49TH AMATYC ANNUAL CONFERENCE

Omaha, Nebraska

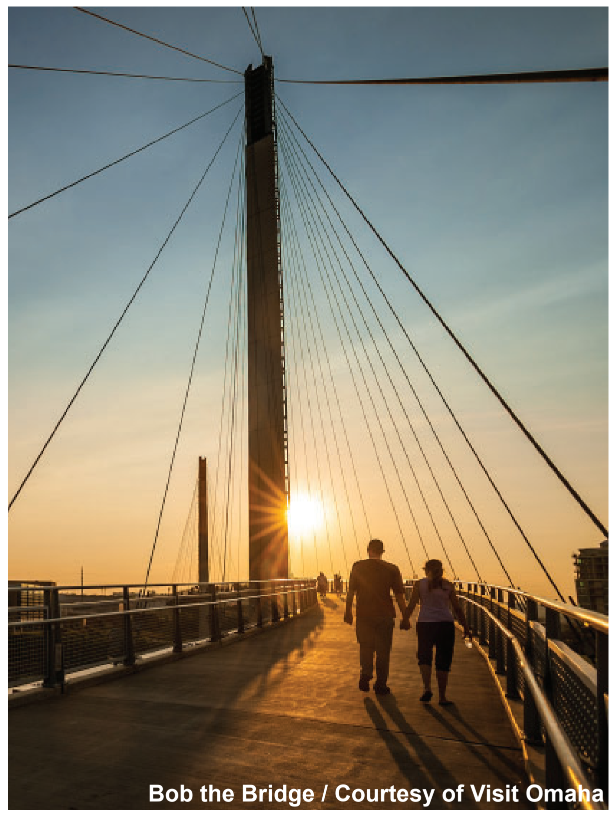
November 9 – 12, 2023

AMATYC
MATH'S A HIT!
Omaha 2023

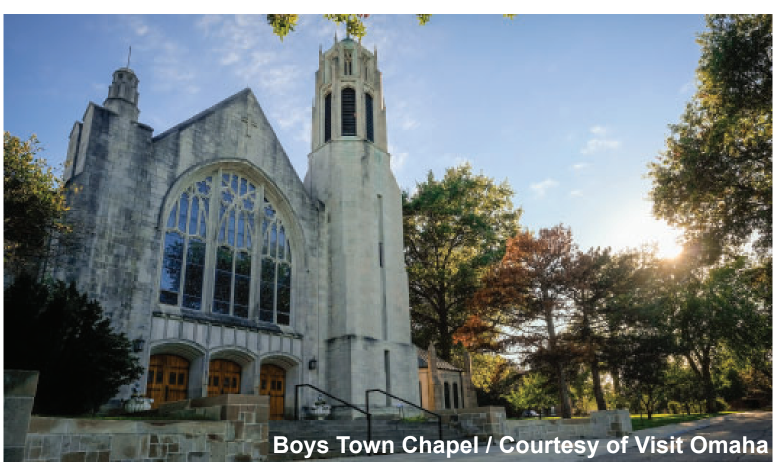
CHI Health Center
(Convention Center)
455 North 10th Street
Omaha, NE 68102

Hilton Omaha
1001 Cass Street
Omaha, NE 68102

Omaha Marriott Downtown
222 North 10th Street
Omaha, NE 68102



Bob the Bridge / Courtesy of Visit Omaha



Boys Town Chapel / Courtesy of Visit Omaha

Hosted by NEBMATYC
and the Central Region

Opening Doors
Through Mathematics

www.amatyc.org

Rev: Aug. 2023

WELCOME

to the

49th Annual Conference

of the

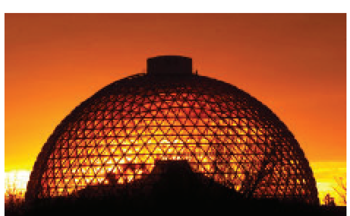
American Mathematical Association of Two-Year Colleges

AMATYC
MATH'S A HIT!
Omaha 2023

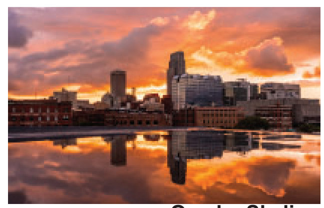
Just like a well-played baseball game, the city of Omaha is ready to knock it out of the park when it comes to hosting the 2023 AMATYC Annual Conference. While an AMATYC conference in any location is sure to bring a great crowd, this conference in Omaha isn't just about numbers; it's a chance to explore a city that embraces its unique heritage while offering an array of exciting tourist attractions. So, grab your mitt and bat as we dive into why Omaha is a grand slam destination for college mathematics educators.

Swing for Success: Omaha's rich baseball history is as legendary as a home run hit. As the home of the NCAA College World Series, the city embraces the national pastime with open arms. Take a swing by visiting the iconic TD Ameritrade Park Omaha, the place where future stars of baseball have battled it out on the diamond. Immerse yourself in the vibrant baseball culture and let the spirit of the game inspire your teaching strategies.

Grand Slam Attractions: Omaha isn't just about baseball. The city offers a diverse range of attractions that are sure to keep you entertained during your visit. Check out the Henry Doorly Zoo, ranked as one of the best in the world, and marvel at the exotic wildlife. Take a stroll through the picturesque Heartland of America Park, with its stunning fountains and scenic views. And don't forget to explore the historic Old Market District, a bustling area filled with charming shops, restaurants, and art galleries. Steal a visit to the Gene Leahy Mall and hang out on the adult sized playground. Omaha is a winner when it comes to providing a well-rounded experience for visitors.



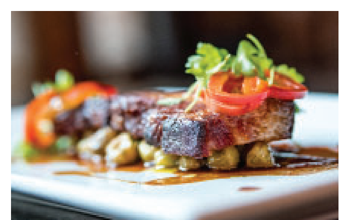
Henry Doorly Zoo
Courtesy of Visit Omaha



Omaha Skyline
Courtesy of Visit Omaha

Friendly Locals – Omaha's All-Star Hospitality: Just like a supportive crowd cheering for their team, the people of Omaha are known for their warm and welcoming nature. Whether you're asking for directions, striking up a conversation in a local cafe, or seeking recommendations, you'll find friendly locals ready to assist you. The city's hospitality ensures that your visit will be filled with memorable encounters and a sense of belonging.

Attending the 2023 AMATYC Annual Conference not only offers an opportunity to enhance your professional development, but it also presents a chance to experience the winning charms of Omaha itself. From its vibrant culinary scene to its rich cultural offerings and warm hospitality, Omaha truly hits a home run as a tourist destination. So pack your bags, grab your glove, and get ready to swing for the fences as you embark on a trip to Omaha. It's a conference that's sure to leave you feeling like a true MVP in the math teaching field.



Omaha Dining
Courtesy of Visit Omaha

-- Amanda Olson, Omaha Local Events Coordinator

Policy on a Welcoming and Inclusive Environment

The American Mathematical Association of Two-Year Colleges (AMATYC) is committed to providing an atmosphere that encourages the free expression and exchange of ideas. AMATYC values diversity in its membership and leadership and believes that a welcoming and inclusive environment encourages input from individuals with a variety of backgrounds and results in a stronger, more relevant organization. It is the policy of the organization that all participants in AMATYC activities will enjoy an environment where their presence and contributions are met with unbiased and equitable consideration.

AMATYC is dedicated to the philosophy of equality of opportunity and treatment for all members, regardless of gender, gender identity or expression, race, nationality, ethnicity, religion or religious belief, age, marital status, sexual orientation or identification, disabilities, veteran status, or any other reason not related to scientific merit. The professional behavior and communication of AMATYC members should reflect an environment that is safe, respectful, and supportive of others.

The legal definition of harassment is "unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. Harassing behavior may include, but is not limited to, epithets, derogatory comments or slurs and lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons". (Source: https://definitions.uslegal.com/h/harassment/, retrieved 8/20/2021) Harassment is a form of misconduct that undermines the integrity of our organization.

This policy applies to all attendees including members, students, guests, staff, contractors and exhibitors, participants in professional sessions, tours, and social events of any AMATYC meeting or other activity. Participation in AMATYC activities indicates an agreement to behave in a manner consistent with these standards.

In the unfortunate event that an individual(s) experiences a possible violation of this policy, the incident should be reported to: amatyccares@amatyc.org, or the AMATYC leader of the individual's choice.

Vision Statement

To be the leading voice and resource for excellence in mathematics education in the first two years of college.

Mission Statement

To provide high quality professional development, to advocate and collaborate at all levels, and to build communities of learners for all involved in mathematics education in the first two years of college.

Adopted by the Board on April 1, 2016

Core Values

These are the Core Values that guide AMATYC's internal and external interactions with each other and our community:

- Academic Excellence
- Access
- Collegiality
- Innovation
- Integrity
- Professional Development
- Teaching Excellence

Keynote Speakers

Thursday Keynote Session

Linda Braddy

Are We Guilty of Educational Malpractice?

Thursday, November 9
3:00 pm – 4:30 pm

"The status quo is unacceptable" signaled a 2015 call to action to modernize curricula, programs, and pedagogies toward producing an adequate number of graduates with strong mathematical competencies. This presentation will challenge the audience to consider how we can transform mathematics education and promote equity and social justice.

Saturday Awards Breakfast Session

Aaron Yazzie

Walking Two Worlds, Making Them One

Saturday, November 11
Breakfast Served (ticket required): 7:45 am – 8:15 am
Program: 8:30 am – 10:00 am

As a Native American NASA engineer, Aaron Yazzie has been walking in two worlds: one that is traditionally grounded in his Navajo culture, and one that pushes the boundaries of modern space research. These worlds have never felt so far apart, but what if these two worlds were to become one?

Featured Speakers

Corey Hatt and Paula Jakopovic

The Nebraska Math Readiness Project:
A Statewide Collaboration

Friday, November 10
10:20 am – 11:40 am

The Nebraska Math Readiness Project (NMRP) is a statewide, community college initiative to help prepare students for college-level mathematics. Since 2018, the NMRP is a blended learning intervention that has involved seven community colleges, 67 high schools, and 2,750 students. This presentation will share the structures and research findings through today. transforming schools, is supporting that initiative.

Ryota Matsuura

Making Sense of Linear Equations Through Arithmetic Sequences

Friday, November 10
3:10 pm – 4:00 pm

This presentation will describe an approach to learning linear equations based on arithmetic sequences. While these two concepts are closely related, students find arithmetic sequences to be more intuitive. Consequently, the approach lowers the barriers to entry into linear equations and deepens students' understanding of this essential content.

Program Highlights

Symposium

If you have ever thought of mentoring students in undergraduate research but are not sure how to engage students in the process, recruit them, or mentor them, then this symposium is for you. Come learn how to engage students, and how to apply to be a participant in CURM, an NSF-funded program.

