



MichMATYC Sum-Times

Two-Year College Mathematics in Michigan

February 2014

Edited by Khadija Ahmed, Monroe CCC, kahmed@monroeccc.edu

Inside this issue [President's Message](#) / [Midwest Vice President's Message](#) / [Where are they Now](#) / [Conferences](#) / [Campus News](#)

Update from your MichMATYC President – Jack Rotman, Lansing CC

We have some MichMATYC business items that need attention, and some professional information.

First, I would encourage every MichMATYC member to consider what leadership role they can play in the organization. This is an election year, and we get to run the election without interference from PACs or SuperPACs ☺. The Nominating Committee, led by Jan Roy (janr@montcalm.edu) will be accepting candidates for two offices: President-Elect and Secretary/Treasurer. For these leadership positions, MichMATYC uses a two-year cycle; the term of office for the President is two years, and that person serves as President-elect for one year prior ... and Past-President for one year following. The secretary/treasurer office is two years.

(Continued on page 2)

A Message from the Midwest Vice President of AMATYC – Jim Ham, Delta CC

It was great to see many of you at the AMATYC conference in Anaheim, California. The state of Michigan was well represented at the conference with 74 attendees (6th highest). This is a great showing given that attendance required a plane trip and significant expenses. AMATYC is very appreciative of the significant contributions and active participation of MichMATYC members for the organization. *(Continued on page 3)*

Where are they now



Karen Sharp

Karen Sharp retired from Mott Community College (MCC) in December of 2008. She passed away in December of 2009. At her memorial service, it was stated that she found joy in watching her students learn mathematics which, in her belief, would improve their lives. She knew this to be true since this was true of her life. Her colleagues shared the following when asked about Karen's Life Principals:

be prepared; serve with integrity and dignity; be honest with yourself and others; support others as they grow; remember to always spend time with your family; remember to thoroughly enjoy moments with friends; and leave a legacy that brings others forward to take on the challenge and responsibility of helping people learn and be the best that they can be!

She indeed left this legacy which lives on today with her colleagues at MCC, MichMATYC, and AMATYC. Well done Karen Sharpe!

Submitted by Bernard Cunningham – Mott CC

An invitation

I would like to invite MichMATYC members to contact me if you would like to include an article of interest in the next newsletter.

President (continued from page 1)

Second, MichMATYC needs your help in recognizing faculty and students. We offer a Teaching Excellence Award, with a team co-chaired by Anna Cox (coxa@kellogg.edu) and Laura Wickluid (lkwicklu@oakland.edu) which will be seeking nominations this Spring. We also offer a student award – the Karen Sharp Student Scholarship, with a committee led by David Tannor (niokantah@gmail.com); through member contributions, this award provides a modest monetary award to assist a student as they move on to a university.

The professional information starts with a meeting and a conference. We have a long history of participating in the MichMAA/MichMATYC Spring meeting; this year's event will take place at UM-Flint on May 2 and 3. The program is currently 'under construction'; take a look at the information at <http://sections.maa.org/michigan/>. I plan to be there, and hope to present a talk on the Michigan Transfer Agreement (sharing the session with Kirk Weller of Ferris). Also this spring, there is a NADE-affiliate conference in Lansing – MDEC, April 3 & 4; see <http://www.mdec.net/index.htm> with a focus on all things developmental.

Our annual MichMATYC conference will be in early October at Lake Michigan College. Who wouldn't want to make the trip to the southwest part of the state in early October? The LMC team is hard at work, making sure that we have another outstanding conference. Mark your calendars for October 3 and 4 (Friday and Saturday).

MichMATYC is currently working with MDEC to organize a "Michigan Summit on Developmental Mathematics", as a state follow-up to the successful National Summit held last October prior to the AMATYC conference in Anaheim. As of this writing, the date and venue have not been determined. Watch for more information!

