacher to petition Congress to make the metric system the official system of the U.S. For more information go to [grassrootsmetriccampaign.org/Home\\_Page.html](http://grassrootsmetriccampaign.org/Home_Page.html).

### Dates To Remember!

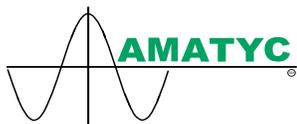
Professional Development  
Opportunity-  
Registration Deadline:  
MAC<sup>3</sup> June 3, 2008

Teaching Excellence Award  
Nominations Deadline:  
December 8, 2008

Call for Nominations for  
AMATYC Board  
Deadline:  
February 1, 2009

Application to Host a Refocused  
College Algebra Traveling Workshop:  
As Soon As Possible  
[www.TheRightStuff.AMATYC.org/](http://www.TheRightStuff.AMATYC.org/)

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



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