Y1 **Undergraduate Research in Mathematics for Two-Year College Students**

Friday, November 10 • 8:00 am - 8:50 am

This session is for those interested in mentoring students in undergraduate research in mathematics. The session will describe the rewards and challenges of early-stage undergraduate research. Come learn about the positive outcomes of having students involved in undergraduate research and techniques for effective project selection, group organization, and student mentoring.

Y2 **Engaging in Research in Mathematics with Two-Year College Students**

Friday, November 10 • 9:10 am - 11:10 am

Interested in creating an undergraduate research in mathematics program, this hands-on workshop will provide the details to write a proposal for a CURM minigrant, including developing a research topic, finding a four-year college faculty member to work with, and scaffolding a project to mentor students effectively to conduct the research.

Presidential Exchange

Thursday, 10:20 am - 11:10 am • Room: 205

S008 Empathy from the Dugout: Compassionate Coaching When Students Strike Out (PD, SM)
Meredith Sides, National Organization for Student Success (NOSS), President

Thursday, 12:40 pm - 1:30 pm • Room: 206

S029 Growing and Diversifying Networks: Shaping the Future (EQ, IG, PD)
Katey Arrington, NCSM, President-Elect

Saturday, 10:45 am - 11:35 am • Room: 204

S092 Did Someone Say Active Learning? Well, Let's Get Moving! (EQ, PD, SM)
Hortensia Soto, Mathematical Association of America (MAA), President

Saturday, 1:05 pm - 1:55 pm • Room: 203

S107 Broadening Access to Meaningful Mathematics With Digital Tools (EQ, SM, TL)
Enrique Galindo, Association of Mathematics Teachers Educators (AMTE), President

Saturday, 3:25 pm - 4:15 pm • Room: 207

S129 Examining What and How to Teach (SM, TC)
Kevin Dykema - National Council of Teachers of Mathematics (NCTM), President

Impromptu Room

This year's informal breakout place will be a spacious area in the CHI Health Center between Meeting Rooms 204 and 205. The Impromptu Corner has comfortable seating and windows that provide a beautiful view of the river. You can use the Impromptu Corner to extend the conversation from a session or to do informal collaboration from Thursday 8:00 am until Saturday 4:15 pm, whenever the CHI Health Center is open. After hours, there are also great gathering spaces in the lobbies of the Hilton and the Marriott.

Professional Networking/ Hospitality Area

Visit the Professional Networking/Hospitality Area on the landing near Registration in the CHI Health Center. You can visit any time the convention center is open. Enjoy the sunlight and the beautiful view that includes the Men's College World Series stadium. Relax and network with colleagues. Participate in activities and enjoy snacks sponsored by the Omaha Local Events Committee. Find out about things to do in Omaha!

Regional Meetings & Lunch

All conference attendees are encouraged to attend the appropriate AMATYC Regional Meeting. The agenda for each meeting will include a review of issues for the Delegate Assembly, reports from states/affiliates in the region, a summary of the Executive Board meeting, and other items of concern.

Regional Meetings & Lunch

Lunch* served: 11:45 am – Noon (*ticket required)
Regional Meetings: Noon – 1:15 pm

Pick up your food at the buffet near your meeting room. Then join your colleagues at your region's meeting in the room listed below.

1. NORTHEAST	**AJ STACHELEK, Vice President** Connecticut • Maine • Massachusetts • New Hampshire • New York Rhode Island • Vermont • New Brunswick • Newfoundland • Nova Scotia Ontario • Prince Edward Island • Quebec	Room: TBA
2. MID-ATLANTIC	**DENNIS EBERSOLE, Vice President** Delaware • District of Columbia • Maryland • New Jersey • Pennsylvania Virginia • West Virginia	Room: TBA
3. SOUTHEAST	**ALVINA ATKINSON, Vice President** Alabama • Florida • Georgia • Louisiana • Mississippi • North Carolina South Carolina • Tennessee • Puerto Rico • Virgin Islands Other Caribbean Islands	Room: TBA
4. MIDWEST	**BRANDON BARTLEY, Vice President** Illinois • Indiana • Kentucky • Michigan • Ohio • Wisconsin	Room: TBA
5. CENTRAL	**DALE JOHANSON, Vice President** Colorado • Iowa • Kansas • Minnesota • Missouri • Nebraska North Dakota • South Dakota • Manitoba • Saskatchewan	Room: TBA
6. SOUTHWEST	**SHANNON RUTH, Vice President** Arizona • Arkansas • New Mexico • Oklahoma • Texas • Mexico	Room: TBA
7. NORTHWEST	**SARAH PAULEY, Vice President** Alaska • Idaho • Montana • Oregon • Washington • Wyoming Alberta • British Columbia • Northwest Territory • Yukon Territory Other International Locations	Room: TBA
8. WEST	**EDDIE TCHERTCHIAN, Vice President** California • Hawaii • Nevada • Utah • Guam	Room: TBA

❖ ANet-Sponsored Events ❖

Thursday, November 9

Themed Session (T1)
Racism is Everyone's (Math) Problem
8:00 am - 9:55 am Room: 201
Sponsored by the Equity ANet

Themed Session (T2)
Actively Engaging Students with Math Intensive Topics
8:00 am - 9:55 am Room: 202
Sponsored by the Mathematics Intensive ANet

Themed Session (T3)
Developing Data Science Programs at Two-Year Colleges
8:00 am - 9:55 am Room: 203
Sponsored by the Statistics and Data Science ANet

Themed Session (T4)
Inspiring Student Curiosity In and Out of the Classroom
8:00 am - 9:55 am Room: 204
Sponsored by the Innovative Teaching and Learning ANet

Themed Session (T5)
Authentic Placement and Assessment Practices and Issues
8:00 am - 8:55 am Room: 206
Sponsored by the Placement and Assessment ANet

Research in Mathematics Education for Two-Year Colleges ANet Meeting (M01)
10:20 am - 11:10 am Room: 208

Placement and Assessment ANet Meeting (M02)
10:20 am - 11:10 am Room: 209

Developmental Mathematics ANet Meeting (M03)
11:30 am - 12:20 pm Room: 208

Placement and Assessment Sharing Session (S024)
11:30 am - 12:20 pm Room: 209
Sponsored by the Placement and Assessment ANet

Mathematics and its Application for Careers ANet Meeting (M04)
1:50 pm - 2:40 pm Room: 208

RMETYC Sharing Session (S042)
1:50 pm - 2:40 pm
Hilton Omaha
Room: Grand Central Ballroom A
Sponsored by the RMETYC ANet

Research Session
7:00 pm - 9:10 pm
Hilton Omaha
Rooms: Grand Central Ballroom A and St. Nicholas B
Sponsored by the Research in Mathematics Education for Two-Year Colleges ANet

Friday, November 10

Adjunct Faculty Issues ANet Meeting (M05)
8:00 am - 8:50 am Room: 208

Innovative Teaching and Learning ANet Meeting (M06)
9:10 am - 10:00 am Room: 208

Integrate Study Skills Into Your Courses to Increase Student Success (S066)
10:20 am - 11:10 am Room: 210
Sponsored by the Developmental Mathematics ANet

Mathematics for Liberal Arts ANet Meeting (M07)
10:20 am - 11:10 am Room: 208

Equity ANet Meeting (M08)
2:00 pm - 2:50 pm Room 208

Mathematics Intensive ANet Meeting (M09)
2:00 pm - 2:50 pm Room: 209

Statistics and Data Science ANet Meeting (M10)
3:10 pm - 4:00 pm Room: 208

World Climate Simulation Game (S083)
3:10 pm - 4:00 pm Room: 205
Sponsored by the International Mathematics ANet

IGNITE
6:00 pm - 8:00 pm
Hilton Omaha
Room: Grand Central Ballroom A/B
Sponsored by the Innovative Teaching and Learning ANet

Saturday, November 11

Mathematics Pathways ANet Meeting (M11)
10:45 am - 11:35 am Room: 208

Teacher Preparation ANet Meeting (M12)
11:55 am - 12:45 pm Room: 208

Active Learning in Action (S099)
11:55 am - 12:45 pm Room: 203
Sponsored by the Standards Committee

Mathematics Intensive Sharing Session (S110)
1:00 pm - 1:55 pm Room: Maryvale A
Sponsored by the Mathematics Intensive ANet

Division/Department Leadership ANet Meeting (M13)
1:05 pm - 1:55 pm Room: 208

International Mathematics ANet Meeting (M14)
2:15 pm - 3:05 pm Room: 208

Innovative Teaching and Learning Sharing Session (S117)
2:15 pm - 3:05 pm Room: 204
Sponsored by the Innovative Teaching and Learning ANet

50-State Scan of Mathematics Policy and Practice in Higher Education (S118)
2:15 pm - 3:05 pm Room: 205
Sponsored by the Mathematics Pathways ANet

Enhance Connection With Colleagues & Students: A Racial Healing Circle (W05)
2:15 pm - 4:15 pm Room: 211
Sponsored by the Equity ANet

Standards Committee Meeting (M15)
3:25 pm - 4:15 pm Room: 208

Share Your Classroom Ideas for Teacher Preparation Courses (S123)
3:25 pm - 4:15 pm Room: 201
Sponsored by the Teacher Preparation ANet

Project ACCCESS

AMATYC welcomes the ACCCESS Fellows to the 49th AMATYC Annual Conference in Omaha

2022-2023 ACCCESS Cohort 18

Nicholas Baran, Henry Ford College, Dearborn, MI
Celenia Cano, Oxnard College, Oxnard, CA
Meghan Carlson, Florida SouthWestern State College, Naples, FL
Connie Chan, Collin College, Frisco, TX
Tanya Easley, Lone Star College-Kingwood, Kingwood, TX
Dena Feldman, Roxbury CC, Boston. MA
Seth Greendale, Whatcom CC, Bellingham, WA
Katherine Hiebert-Brumley, Dyersburg State CC, Dyersburg, TN
Heather House, Schoolcraft College, Livonia, MI
Eunmi Joung, Utah Valley University, Orem, UT
Geetha Kalyanaraman, Forsyth Technical CC, Winston-Salem, NC
Aradhana Kumari, Borough Of Manhattan CC, New York, NY
Matthew Lee, Oakton CC, Des Plaines, IL
Christopher Leirstein, Schoolcraft College, Livonia, MI
Matthew Radio, Northern Virginia CC, Alexandria, VA
Rebecca Ramos, Central Oregon CC, Bend, OR
Joshua Robles, Crafton Hills College, Yucaipa, CA
Anilkumar Sreekumar, Pima CC, Tucson, AZ
Kathleen Thayer, Treasure Valley CC, Ontario, OR
Amy Tucker, Stevenson University, Owings Mills, MD
Laura Wohlgezogen, Mt San Antonio College, Walnut, CA
Asma Zangana, Saint Louis CC-Forest Park, Saint Louis, MO