The other story to watch is the new Michigan Transfer Agreement (MTA). This has been mentioned in these pages before ... and the details are now almost finalized. A math task force has taken the MTA math requirement, and made it 'practical' for the three paths specified: College Algebra, Statistics, and Quantitative Reasoning. In addition to the May talk on the MTA (at the joint MichMAA/MichMATYC meeting), we are looking at the possibility of having a webinar on the MTA. We need to understand the general education framework and its math requirement, especially since the MTA is being implemented this fall (fall 2014). Some information is available at my blog – see http://www.devmathrevival.net/?page_id=1840

We will also be following up on other suggestions from the membership. Watch for emails to the MichMATYC-L list; we will also send information to the campus representatives to be shared widely. If you have an idea about how MichMATYC can help our shared work, send a note to me ... or one of the other officers!

~~ Jack

Annual Meeting Michigan Section–MAA/MichMATYC

May 2 – 3, 2014

University of Michigan – Flint

Submitted by Frances Lichman

The Program Committee of The Annual Meeting of the Michigan Section of the MAA and MichMATYC invites you to contribute a paper. Abstracts should be sent via e-mail to Michele Intermont at intermon@kzoo.edu with "MAA contributed paper" in the subject line. Talks should be 20 minutes in length, including time for questions.

The deadline for abstracts is March 14, 2014.

Michigan Undergraduate Math Conference

March 8, 2014

Eastern Michigan University

Submitted by Andrew Ross

Help students become comfortable presenting their work, or become familiar with the idea of undergraduate research in the mathematical sciences

The deadline for registration (for a free lunch!) is March 1st.

The conference web site is:
bit.ly/mumc2014

NADE 2014

March 5-8, 2014

Dallas Hilton Anatole Hotel

On-Time Registration Closes

January 31, 2014

Late Registration fees apply after

January 31, 2014

www.nade2014.net

Next newsletter – May 2014

Please send your campus news and information to kahmed@monroecc.edu

STAY WARM

Midwest VP of AMATYC (continued from page 1)

The 2013 conference proceedings are now available at the AMATYC website. Also available are videos of the conference's keynote speakers. Sheila Tobias and Victor Piercey presented the *Last Word on Math Anxiety*, and David Masunaga gave an entertaining presentation on π . If you missed this year's conference, or if you want to review the slides of a presentation or to download a handout, please visit the 2013 conference proceedings page at <http://www.amatyc.org/?page=2013ConfProceedings>.

Planning for next year's conference is well under way. We will convene in Nashville, Tennessee at the Grand Ole Opry Hotel on November 13-16, 2014. There will be a special celebration to commemorate AMATYC's 40th anniversary. If you're thinking of driving, the drive from Lansing to Nashville is only 8 hours. **Remember to submit your proposal to present by the February 1, 2014 deadline.**

The draft position statement on *The Appropriate Use of Intermediate Algebra as a Prerequisite Course* was recently reviewed and revised by AMATYC's Developmental Mathematics Committee (DMC). This position statement will continue to be reviewed in the coming months and, if acceptable, approved at next year's conference. Please review the statement and send your comments to me or to the DMC chair, Linda Zientek (lrz002@shsu.edu). [Draft [document](#) can be found on last page of this newsletter]

Another topic being considered at AMATYC is whether or not to have a *members-only* section on the new AMATYC website. Since the beginning AMATYC has made its online content available to all, members and non-members alike. All AMATYC publications (except the journal), all position statements, the *AMATYC News*, past Student Math League tests, etc. have been available to any website visitor. Some argue that AMATYC intellectual property should only be available to members who pay for the privilege, and others argue that AMATYC can best fulfill its mission of promoting mathematics education in the first two years of college by disseminating its publications as widely and freely as possible. Please let me know your thoughts on this notion of a member-only section of the AMATYC website.

AMATYC's Project ACCESS is now accepting applications for Cohort 12. Project ACCESS "is a mentoring and professional development initiative for two-year college mathematics faculty. The project's goal is to provide experiences that will help new faculty become more effective teachers and active members of the broader mathematical community." Please encourage one of your newer colleagues to apply for this worthwhile professional development experience.

If you are already a member of AMATYC, you are well aware of what AMATYC has to offer. If you are not yet a member, I encourage you to visit the website at <http://www.amatyc.org> and become a member. For more information on recent AMATYC events and activities, download the most recent edition of the *AMATYC News* at <http://www.amatyc.org/?page=AMATYCNews>.