Project ACCCESS Coordinator: Lisa Feinman

2023-2024 ACCCESS Cohort 19

Shannon Benes, Johnson County CC, Overland Park, KS
Drew Boso, Northwood Technical College, Ashland, WI
Scott Brewer, Metropolitan CC-Omaha, Omaha, NE
Maria Cristina Bucur, Harrisburg Area CC, Central Pennsylvania's CC, Harrisburg, PA
Rebecca Claxton, Raritan Valley CC, Branchburg, NJ
Heather Collins, College of Southern Maryland, La Plata, MD
Katherine Evans, Truckee Meadows CC, Reno, NV
Ramiro Garcia, Los Angeles Pierce College, Woodland Hills, CA
Marggie Gonzalez-Toledo, Frederick CC, Frederick, MD
Cynthia Goodman, University of New Mexico-Valencia, Los Lunas, NM
Ruchika Gulati, Johnson County CC, Overland Park, KS
Mary Guzman, Frederick CC, Frederick, MD
Breanne Hooks, Santa Fe College, Gainesville, FL
Christine Langer, Ivy Tech CC, Richmond, IN
Benjamin Listhartke, Metropolitan CC-Longview, Lee's Summit, MO
Brooke Outlaw, Wake Technical CC, Raleigh, NC
Melida Paz, Los Angeles Mission College, Sylmar, CA
Beth Rawlins, Oklahoma City CC, Oklahoma City, OK
Jamie Ryan, Pima CC, Tucson, AZ
Aja Shabana, Connecticut State CC-Middlesex Campus, Middletown, CT
James Sheldon, Pima CC, Tucson, AZ
Nicole Sullivant, Central New Mexico CC, Albuquerque, NM
Kaylee Tuttle, Western Wyoming CC, Rock Springs, WY
Daniel Van der Vieren, Aims CC, Greeley, CO

Teaching for PROWESS

Participants of the TfP 2022 Summer Institute

Teaching Excellence Award Recipients

Judith (Judy) Atkinson
Community Technical College,
University of Alaska Fairbanks
Fairbanks, AK

April Crenshaw
Chattanooga State CC
Chattanooga, TN

AMATYC Foundation Awards Recipients

Leila & Simon Peskoff Award

Marty Kellum
Calhoun CC
Tanner, AL

Margie Hobbs Award

Ajai Simmons
Lone Star College-
University Park
Houston, TX

2023 Exhibit Hall

CHI Health Center

South Ballroom

Exhibit Hours

Thursday, November 9	Friday, November 10	Saturday, November 11
Grand Opening	9:15 am - 12:35 pm	9:45 am - 1:00 pm
4:30 pm - 7:00 pm	1:25 pm - 5:00 pm	**Exhibitors Featured**
	Exhibitors Featured	10:00 am - 10:45 am
	9:15 am - 10:15 am	

✲✲Note: Allowing a vendor to scan your badge will grant them access to your contact information.✲✲

Exhibitor	Booth(s)
✲2023 Corporate Partners✲	
Hawkes Learning	102, 104
	201, 203
McGraw-Hill	202, 204
	301, 303
Pearson	302, 304
	401, 403
Wiley	210, 309
Academic Success Press, Inc.	205
Aktiv Learning	311
Cengage	110
Crowdmark	106
Derivita	409
Macmillan Learning	206
Maplesoft	310
Math Books by Dan	312
Mu Alpha Theta	218
Soflytics Corp (Rguroo)	209
Way to Succeed	211
WestEd	212
Wolfram Research, Inc.	305
XYZ Textbooks	306, 405

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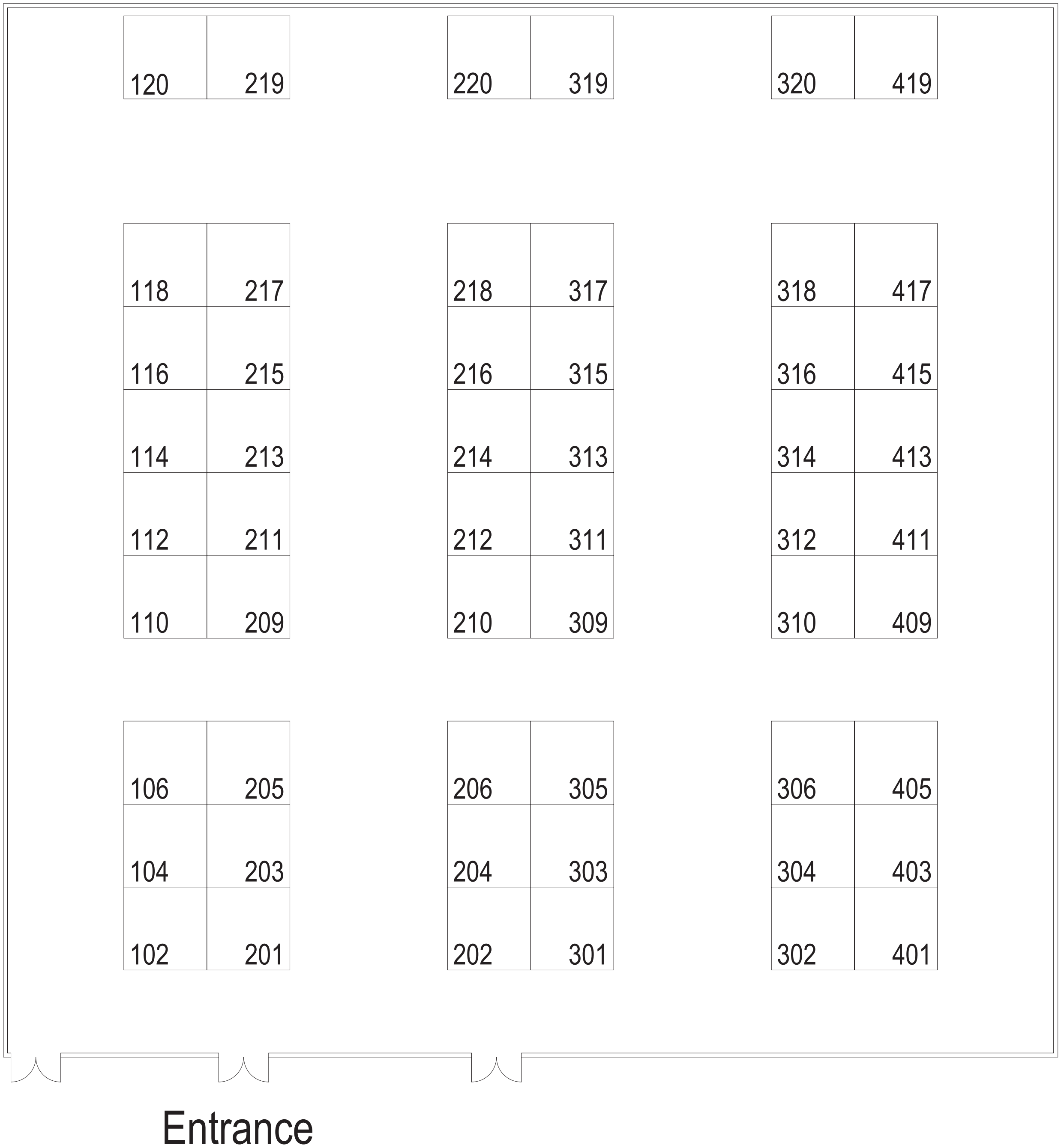
Instagram
Follow us: instagram.com/amatyc

X
Follow us: x.com/mathamatyc



American Mathematical Association of Two Year Colleges Annual Conference
November 9 - 12, 2023
CHI Health Center Omaha - South Ballroom

GES

File: amatyc-2311-qwcone.dwg
Plotted: Mar 10, 2023
By: PIZZAL

Conference Program

Wednesday, November 8

5:00 PM - 5:50 PM PD
Registration Area

S001A: AMATYC 101: Walk, Talk, and Learn!

Have fun on a relaxing walking tour of the CHI Health Center! Along the way, you will learn all about AMATYC, meet the leadership, discover ways to get involved and share great ideas with your colleagues.

Presenters:
Dale Johanson – Northeast CC, Norfolk, NE
Alvina Atkinson – Georgia Gwinnett College, Lawrenceville, GA

Registration Desk Open

CHI Health Center
Concourse Registration
4:00 pm – 8:00 pm

Stop by and pick up your badge and conference materials. You can also stop by the Foundation table, make a donation, and get your Dot.

Omaha Program Keys

Following the title of each regular session and workshop you will find letter codes identifying the general categories that best describe the focus of the presentation. Speakers were asked to identify up to three Program Keys that best describe their presentation. You may use Whova, the conference app with more details coming soon, to filter sessions with specific Program Keys. See below for more details about each Program Key.

EQ Equity and Inclusivity
- Equity, diversity, and social justice in providing mathematics education to all students
- Collaboration with AMATYC leadership, committees and ANets, and Project ACCCESS to increase awareness about diversity

IG International, Cultural and General Interest
- Best practices regarding the teaching and learning of mathematics around the world
- Professional development opportunities to infuse global perspective in teaching
- Mathematics or the teaching of mathematics relative to history or any culture or people
- Topics of general interest

MI Math Intensive
- STEM courses: Precalculus, Calculus, and beyond

MN Math for Non-STEM
- Courses such as Quantitative Literacy or Reasoning, Liberal Arts Math, or Finite Math
- Topics such as probability, statistics, or finance which might be used in a QR course

PD Professional Development and Department/Division Interests
- Strategies for helping college faculty improve or evaluate their teaching while discovering and implementing best practices
- Suggestions to address needs, preparation, and inclusion of adjunct faculty
- Ideas for fostering collaboration and community within or between departments and institutions while providing for student success

PS Pathways for Student Success
- Any sequence of courses, including developmental mathematics, that most efficiently leads to the student's final college-level mathematics course in the field of study
- Student placement into the correct mathematics course, program, or pathway using various advising tools or multiple measures
- Assessment of student proficiency, courses, or programs

RG Research and Grants
- Reports on research results and practices, at both classroom and institutional level
- Reports on grant-supported or grant-related activities
- Strategies to obtain funding to undertake research

SM Strategies and Mindset for Student Success
- Improvement of the quality of developmental mathematics programs to better prepare students for success
- Strategies for enabling students to take ownership for learning, deal with math anxiety, and gain confidence to succeed by developing a mathematical mindset.

ST Statistics
- Statistics
- Statistical literacy
- Data science

TC Teaching in Grades K-12 and Applying Math to Other Careers
- Courses to prepare education majors to teach mathematics in K-12
- Mathematics courses for career and technical programs, both terminal and transfer
- Courses such as business statistics or business calculus
- Courses with emphasis on applications and technical communication

TL Technology and E-Learning
- Use of technology in course delivery, engagement of students, or collaboration of students and/or faculty
- Hybrid, blended, or online courses

8:00 AM

8:00 AM - 8:50 AM PD
Registration Area

S001B: AMATYC 101: Walk, Talk, and Learn!

Have fun on a relaxing walking tour of the CHI Health Center! Along the way, you will learn all about AMATYC, meet the leadership, discover ways to get involved and share great ideas with your colleagues.

Presenters:

Dale Johanson – Northeast CC, Norfolk, NE
Alvina Atkinson – Georgia Gwinnett College, Lawrenceville, GA

Themed Sessions

Racism is Everyone's (Math) Problem

Sponsored by the Equity ANet

Benjamin Aschenbrenner, Chair

8:00 AM - 8:15 AM EQ Meeting Room 201

T1A: Scientific Racism and Mathematics Education

This session weaves together historical sources to explain how the field of "race science" emerged in institutions of higher education in the United States to provide a scientific justification for racial inequality and how this pseudoscience, despite being discredited, continues to impact the field of mathematics education.

Presenter:

Helen Burn – Highline College, Des Moines, WA

8:20 AM - 8:35 AM EQ Meeting Room 201

T1B: Reflections on Math Pathways in Texas: A Catalyst for Racial Equity?

This session will share the results of the statewide implementation of math pathways. Reviewing entry-level math completion outcomes for students from various racial/ethnic and reflections from practitioners will highlight associations between the ongoing implementation of math pathways and positive shifts in student success metrics for Black and Hispanic students.

Presenter:

Kristina Flores – Texas Association of Community Colleges, Austin, TX

8:40 AM - 8:55 AM EQ Meeting Room 201

T1C: Identifying & Reducing Unwelcoming Habits

Everyone wants to feel like they belong in the spaces they occupy. But what does it take to feel a sense of belonging? In this session, the presenter will discuss aspects of belonging, then examine some classroom - and life - strategies designed to make more people feel welcome.

Presenter:

Anne Vance (2007 Project ACCCESS Fellow) – Austin CC, Austin, TX

9:00 AM - 9:15 AM EQ Meeting Room 201

T1D: Is Perceived Care Influencing Racist Outcomes?

This session will include a conversation about a foundational aspect of the mathematics classroom: Care. Caring relations is not prevalent in undergraduate mathematics literature, yet. The presentation will debrief care research in mathematics education, how to expand it, and how you can help through a dialogue of your experiences.

Presenter:

Cheryl Vallejo – Virginia Tech, Blacksburg, VA

9:20 AM - 9:35 AM EQ, PD Meeting Room 201

T1E: Let's TILT: Transparency to Support Equitable and Anti-Racist Teaching

This session will give an overview of the TILT framework: Transparency in Learning & Teaching. Transparent content makes explicit the why and how of what students are asked to do, which makes courses more engaging and equitable. Examples of TILT-ed math will be discussed and shared.

Presenter:

Carrie Muir (2016 Project ACCCESS Fellow) – Whatcom CC, Bellingham, WA

9:40 AM - 9:55 AM EQ Meeting Room 201

T1F: Talking About Antiracism Work

In this session, participants will have dedicated time to discuss ideas that came up during the themed session. It is highly recommended that participants attend at least one other themed session talks to have something to contribute.

Presenter:

Luke Walsh – Catawba Valley CC, Hickory, NC

Actively Engaging Students with Math Intensive Topics

Sponsored by the Mathematics Intensive ANet

Robert (Bob) Cappetta, Chair

8:00 AM - 8:15 AM MI Meeting Room 202

T2A: Describing Discontinuities

To be successful in calculus, students must transition from graphical reasoning to algebraic reasoning. What might this look like for discontinuities?

Presenter:

Lee Wayand – Columbus State CC, Columbus, OH

8:20 AM - 8:35 AM MI Meeting Room 202

T2B: A Practical Approach to Introducing Proofs in Linear Algebra

Methods to introduce proofs in Linear Algebra will be presented and sample proofs will be provided. Best practices in teaching Linear Algebra will also be discussed.

Presenter:

Chris Bailey – College of DuPage, Glen Ellyn, IL

8:40 AM - 8:55 AM MI, SM Meeting Room 202

T2C: Deciding a Convergence Test: An Activity

Do your Calculus II students struggle with deciding which convergence test to use? This presentation will examine an activity to help recognize patterns in different types of infinite series.

Presenter:

Michael Caparula – Kankakee CC, Kankakee, IL

9:00 AM - 9:15 AM MI, SM Meeting Room 202

T2D: Calculus Questions From Students That Make Everyone in the Room Think

Calculus students frequently ask questions whose answers require mathematics beyond calculus and a few of these will be revealed in this presentation. Solutions to some of the questions will be shared and may serve as foundations for enrichment or supplemental work for motivated students.

Presenter:

Keith Nabb – Piedmont Virginia CC, Charlottesville, VA

9:20 AM - 9:35 AM MI, SM Meeting Room 202

T2E: Parabolas in Paradise

It is important to demonstrate how mathematical topics can be relevant and fun to motivate students to learn. This presentation will examine a project focused on parabolas.

Presenter:

Amber Severson (2011 Project ACCCESS Fellow) – The College of the Florida Keys, Key West, FL

9:40 AM - 9:55 AM MI Meeting Room 202

T2F: Encoding and Decoding Secret Messages With Matrix Multiplication

This presentation will examine the processes needed to send secret messages using matrix multiplication and matrix inverses. It will also include a brief discussion of the historic significance of cryptography.

Presenter:

Robert Cappetta (2017 Teaching Excellence Award Recipient) – Florida SouthWestern State College, Fort Myers, FL

Rooms at the CHI Health Center

201-213, 216
North Ballroom
South Ballroom

Rooms at the Omaha Hilton

Grand Ballroom A
Grand Ballroom B
St. Nicholas A
St. Nicholas B

Developing Data Science Programs at Two-Year Colleges

Sponsored by the Statistics and Data Science ANet

Rebecca Wong, Chair

8:00 AM - 8:15 AM ST, PS Meeting Room 203

T3A: Building a Data Science Program at a Two-Year College

The presenter will share the creation, development, and evolution of the data science program at Montgomery College, a community college in Maryland. The presentation will consider both the success and challenges in this endeavor.

Presenter:

Rachel Saidi – Montgomery College, Rockville, MD

8:20 AM - 8:35 AM ST, PS Meeting Room 203

T3B: What Skills Are Taught in an Introductory Data Science Course?

Data scientists are masters at creating dashboards, employing machine learning models, data wrangling, and creating visualizations to name a few. This begs the questions, "What content should be covered in an introductory college-level data science course?" Come learn about topics and skills taught in such courses in the United States.

Presenter:

April Kerby-Helm – Winona State Univ, Winona, MN

8:40 AM - 8:55 AM ST, PS Meeting Room 203

T3C: Two-Year Data Science Programs and Importance of Industry Involvement

This presentation will provide an overview of the existing data science program at Connecticut State Community College and discuss the specific data science courses. The importance of working with industry partners and gaining their support will also be discussed.

Presenter:

Crystal Wiggins (2014 Project ACCCESS Fellow) – Connecticut State CC, Northwestern Campus, Winsted, CT

9:00 AM - 9:15 AM ST, PS Meeting Room 203

T3D: The Data Mine: Data Science For All

The Data Mine Project at Purdue University is a data science program geared towards undergraduate and graduate students at all levels and all skill sets. Students in The Data Mine engage in experiential learning, working directly with corporate partners, solving real-world data-driven issues with big data.

Presenter:

Rebecca L. Sharples – Purdue Univ, West Lafayette, IN

9:20 AM - 9:35 AM ST, PS Meeting Room 203

T3E: Data Science Pathways: K-12 and Beyond

This presentation will consider recent efforts to provide statistics and data science courses in K-12 education in place of traditional courses leading to calculus. These new pathways will open doors for more community colleges to create data science certificate and degree programs.

Presenter:

Rachel Saidi – Montgomery College, Rockville, MD

9:40 AM - 9:55 AM ST, PS Meeting Room 203

T3F: Resources for Starting a Data Science Program on Your Campus

This presentation will share resources available to help two-year colleges start a data science program, including resources available through the AMATYC Statistics and Data Science ANet.

Presenter:

Rebecca Wong – West Valley College, Saratoga, CA

Inspiring Student Curiosity In and Out of the Classroom

Sponsored by the Innovative Teaching and Learning ANet

Jennifer Ackerman, Chair

8:00 AM - 8:15 AM MI, SM, IG Meeting Room 204

T4A: Give Bonus Memos With Curveball Questions

One way the presenter has had success is to give small groups a bonus if they can write a nice, one paragraph answer to a curveball question. Some examples will be shown, and general advice and things to not do will be discussed.

Presenter:

Rob Eby (2005 Project ACCCESS Fellow) – Blinn College, College Station, TX

8:20 AM - 8:35 AM MI, IG, TL Meeting Room 204

T4B: Curiosity is Real and Curiosity is Complex

Students are often challenged to be curious about graphing in the Cartesian plane, but rarely take the same approach for the complex plane. This talk will show visuals and student projects to ignite that curiosity in a precalculus course.

Presenter:

Luke Walsh – Catawba Valley CC, Hickory, NC

8:40 AM - 8:55 AM IG, SM Meeting Room 204

T4C: Curiosity Outside of the Classroom? Go to the Zoo!

In a college algebra project, exponential functions are used to model dwindling populations of orangutans. As part of the assignment, students must visit the on-campus teaching zoo and take pictures. Students have an "Aha!" moment when they reflect on causes of habitat loss and examine their own consumption practices.

Presenter:

Manisha Ranade (2019 Project ACCCESS Fellow) – Santa Fe College, Gainesville, FL

9:00 AM - 9:15 AM EQ, SM, TL Meeting Room 204

T4D: Sparking Curiosity Through Course Design

In any modality, there are ways to spark and cultivate curiosity through intentional design choices. See examples of simple tweaks to both online and in-person settings including storytelling and prediction.

Presenter:

Kelly Spoon (2018 Project ACCCESS Fellow) – San Diego Mesa College, San Diego, CA

9:20 AM - 9:35 AM SM, IG, TL Meeting Room 204

T4E: Inspiring Mathematical Curiosity With Movie Magic

Ever have a student be excited about exploring an idea, beyond what they needed for their grade? Think you don't have time for fun activities that inspire curiosity? By sharing examples of real math in movies, even the biggest "math haters" can become curious and start asking "why" questions.

Presenter:

Pat Riley – Hopkinsville CC, Hopkinsville, KY

9:40 AM - 9:55 AM EQ, SM, IG Meeting Room 204

T4F: The Magic of Curiosity Beyond the Textbook

If students can't relate to a topic or don't see it as relevant or interesting, then they frequently learn the minimum. When students discover how much math is really connected to their lives, it can spark their curiosity for learning and exploring ideas beyond regurgitating competencies.