I thank you for your support of AMATYC and look forward to seeing you in 2014. Have an enjoyable and productive new year.

Jim Ham, AMATYC Midwest Vice President

jaham@delta.edu

January 16, 2014

~~~~~Campus News from across the State ~~~~~

Alpena CC – Daniel Rothe

We are happy to be back for the winter semester at Alpena Community College. Those below zero temperatures are a "cool" example for teaching negative numbers in elementary algebra! Like most community colleges in Michigan, we continue to face decreases in enrollment. Our dual enrollment classes remain strong including Calculus II in Alpena and Precalc in Rogers City. Kristin Berles continues to teach a section of intermediate algebra online. Instructor Jim Berles is putting his knowledge from last year's sabbatical to work teaching a new GIS class.

Sigma Zeta Math/Science Honor Society continues to be active. The members provided coat check and valet parking at the Military Ball held at the Alpena Combat Readiness Training Center (Phelps Collins Air National Guard Base). In December, they toured the National Superconducting Cyclotron Lab at MSU as well as visiting the state capital and Art Museum. Despite the cold weather, we stopped at the MSU Dairy store for ice cream and cheese! We look forward

to helping with the Regional Science Olympiad in March, and plans for a spring trip are under way.

Delta College – Frances Lichtman

The Delta College Mathematics Division is pleased to offer two courses in Fall 2014 that have the potential to accelerate students' completion of college-level mathematics courses. In the spirit of pathways projects, Mathematical Reasoning, Math 098, is a new course designed as a prerequisite for statistics for students who are placed into elementary algebra. The course will offer algebra in authentic contexts and will focus on numeracy and problem-solving. Another course, Mathematical Explorations, Math 118, is experiencing renewed interest since it satisfies the mathematics graduation requirement, recently revised, for an AA degree. Focusing on quantitative reasoning, the course includes topics such as finance, logic, probability and statistics, voting theory, and graph theory. (continued on page 4)

Delta (continued from page 3) Math 118, with a prerequisite of elementary algebra, is an option for students who are not on STEM pathways.

We will also be piloting a new four-credit statistics course in the fall. The course will be offered alongside our existing three-credit statistics course, which utilizes graphing calculators for data analysis. The new course will provide experience with a computer software package and will include in-depth study of ANOVA and non-parametric tests.

The Mathematics Division is excited about the opportunities for student success that our new courses will provide. We look forward to assessing the results of these endeavors.

Henry Ford CC – Jeff Morford

HFCC continues to prepare for pilot sections in developmental math. We will offer students a choice of emporium style courses, traditional courses and mathematical literacy courses beginning Fall 2014.

Janice Gilliland is now the Associate Dean for the interim Mathematics and Science Division at HFCC. She will serve a 2 1/2 year term provided the College determines the interim structure is effective. Brian Kirchner has returned to classroom teaching in the physics department.

Lansing CC – Leslie Mohnke

LCC has posted an opening for a full time Assistant Professor of Mathematics. The position is expected to be filled by Fall 2014.

LCC became one of 12 founding institutions to the join the Gateways to Completion (G2C) initiative during fall 2013 in a national effort to boost student success. This national pilot initiative is undertaken by the John N. Gardner Institute for Excellence in Undergraduate Education.

Through a robust evidence-based analysis, LCC will develop and implement action plans in five gateway courses in the following areas: academic success and excellence in learning, improved course completion, retention and graduation, upward social mobility and life satisfaction.

As the only college in Michigan and only community college nationwide participating in the G2C initiative, LCC will play a role in paving the way for other colleges to also examine its key courses. Intermediate Algebra has been chosen as one of the five gateway courses. A Student Learning Gains Survey was given during Fall 2013. A team of faculty and students across campus have already began their work through discussion and by collecting evidence about the Key Performance Indicators associated with each of the six principles.

Check out the great work being done by the Gardner Institute, <http://www.jngi.org/g2c/>.

Mid Michigan CC – David Kedrowski