Presenter:

Tiané Ellis – Jefferson CTC, Louisville, KY

Authentic Placement and Assessment Practices and Issues

Sponsored by the Placement and Assessment ANet

Christine Mirbaha, Chair

8:00 AM - 8:15 AM PS Meeting Room 206

T5A: The Evolution of Placement Practices

The last five years have brought about significant change. PCC has added two new placement tools: multiple measures and a non-proctored diagnostic for those not eligible for multiple measures. This presentation will include the results for the two new options. Future adjustments and participant experiences will be discussed.

Presenter:

Jeff Thies – Pima CC, Tucson, AZ

8:20 AM - 8:35 AM PS Meeting Room 206

T5B: Assessment in a Writing Intensive Precalculus Course

Sick of the stress of finals, but want to ensure students revisit the big ideas at the end of the term? Consider portfolios! At Spokane Falls CC portfolios are part of a writing-intensive precalculus course, which leverages outcomes-based assessment and replaces the final exam with a portfolio assignment.

Presenter:

Jessica Hoppe (2015 Project ACCCESS Fellow) – Spokane Falls CC, Spokane, WA

8:40 AM - 8:55 AM PS Meeting Room 206

T5C: Proctoring Assessments and Possible Alternatives

The pandemic opened the door to various forms of proctored assessment. Some methods proved successful, while others exposed problems and weaknesses that could not be ignored. Share experiences, examining both effective approaches and issues encountered, as well as possible alternative solutions.

Presenter:

Christine Mirbaha – CC of Baltimore County, Baltimore, MD

9:10 AM

9:10 AM - 10:00 AM EQ, IG
Meeting Room 207

S002: Ten (or More) Interesting Mathematical Vignettes from History

Mathematics is based on a rich and diverse history. The ten vignettes presented will focus on some lesser known, but very interesting, stories that highlight the universality and diversity of mathematics. The presentation will allow participants to do historical mathematics and to share their own knowledge and experiences.

Presenter:

Dennis Runde – State College of Florida, Manatee, Bradenton, FL

Presider: Anne Vance – Austin CC, Austin, TX

9:10 AM - 10:00 AM IG, MN
Meeting Room 212

S003: Early Presidential Elections: A Journey Using Quantitative Reasoning

Party systems emerged after George Washington was President of the United States. This presentation takes a historical investigation into the first party system rivalry between Federalists and Republicans, using quantitative reasoning skills that students in a QR course can utilize to better understand the reasoning behind early party divisions.

Presenter:

Ben Moulton – Utah Valley Univ, Orem, UT

Presider: John Bennett – Robeson CC, Lumberton, NC

10:20 AM

10:20 AM - 11:10 AM SM, TL
Meeting Room 201

S004: Students Throw the Curve Ball: Changing Landscapes in Online Education

Students are not just learning online, rather, they are learning on the go, self-pacing their educational path, accessing learning content through various mediums and screen sizes, and communicating with their teachers and peers, around the world, in a variety of ways. The students are throwing the curve balls!

Presenters:

Kirsten Meymaris – Purdue Univ Global, West Lafayette, IN
Mary Bruce – Purdue Univ Global, West Lafayette, IN
Presider: Dewey Dellinger – Gaston College, Dallas, NC

10:20 AM - 11:10 AM MI, ST, TC
Meeting Room 202

S005: Industry Inspired Activities That Connect Industry to Math Instruction

Industry inspired lessons will be demonstrated and explored by participants. STEM lessons will include an industry launch video with a Desmos activity, a student sheet posing industry tasks, and analysis questions that require student discussion. Presented materials can be integrated into Intro Statistics, Technical Math, and Precalculus courses.

Presenters:

Jay Martin – Wake Techncial CC, Raleigh, NC
Ryan Pescosolido (2016 Project ACCCESS Fellow) – Wake Technical CC, Raleigh, NC
Presider: Natalia Postrigan – Chadwick School, Los Angeles, CA

10:20 AM - 11:10 AM EQ, MI
Meeting Room 203

S006: Rough Draft Math: Getting Students to Engage With Precalculus

Draft Math is presented in a collection of activities that promotes mathematical discourse by shifting students' views of competence from performative to participatory view. Students authentically inquire and go beyond "talking" to learn to include "writing" to learn. They develop intellectual authority and feel a sense of inclusion and belonging.

Presenter:

Asli Mutlu – Wake Technical CC, Raleigh, NC
Presider: Miriam Harris-Botzum – Lehigh Carbon CC, Schnecksville, PA

10:20 AM - 11:10 AM IG, MN, TC
Meeting Room 204

S007: Recreational Mathematics Can Be Fun for All

People typically who go into the field of mathematics don't mind solving problems that require pencil and paper. However, students are not always excited to participate in these activities. During this session, learn about various games, puzzles, and other mathematical musings that will surely engage your learners.

Presenter:

Dan Van der Vieren (2023 Project ACCCESS Fellow) – Aims CC, Greeley, CO
Presider: Peter Legner – College of Southern Nevada, Las Vegas, NV

10:20 AM - 11:10 AM PD, SM
Meeting Room 205

S008: Empathy from the Dugout: Compassionate Coaching When Students Strike Out

Join the conversation during this session focused on ideas for intentionally incorporating empathy and compassion into your teaching practice, particularly, though not limited to, when students have made (sometimes serious) mistakes. The discussion will cover specific classroom ideas and explore the research on this exciting topic.

Presenter:

Meredith Sides – NOSS, Tanner, AL
Presider: Barbara Leitherer – CC of Baltimore County, Baltimore, MD

10:20 AM - 11:10 AM IG, MN, ST
Meeting Room 206

S009: How MLB Players Use Real-Time Data to Enhance Their Game

With the advent of Statcast, Major League Baseball (MLB) constituents have gained unlimited access to real-time intricate player data, resulting in the breeding of players that regularly use pattern recognition, probability, and statistics. The presenter will discuss data that is collected in Statcast and how players are likely using it.

Presenter:
Jason Vargas – Colorado Mountain College, Glenwood Springs, CO
Presider: Andrew Lenzen – Western Nebraska CC, Scottsbluff, NE

10:20 AM - 11:10 AM EQ, MN, SM
Meeting Room 207

S010: Let's Get Active in Liberal Arts Math

During this hands-on session, participants will engage in a learning activity as well as discuss systematical practices that can be used in your math course that will help your students become more engaged in their learning process and foster a positive learning community between students and instructor.

Presenter:
Jennifer Lawhon – Valencia College, Orlando, FL
Presider: Tiané Ellis – Jefferson CTC, Louisville, KY

10:20 AM - 11:10 AM
Meeting Room 208

M01: Research in Mathematics Education for Two-Year Colleges ANet Meeting

Presenter:
Frank Marfai – Phoenix College, Phoenix, AZ

10:20 AM - 11:10 AM
Meeting Room 209

M02: Placement and Assessment ANet Meeting

Presenter:
Christine Mirbaha – CC of Baltimore County, Baltimore, MD

10:20 AM - 11:10 AM EQ
Meeting Room 212

S011: Pointless Grading

The title of this talk can go both ways...on one hand, maybe grading in general is just a pointless exercise? Or maybe this talk is about grading without a points-based grading system? Yes to both?

Presenter:
Peter Keep – Moraine Valley CC, Palos Hills, IL
Presider: Casey Clark – Gallatin Gollege of Montana State Univ, Bozeman, MT

10:20 AM - 11:10 AM IG, SM
Hilton Grand Central Ballroom A

S012: "Give an Example...": Opportunities for Students to Invent and Describe

There are many places in the mathematics curriculum where two ideas are introduced nearly simultaneously - e.g., domain/range, differentiability/continuity, and linear independence/span. Asking students to "give an example" in this context provides opportunities to share thinking, increase engagement, and even foreshadow theorems. Classroom data will be shared.

Presenter:
Keith Nabb – Piedmont Virginia CC, Charlottesville, VA
Presider: Mark Kuhlman – Casper College, Casper, WY

11:30 AM

11:30 AM - 12:20 PM EQ, SM
Meeting Room 204

S022: Proactive and Positive Ways to Engage Students With Academic Integrity

Learn about ways to be proactive with your class about academic integrity with equity and inclusion in mind. Learn strategies to engage with students who have participated in academic misconduct in a positive way to help students learn from it and persevere.

Presenters:
Jessica Bernards (2012 Project ACCCESS Fellow, 2021 Teaching Excellence Award Recipient) – Portland CC, Portland, OR
Wendy Fresh – Portland CC, Portland, OR
Presider: Madeleine Chowdhury – Mesa CC, Mesa, AZ

11:30 AM - 12:20 PM TL, MI
Meeting Room 206

S023: Teaching Mathematics in the Age of Artificial Intelligence

Students can easily access numerous tools that provide worked out solutions to most mathematics problems. This has serious consequences for how to teach and assess our courses. This presentation will provide suggestions for how to manage these ever-evolving resources. Participants will be encouraged to share their ideas.

Presenter:

Robert Cappetta (2017 Teaching Excellence Award Recipient) – Florida SouthWestern State College, Fort Myers, FL

Presider: Michael Caparula – Kankakee CC, Kankakee, IL

11:30 AM - 12:20 PM
Meeting Room 208

M03: Developmental Mathematics ANet Meeting

Presenter:

Kim Granger – St. Louis CC, Wildwood, MO

11:30 AM - 12:20 PM PS
Meeting Room 209

S024: Placement and Assessment Sharing Session

College placement and assessment practices have evolved in recent years. Please join for a discussion on the various placement and assessment methods currently in place throughout the country and share your college's efforts. Come prepared to share with your fellow colleagues in this round table format!

Presenter:

Christine Mirbaha – CC of Baltimore County, Baltimore, MD

11:30 AM - 11:55 AM SM
Meeting Room 201

S013A: Essential Elements to Make Your Class a Hit!

Presenters will share strategies used to update essential course elements from the pre-game warm-up (course introduction), to the rules book (syllabus), to running the bases (class activities). Make every student feel like part of the team and successfully slides into home!

Presenters:

Cindy Moore – Asheville-Buncombe Technical CC, Asheville, NC

Tammy Sullivan – Asheville-Buncombe Technical CC, Asheville, NC

Presider: Kirsten Meymaris – Purdue Univ Global, West Lafayette, IN

11:30 AM - 11:55 AM MI, TL
Meeting Room 202

S014A: My Favorite First Class of the Semester Problem

Using the free software program Desmos, we will examine the four different ways any math problem can be presented - verbal, data list, graphic, and formulaic.

Presenter:

Rick Swenson – Annie Wright Schools, Tacoma, WA

Presider: Kari Arnoldsen – Snow College, Ephraim, UT

11:30 AM - 11:55 AM MN, PS
Meeting Room 203

S015A: The State of QR in America

Many institutions have been ushering in a new era of Quantitative Reasoning in the curriculum, usually replacing outdated Liberal Arts Math courses, or (better still) College Algebra. This session will look at some country-wide data to better understand how this era is progressing and improve student outcomes.

Presenter:

Dave Sobecki – Miami University-Hamilton, Hamilton, OH

Presider: Jennifer Ackerman – Jefferson CTC, Louisville, KY

11:30 AM - 11:55 AM MI, TL
Meeting Room 205

S016A: Gaining Insight in Calculus and ODE Using Interactive GeoGebra Figures

Visual exploration adds significant meaning and promotes a more intuitive understanding of many topics in calculus and differential equations. Come see interactive GeoGebra figures that explore area functions, the motion of a spring (with or without damping and forcing), bifurcation, etc. Useful as classroom demonstrations or for independent student learning.

Presenter:

Paul Seeburger – Monroe CC, Rochester, NY

Presider: Johanna Debrecht – Red Rocks CC, Lakewood, CO

11:30 AM - 11:55 AM MN, SM
Meeting Room 207

S017A: Scenario-Based Teaching and Learning

Interdisciplinary collaborations for improving mathematics course content often begin by comparing syllabi and textbooks. An alternative approach begins by developing scenarios which are then connected to content areas. This can lead to particularly rich and compelling problem-solving environments which are engaging for students.

Presenter:

Victor Piercey – Ferris State Univ, Big Rapids, MI

Presider: Jennifer Lawhon – Valencia College, Orlando, FL

11:30 AM - 11:55 AM SM, TL
Meeting Room 212

S018A: Keeping the Game Honest

Are your students cheating? Research indicates that most students cheat at some point in college. This session includes strategies for preventing cheating in both online and face-to-face formats. Attendees will discuss case scenarios of cheating and what could be done to prevent the incidents. You can encourage an honest win!

Presenter:

Laura Iossi – Broward College, Fort Lauderdale, FL

Presider: Peter Keep – Moraine Valley CC, Palos Hills, IL

11:30 AM - 11:55 AM EQ, PS
Hilton Grand Central Ballroom A

S019A: Integrating Equity and Inclusivity Into Mathematics Classrooms

Math is not just about numbers and calculations. Come learn about how to incorporate equity and inclusivity from the first day of class, classwork, and exams to placement tests and institutional resources to ensure your math classroom is supportive of all students.

Presenters:

Sandra Garcia-Sanchez – Salt Lake CC, Salt Lake City, UT

Rachel Marcial (2017 Project ACCCESS Fellow) – Salt Lake CC, Salt Lake City, UT

Presider: Cara Lee – Portland CC, Portland, OR

11:30 AM - 11:55 AM RG, SM
Hilton Grand Central Ballroom B

S020A: Procrastination in Online Math Classes

Have you ever wondered why students take online final exams when they do? Using the information collected for his dissertation, come learn about the difference between active and passive procrastinators and how they perform on online final exams.

Presenter:

Frank Monterisi – Trident Technical College, North Charleston, SC

Presider: Kyle Kundomal – Collin College, Frisco, TX

11:30 AM - 11:55 AM IG
Hilton St. Nicholas A

S021A: Better Than Descartes: Impossible Problems Solved With Origami

In 1637, Rene Descartes proved the impossibility of trisecting an angle with the traditional construction tools in "The Geometry". This and many other "impossible" construction problems, can be solved by folding paper. We will explore how students can use paper-folding to write proofs.

Presenter:

Natalia Postrigan – Pace Univ, New York, NY

Presider: Megan Cavanah – Polk State College, Lakeland, FL

12:00 PM

12:00 PM - 12:25 PM TL
Meeting Room 201

S013B: Step Up to the Plate and Create!

Presenters will demonstrate ways to create your own activities using Desmos. This session is intended for instructors who are new to making their own activities and will provide basic resources to get started. Leave this session ready to knock the ball out of the park with your next activity!

Presenters:

Cindy Moore – Asheville-Buncombe Technical CC, Asheville, NC

Tammy Sullivan – Asheville-Buncombe Technical CC, Asheville, NC

Presider: Kirsten Meymaris – Purdue Univ Global, West Lafayette, IN

12:00 PM - 12:25 PM MI, TL
Meeting Room 202

S014B: A New Online Educational Resource for Linear Algebra

This session discusses a new open-source interactive linear algebra text for an introductory course. The text uses explorations, auto-graded questions, Octave exercises, and embedded GeoGebra interactives to engage students and to develop their intuition. This talk highlights particular sections of the book that demonstrate some of its interactive features.

Presenter:

Paul Zachlin – Lakeland CC, Kirtland, OH

Presider: Kari Arnoldsen – Snow College, Ephraim, UT

12:00 PM - 12:25 PM MN, PD, PS
Meeting Room 203

S015B: Forced to Offer Co-reqs?

Are you being forced to offer co-req courses? You are not alone. As more states mandate co-requiste courses, faculty sharing successes and failures is critical. This session will examine implementation models and discuss ways to keep these decisions in the hands of faculty and away from administrators and politicians.

Presenter:

Brian Mercer – Parkland College, Champaign, IL

Presider: Jennifer Ackerman – Jefferson CTC, Louisville, KY

12:00 PM - 12:25 PM EQ, TC
Meeting Room 207

S017B: Mathematics Identity Work in Pre-service Elementary School Teachers

This presentation looks at different ways pre-service elementary school teachers' experiences in a sequence of mathematics content courses in a teacher education program impact their mathematics identities. It points towards the importance of mathematics learning as a tool for mathematics identity work, particularly for teachers.

Presenter:

Sidney Jennings – Lone Star College-University Park, Houston, TX

Presider: Jennifer Lawhon – Valencia College, Orlando, FL

12:00 PM - 12:25 PM TL
Meeting Room 212

S018B: What Does Hyflex Mean to You?

Hyflex was developed to give students the opportunity to join classes remotely or face-to-face. Over the years, this definition has meant different things. Come listen to hyflex techniques that the presenter uses as well as participate in a discussion of differing definitions.

Presenter:

Vicki Todd (2015 Project ACCCESS Fellow) – Southwestern CC, Sylva, NC

Presider: Peter Keep – Moraine Valley CC, Palos Hills, IL

12:00 PM - 12:25 PM EQ, ST, TL
Hilton Grand Central Ballroom A

S019B: Teaching Statistics Students About Accessibility

In this mini-session, participants will learn about an OER module on statistical displays created to teach statistics students about basic accessibility topics such as captions, alternate text, and headings while also reinforcing statistical concepts. Learning materials and two possible assessments will be shared.

Presenter:

Kelly Spoon (2018 Project ACCCESS Fellow) – San Diego Mesa College, San Diego, CA

Presider: Cara Lee – Portland CC, Portland, OR

12:00 PM - 12:25 PM SM
Hilton Grand Central Ballroom B

S020B: No Strikes Here - Student Engagement via Feedback

Can a student be engaged without feedback? Changing the nature of the course based on student feedback is a great way to listen to students. Discuss how students can provide feedback during the semester from what to change or keep! No Strikes Here - learn, move forward, and change it up!

Presenter:

Mari Menard - Lone Star College-Kingwood, Kingwood, TX

Presider: Kyle Kundomal - Collin College, Frisco, TX

12:00 PM - 12:25 PM PD
Hilton St. Nicholas A

S021B: Building Faculty Learning Communities

Do you find it difficult to get all your players out of the dugout and onto the field? Follow a small two-year college through their journey in creating a new-faculty training program that evolved into a vibrant faculty learning community.

Presenter:

Casey Clark - Gallatin Gollege of Montana State Univ, Bozeman, MT

Presider: Megan Cavanah - Polk State College, Lakeland, FL

12:15 PM

12:15 PM - 1:45 PM
Meeting Room 208/209

Affliate President Lunch

12:40 PM

12:40 PM - 2:40 PM MI, TL
Meeting Room 201

W01: CalcPlot3D Workshop: An Aid to Visualization in Calculus and Diff Eqns

CalcPlot3D, a free online multivariable calculus visual exploration tool, allows users to graph points, parametric curves, volumes of revolution by shells and disks/washers, vectors, curves, surfaces, vector fields, and more. Bring your device to learn the basics, then explore more advanced topics from different levels of calculus and ODE.

Presenters:

Johanna Debrecht - Red Rocks CC, Lakewood, CO
Paul Seeburger - Monroe CC, Rochester, NY

Presider: George Soliman - Raritan Valley CC, Branchburg, NJ

12:40 PM - 1:30 PM PD, TC
Meeting Room 202

S025: Lessons Learned: Supporting Future Elementary Math Teachers at CCs

Teaching math courses for future elementary teachers requires a unique understanding and preparation of course content. This session will discuss lessons learned from a professional development summer institute geared to support course content, incorporation of math manipulatives and children's thinking into lessons, and building community amongst different community colleges.

Presenters:

Anne Cawley - Cal Poly Univ, Pomona, Pomona, CA
Cristina Runnalls - Cal Poly Univ, Pomona, Pomona, CA

Presider: Nikita Patterson - Perimeter College at Georgia State Univ, Clarkston, GA

12:40 PM - 1:30 PM SM, TL
Meeting Room 203

S026: Uncheatable Test Question

In the new realm of online or take-at-home exams, how are test questions developed where students' can't find on Google or utilize A.I. and apps such as Photomath or services like Chegg Math Solver to get the answers? This interactive presentation will provide participants with techniques to do just that.

Presenter:

Evan Evans (2007 Project ACCCESS Fellow) – Frederick CC, Frederick, MD

Presider: Christina Elliott – Pellissippi State CC, Knoxville, TN

12:40 PM - 1:30 PM PD, PS
Meeting Room 204

S027: Creating and Assessing a Corequisite and Guided Self-Placement Model

The presenters will share their experiences over the past two years in creating six new embedded corequisite courses, establishing new initial placement criteria for all math courses, and developing a guided self-placement process. Preliminary placement, success rate, and completion rate data will be shared with a lens toward equitable outcomes.

Presenters:

Jim Ham (2007 Teaching Excellence Award Recipient) – Delta College, University Center, MI
Phoebe Lutz – Delta College, University Center, MI

Presider: Pat Barrientos – El Paso CC, El Paso, TX

12:40 PM - 1:30 PM EQ, SM, ST
Meeting Room 205

S028: Leveraging the Power of Data in the Classroom

Student choice of datasets and the generation of unique datasets promotes responsibility, empowerment, and recognition of the diversity of backgrounds and interests of learners. This demonstrative session guides you to rich sources of datasets and ways to generate datasets to improve student engagement.

Presenters:

Mary Bruce – Purdue Univ Global, West Lafayette, IN
Melissa Scranton – Purdue Univ Global, West Lafayette, IN

Presider: James Daniels – Technical College of the Lowcountry, Beaufort, SC

12:40 PM - 1:30 PM EQ, IG, PD
Meeting Room 206

S029: Growing and Diversifying Networks: Shaping the Future

NCSM joined a community of practice to learn, collaboratively and proactively, about the future of networking. How do networks best support mathematics educators today and in the future? How do we grow and diversify network participation and leadership to increase our impact? Come consider our initial findings and their implications.