At Mid Michigan Community College we're continuing with a redesign of our developmental mathematics sequence. This semester we started a pilot version of our Basic Mathematics course. We hope to have a pilot version of our Basic Algebra course ready for the fall. Our redesign process has followed the New Life model fairly closely; however, we've chosen to develop our own materials (for better control and to save our students some money). This semester will be a busy one as we cope with the new requirements in the Michigan Transfer Agreement. We'll likely be creating a quantitative reasoning course as well as starting a redesign of intermediate algebra and changing our business math course to a more general college algebra course. We're excited about the opportunities we hope these changes will provide our students.

Mott CC – Bernard Cunningham

The mathematics faculty has decided to make courses out of two classes that ran as seminars this fall and winter semesters. The first course is a course that is the beginning of the STAT Track. It is a subset of our five credit basic math course. The course is a three credit four contact hour course that is a numeracy course with basic percent concepts. The second course is a combination of Beginning and Intermediate Algebra. After quite a few visits to AMATYC and ATD, Vasu Iyengar proposed this concept to the mathematics faculty and then developed the course. It is a five credit course with obvious content! In closing, the mathematics faculty feel like we have a course that presently fits the Quantitative Literacy course in the MTA agreement. It is our third course on the STAT Track. We shall see if this remains to be true after the universities and four year colleges decide to include in their Quantitative Literacy course in the next couple of years.

St. Clair County CC – Cindie Wade

At SC4, we hired Brian Robertson, who has now been with us for one semester and we would like to keep him, he is a great addition to our staff. He is teaching our developmental Math courses. We are still using the Emporium model for our Math 050 (Basic Math) and 075 (Pre-Algebra) and 2 sections of 102 (Elementary Algebra), it seems to be doing quite well. Starting in the Fall we will no longer have Math 050, it will be rolled into our Pre-Algebra class, as we did some readjustment of content, we aren't eliminate that content, just shifting it to 075 We're still enjoying our 3 computer labs that we use for our Computer based classes, now if we could just keep other classes out of there, so we could use them as Open Labs. The Math center was moved (sadly), to give room for a Science Museum, however we are still up and running, using both paid tutors and tutors from Math for Elementary Teachers classes.

I am doing a presentation at the Achieving the Dream conference in Orlando in February about our Math Center. We adopted the Blitzer book for all of our Elementary and Intermediate Algebra classes. We realigned our Trigonometry taught to better fit the Pre-Calculus pre-requisite. At least 4 of us are going to Las Vegas for the T3 conference.

**Position Statement of The American Mathematical Association of Two-Year Colleges:
The Appropriate Use Of Intermediate Algebra As A Prerequisite Course**

Approved by the DMC November, 2013

The Appropriate Use of Intermediate Algebra as a Prerequisite Course

Rationale

The prerequisites should provide a foundation for optimal student success. The content of a mathematics course should determine the prerequisite level of mathematical literacy, skills, and knowledge necessary for successful completion of the course.

The content of intermediate algebra is generally an appropriate prerequisite to algebra-based courses in a calculus-based course of study, but not a universal prerequisite for all college level mathematics courses.

College-level courses outside of the calculus-based course of study can be better served by other prerequisite courses that are more appropriate and relevant for preparing students for non-STEM courses of study. The content of a course, as defined by the course description and learning outcomes, should determine its mathematical level, prerequisites, and transferability.

The purpose of this position statement is to support the development of multiple options into college-level courses.

Whereas

- The prerequisites of a mathematics course should be those appropriate to providing a foundation for student success in that course;
- The course description and learning outcomes of a mathematics course determine the prerequisite level of mathematical literacy, skills, and knowledge necessary for successful completion of the course;
- The equivalent content in intermediate algebra courses is generally required to master the content of algebra-based courses leading to calculus; and,
- The equivalent content in intermediate algebra courses is not required to master the content for most college-level mathematics courses not leading to calculus.

Therefore, it is the position of AMATYC that:

- Prerequisite courses other than intermediate algebra can prepare students for courses of study not leading to calculus.

Submitted by Jim Ham