Presenter:

Katey Arrington – Univ of Texas - Austin, Austin, TX

Presider: Shane Tang – Salt Lake CC, Salt Lake City, UT

12:40 PM - 1:30 PM RG
Meeting Room 207

S030: Do Faculty Beliefs Impact Mathematical Knowledge for Teaching?

In this presentation, results of a study investigating instructors' beliefs about teaching and its impact on their MKT-CCA scores will be shared. The focus will be on College Algebra faculties' awareness of their students' mathematical dispositions, beliefs about modeling for incremental mastery, and allowance for student struggle with problems.

Presenters:

Dexter Lim – Univ of Minnesota, Minneapolis, MN
Bismark Akoto – Univ of Minnesota, Minneapolis MN
Patrick Kimani – Glendale CC, Glendale, AZ
Irene Duranczyk – Univ of Minnesota, Minneapolis, MN
Presider: Ann Sitomer – Oregon State Univ, Corvallis, OR

12:40 PM - 1:30 PM SM
Meeting Room 212

S031: See You During Office Hours!

In this session, presenters will share strategies that they have found to be effective in encouraging students to utilize instructor's office hours and seek help from them. Participants will have the opportunity to share their practices as well.

Presenters:

Eng Hong Sin – Henry Ford College, Dearborn, MI
Jennifer LaRose (2010 Project ACCCESS Fellow) – Henry Ford College, Dearborn, MI
Nahla Haidar – Henry Ford College, Dearborn, MI
Presider: Beth Kelch – Delta College, University Center, MI

12:40 PM - 1:30 PM IG, MI
Hilton Grand Central Ballroom A

S032: Five Remarkable Numbers: 0, 1, e, π, and i

The five numbers, 0, 1, e, π, and i, have had a profound impact on mathematical history. This presentation will discuss their influence on mathematics and the two-year college mathematics curriculum, including Euler's identity, which combines all five into one equation.

Presenters:

Elise Price – Tarrant County College, Arlington,TX
Paul Price – Trinity Valley School, Fort Worth, TX
Presider: Mari Menard – Lone Star College-Kingwood, Kingwood, TX

12:40 PM - 1:30 PM MI, SM, ST
Hilton Grand Central Ballroom B

S033: Teaching Problem Solving With Inductive Modeling and Corner Cases

Inductive mathematical modeling from very simple cases, analyzing multiple corner cases, and examining asymptotic behavior of models can enable students to understand and solve mathematical problems in surprising ways. Specific examples from Mathematical Literacy, Statistics, and Linear Algebra will be presented.

Presenter:

Alexander Atwood – Suffolk County CC, Selden, NY
Presider: Barbie Hoag – Oakland CC, Auburn Hills, MI

1:50 PM

1:50 PM - 2:40 PM EQ, PD, SM
Meeting Room 202

S034: Engaging Underrepresented Students With a Peer Mentorship Program

Learn how to engage and support historically underrepresented students with a peer mentorship program. Peer mentorship fosters student leadership, belonging and success. Learn about successes and stumbling blocks from implementing a grant-funded program. Discuss barriers to help-seeking, experience student development activities and leave with an example handbook.

Presenters:
Cara Lee – Portland CC, Portland, OR
Jess Brooks – Portland CC, Portland, OR
Presider: Ajai Simmons – Lone Star College-University Park, Houston, TX

1:50 PM - 2:40 PM IG, MI, SM
Meeting Room 203

S035: Math Puzzles and Games Are a Big Hit!

Are you longing to get your students off the bench and into the game? Then come join the fun of exploring the math behind puzzles and games like Fibonnaci Nim, The Prisoner's Dillema, Guard Dog, and Monty's Grand Hall. They will be a home run in class!

Presenter:
Sean Saunders – Sheridan College, Brampton, ON, Canada
Presider: Kelly Spoon – San Diego Mesa College, San Diego, CA

1:50 PM - 2:40 PM PD, PS
Meeting Room 204

S036: STEM vs non-STEM Corequisites: Lessons From Two States in Reform

Colleges in Illinois and Michigan are undergoing mandatory developmental education reform at scale. Corequisite support is the most common high-impact practice used. Attendees will learn the most successful models of non-STEM and STEM corequisites in these states along with do's and don'ts for each.

Presenter:
Kathleen Almy – Rock Valley College, Rockford, IL

1:50 PM - 2:40 PM ST
Meeting Room 205

S037: Transition from Lecture to Active Learning in Intro Stats

Learn how a mathematics department at a rural community college is transitioning from lecture based instruction to a more active learning approach to teaching Introductory Statistics.

Presenters:
Carrie Ritter – Randolph CC, Asheboro, NC
Fred Watts – Randolph CC, Asheboro, NC
Ellen Adams – Randolph CC, Asheboro, NC
Presider: Veon Stewart – AdventHealth Univ, Orlando, FL

1:50 PM - 2:40 PM MI
Meeting Room 206

S038: A Generalized Approach to Solving Inequalities

This interactive session will generalize the process of solving inequalities by implementing a single methodology for solving inequalities of one-variable. Another methodology will be presented for the two-variable case, resulting in some interesting connections. Participants will apply the techniques to solve various inequalities from Precalculus.

Presenter:
Matthew Watts (2009 Project ACCCESS Fellow) – Red Rocks CC, Lakewood, CO
Presider: Asli Mutlu – Wake Technical CC, Raleigh, NC

1:50 PM - 2:40 PM MI, SM
Meeting Room 207

S039: Who Cares if x^2 + 1 = 0 Has a Solution?

Get your students motivated to study complex numbers. This talk gives examples that illustrate the need for complex numbers in obtaining real number answers–from precalculus and calculus. Classroom activities that are easy to use and fun for students, and which illuminate the need for complex numbers will be presented.

Presenter:
Saleem Watson – California State Univ, Long Beach, Long Beach, CA
Presider: Dennis Runde – State College of Florida-Manatee, Bradenton, FL

1:50 PM - 2:40 PM
Meeting Room 208

M04: Mathematics and its Application for Careers ANet Meeting

Presenter:
Natalia Postrigan - Pace Univ, New York, NY

1:50 PM - 2:40 PM EQ, PD, PS
Meeting Room 210/211

S040: Affiliate Sharing Session

Guided by affiliate presidents, affiliate members will share ideas and best practices such as conference planning, strengthening and growing the membership in an affiliate, student and faculty awards, dealing with state policies or mandates, and technologies used. Invite others with you to discuss exciting things your affiliate is involved in!

Presenter:
Carrie Campbell - Southeast CC, Lincoln, NE

1:50 PM - 2:40 PM IG, TL
Meeting Room 212

S041: From Slide Rules to Virtual Reality & AI

Faculty have progressed from using Technology 1.0 (slide rules) to 2.0 (calculators), to 2.5 (graphing calculators), to 3.0 (Wolfram Alpha), to 3.5 (Photomath), to 4.0 (Virtual Reality& AI). Learn how to use appropriate tools strategically and engage your students using the latest technology.

Presenter:
Nancy Sattler (2022 Mathematics Excellence Award Recipient) - Terra CC, Fremont, OH
Presider: Christopher Riola - Moraine Valley CC, Palos Hills, IL

1:50 PM - 2:40 PM RG
Hilton Grand Central Ballroom A

S042: RMETYC Sharing Session

The Research in Mathematics Education for Two-Year Colleges community invites you to share experiences, resources, successes, and challenges in an informal discussion. Hear how colleagues are conducting studies, about current projects underway, and from others getting started in research. Bring your questions and experiences to share.

Presenter:
Frank Marfai - Phoenix College, Phoenix, AZ

1:50 PM - 2:40 PM PD, SM
Hilton Grand Central Ballroom B

S043: Who's Doing the Thinking? Lessons Learned From BTC in Hybrid Courses

Do your students say, "Can we stay longer?" "Let me prove to you why I'm right," or "How come nobody ever told me to think like this before?" Join the presenters as they share lessons and lessons learned from implementing "Building Thinking Classrooms" (BTC) in hybrid STEM Pathway mathematics courses.

Presenters:
Julie Phelps - Valencia College, Orlando, FL
AnnMarie O'Neil - Valencia College, Orlando, FL
Presider: Evan Evans - Frederick CC, Frederick, MD

3:00 PM

3:00 PM - 4:30 PM EQ, IG, PD
North Ballroom

KEYNOTE: Are We Guilty of Educational Malpractice?

The status quo is unacceptable" signaled a 2015 call to action to modernize curricula, programs, and pedagogies toward producing an adequate number of graduates with strong mathematical competencies. Are We Guilty of Educational Malpractice?" will challenge the audience to consider how to transform mathematics education and promote equity and social justice.

Presenter:
Linda Braddy - American Red Cross North Texas, Dallas, TX

4:30 PM

4:30 PM - 7:00 PM
South Ballroom

Exhibit Hall Grand Opening

After the keynote, join us next door in the Exhibit Hall for the exciting grand opening of our 2023 exhibits!

7:00 PM – 9:10 PM

7:00 PM -7:50 PM RG, PD
Hilton Grand Central Ballroom A

R1: Research on Partnerships to Support Transfer Students

In this session, participants will learn about and discuss the PROSPECT S-STEM Project: Partnerships for Research on Student Pathways in Education from Community College and Transfer Students into STEM. The research focuses on establishing co-equitable partnerships of instructors, advisors, and administrators across institutions, working together to better support transfer students.

Presenter:
Wendy Smith – Univ of Nebraska-Lincoln, Lincoln, NE

8:00 PM - 8:30 PM RG
Hilton Grand Central Ballroom A

R2: Unpacking 'Non-math' Talk as a Driver of Student STEM Persistence

Through one-year of classroom observations and interviews this study examines a successful developmental mathematics classroom to understand the structural and in-classroom forces that appear to drive the higher pass rates and students' persistence in STEM pathways. This work will focus on the 'non-math' talk in the classroom that appears relevant.

Presenter:
Megan Selbach-Allen – Stanford Univ, Stanford, CA

8:00 PM - 8:30 PM MI, RG, EQ
Hilton St. Nicholas A

R3: A Highly Effective, But Underused Teaching Strategy

This session examines factors influencing instructors' decisions on implementing active-learning techniques in first-year math courses. The research examines how math instructors who received a semester-long professional development implement the strategies they are learning during the professional development.

Presenter:
Eyob Demeke – California State Univ, Los Angeles, Los Angeles, CA

8:00 PM - 8:30 PM RG
Hilton St. Nicholas B

R4: Growing the Math SoTL Community: Factors That Support Engagement

The Scholarship of Teaching and Learning (SoTL) is a practice of interest for the field of mathematics. This study explores the factors that promote math faculty participation in SoTL. Preliminary results will be shared, and the ways two-year math faculty can help grow the mathematics SoTL community will be discussed.

Presenter:
Megan Breit-Goodwin (2008 Project ACCCESS Fellow) – Anoka-Ramsey CC, Coon Rapids, MN

8:40 PM - 9:10 PM RG
Hilton Grand Central Ballroom A

R5: A Learning Inventory's Effect on Transfer of Mathematical Knowledge

Students' ability to apply acquired knowledge to different circumstances is among the most important goals of mathematics education. This session will present the results of a study exploring the extent to which the use of a "learning inventory" will affect students' ability to transfer their mathematical learning to novel contexts.

Presenter:
Jason Farrington – Paradise Valley CC, Phoenix, AZ

8:40 PM - 9:10 PM RG, EQ
Hilton St. Nicholas A

R6: Studying the Impact of CUREs on Community College Students

While the effects of Course-Based Undergraduate Research Experiences (CUREs) have been studied at four-year institutions, limited data exists at the community college level. In this presentation, initial findings on students' affect with regard to CUREs implemented in mathematics, statistics, and other STEM courses in one community college district will be discussed.

Presenter:
Frank Marfai – Phoenix College, Phoenix, AZ

8:40 PM - 9:10 PM RG. MN
Hilton St. Nicholas B

R7: Planning Lessons for Exponential Functions in a Community College

Information learned from the interviews conducted with 10 full-time community college College Algebra instructors from the Midwest will be shared. Aspects of exponential functions that instructors think are the most important to include in their lessons will also be shared.

Presenter:

Dexter Lim – Univ of Minnesota, Saint Paul, MN

8:00 AM

8:00 AM - 8:50 AM MI, PD, RG
Meeting Room 201

Y1: Undergraduate Research in Mathematics for Two-Year College Students

This session is for those interested in mentoring students in undergraduate research in mathematics. The session will describe the rewards and challenges of early-stage undergraduate research. Come learn about the positive outcomes of having students involved in undergraduate research and techniques for effective project selection, group organization, and student mentoring.

Presenters:

Kathryn Kozak – Coconino CC, Flagstaff, AZ
Kathryn Leonard – Occidental College, Los Angeles, CA
Alicia Prieto-Langarica – Youngstown State Univ, Youngstown, OH

Presider: Bukurie Gjoci – LaGuardia CC-CUNY, New York, NY

8:00 AM - 8:50 AM MI, TL
Meeting Room 202

S044: Incorporating Programming Tasks in Math Curricula

Many modern careers require programming skills. Many math tasks can be solved with the help of algorithms. In this workshop, math instructors will practice how to create tasks for students to write algorithms in English or a language such as Python, to solve problems in geometry and precalculus.

Presenter:

Natalia Postrigan – Pace Univ, New York, NY

Presider: Jason Farrington – Paradise Valley CC, Phoenix, AZ

8:00 AM - 10:00 AM EQ, SM
Meeting Room 204

W02: Engagement via Even More Escape Room Puzzles in Math Class

Experience three different escape room puzzles to inspire creativity and exploration from developmental math through calculus and beyond. Be prepared to work together in groups as you problem solve to unlock your Escape Artist ribbon. Benefits, tips, tricks, and pitfalls will be discussed.

Presenters:

Vicky Mayfield (2018 Project ACCCESS Fellow) – Eastern Wyoming college, Torrington, WY
Sherri Warren (2015 Project ACCCESS Fellow) – Eastern Wyoming College, Douglas, WY
Dusty Wilson – Highline College, Des Moines, WA

Rooms at the CHI Health Center	Rooms at the Omaha Hilton
201-213, 216	Grand Ballroom A
North Ballroom	Grand Ballroom B
South Ballroom	St. Nicholas A
	St. Nicholas B

8:00 AM - 8:50 AM ST, TL
Meeting Room 205

S046: Upgrading Introductory Statistics: Reshaping Tradition with Technology

Introductory Statistics courses are often constrained by traditional content that emphasizes procedural fluency as a prerequisite to statistical thinking. Dynamic, freely available applets allow students to engage in concept exploration and statistical reasoning while lessening the procedural burden. A few small content changes can make big differences in student learning.

Presenter:
Daren Starnes – Retired, Hilton Head, SC
Presider: Keisha Lanier Brown – Perimeter College at Georgia State Univ, Dunwoody, GA

8:00 AM - 8:50 AM IG, MI, SM
Meeting Room 206

S047: Using Linear Algebra to Create Ranking Systems for College Sports

In this session participants will learn how the Massey and Colley ranking methods use linear equations to create ranking systems. These methods have been used in BCS Football Championship Ratings, NET Rankings, and ESPN Rankings. Participants will have the ability to create their own rankings to predict the NCAA Tournament!

Presenter:
Patrick Wilcher – Mississippi Gulf Coast CC, Gulfport, MS
Presider: Dexter Lim – Univ of Minnesota, Minneapolis, MN

8:00 AM - 8:50 AM PS, SM, TC
Meeting Room 207

S048: Home Run for Teacher Preparation

This presentation will discuss strategies for improving future elementary teachers' math efficacy, self-efficacy, and mindset with alternative assessments. Come find out about two alternative assessments and pre-service teachers' reactions to them.

Presenters:
Lindsey Gerber – Utah Valley Univ, Orem, UT
Debra Ward – Utah Valley Univ, Orem, UT
Presider: Enrique Galindo – Indiana Univ, Bloomington, IN

8:00 AM - 8:50 AM
Meeting Room 208

M05: Adjunct Faculty Issues ANet Meeting

Presenter:
Pat Barrientos – El Paso CC, El Paso, TX

8:00 AM - 8:50 AM PD, PS
Meeting Room 210

S049: Open-Entry Bootcamps to Address Preparedness and Unfinished Learning

To address unfinished learning, faculty created free bootcamp courses to help students practice essential, prerequisite material. The bootcamps include videos, practice, and self-assessments to help students prepare for credit-bearing courses. In this interactive session, attendees will learn about the design, implementation, and outcomes and share perspectives and feedback.

Presenters:
Megan Cavanah – Polk State College, Lakeland, FL
Kimberly Hess – Polk State College, Lakeland, FL
Presider: Kristina Flores – Texas Success Center, Austin, TX

8:00 AM - 8:50 AM MI
Hilton Grand Central Ballroom A

S050: Teaching Calculus the Building Thinking Classrooms Way

This presentation will explore how Peter Liljedahl's "Building Thinking Classrooms in Mathematics" can be applied to teaching calculus. Participants will actively experience how to create an environment that fosters student engagement, inquiry, and critical thinking, resulting in improved student outcomes and a deeper understanding of calculus concepts.

Presenters:
Vincent LoCascio – Santa Fe College, Gainesville, FL
Manisha Ranade (2019 Project ACCCESS Fellow) – Santa Fe College, Gainesville, FL
Presider: Jeff Eldridge – Edmonds College, Lynnwood, WA

8:00 AM - 8:50 AM EQ, SM
Hilton Grand Central Ballroom B

S051: Gathering Feedback From Students on Their Learning Experience

Come learn about Small Group Instructional Feedback - a process for gathering feedback from students on their learning experience. SGIF fosters communication and provides an opportunity to make positive changes. Benefits include increasing student satisfaction and motivation, helping students make changes in learning behaviors, and informing meaningful adjustments to courses.

Presenters:
Christina Elliott (2016 Project ACCCESS Fellow) – Pellissippi State CC, Knoxville, TN
Kara Raymond (2018 Project ACCCESS Fellow) – Pellissippi State CC, Knoxville, TN
Presider: Sandra Garcia-Sanchez – Salt Lake CC, Salt Lake City, UT

9:10 AM

9:10 AM - 11:10 AM MI, PD, RG
Meeting Room 201

Y2: Engaging in Research in Mathematics with Two-Year College Students

Interested in creating an undergraduate research in mathematics program, this hands-on workshop will provide the details to write a proposal for a CURM minigrant, including developing a research topic, finding a four-year college faculty member to work with, and scaffolding a project to mentor students effectively to conduct the research.

Presenters:
Kathryn Kozak – Coconino CC, Flagstaff, AZ
Kathryn Leonard – Occidental College, Los Angeles, CA
Alicia Prieto-Langarica – Youngstown State Univ, Youngstown, OH
Presider: Frank Marfai – Phoenix College, Phoenix, AZ

9:10 AM - 10:00 AM RG, SM
Meeting Room 202

S052: Tools to Motivate and Evaluate Active Learning

Leaders from the Teaching for PROWESS project will share three key tools the project has developed to help motivate and evaluate active learning in mathematics departments. The tools include an Observation Protocol for Active Learning, a Student Task-based Interview Protocol, and Vision and Transformation Catalyst Tool.

Presenters:
Scot Pruyn – Clackamas CC, Oregon City, OR
Scott Adamson (2007 Teaching Excellence Award Recipient) – Chandler-Gilbert CC, Chandler, AZ
Karen Gaines – St. Louis CC, Kirkwood, MO
Presider: Payal Roy – Portland CC, Portland, OR

9:10 AM - 10:00 AM PS
Meeting Room 203

S053: Assessments That Balance Procedural Learning and Concepts

Authentic assessments are an alternative to traditional, procedural-based exams. Authentic assessments strive to create and measure both a deeper and broader understanding of student learning. These assessments themselves can also be a learning opportunity. Findings from a workgroup's two-year project to implement authentic assessments will be shared.

Presenters:
Christopher Frederick – Ventura College, Ventura, CA
Jack Bennett – Ventura College, Ventura, CA
Ryan Petitfils (2010 Project ACCCESS Fellow) – Ventura College, Ventura, CA
Michelle Beard – Ventura College, Ventura, CA

9:10 AM - 10:00 AM PS
Meeting Room 205

S054: Mastering Math With Modules Five Weeks at a Time

This session will share the success of implementing five-week math modules to increase student success in college level math, while reducing the cost and time for students. Two department leaders will share the reasons they chose modules, the program's design, including placement, and recent results.

Presenters:

Bethany Chandler – Butler CC, El Dorado, KS
Robert Zavala – Butler CC, El Dorado, KS

Presider: Kala Sathappan – College of Southern Nevada, Henderson, NV

9:10 AM - 10:00 AM SM
Meeting Room 206

S055: Classroom Climate and Student Development

In baseball, great players can be great in different ways. Great math instructors can also be great in various ways. In this session, we will see various ways to create a healthy learning climate and examine how student development impacts the classroom. Come join a discussion on classroom climate.

Presenters:

Peter Legner – College of Southern Nevada, Las Vegas, NV
Laura Roots – College of Southern Nevada, Las Vegas, NV

Presider: Nick Johnson – Univ of Wisconsin-Milwaukee, Milwaukee, WI

9:10 AM - 10:00 AM IG, MI
Meeting Room 207

S056: Puzzling Through Discrete Mathematics

Explore the use of puzzles and games in Discrete Mathematics to increase student engagement while introducing concepts such as mathematical induction, counting techniques, finding minimal solutions, planarity, graph coloring, and more. These puzzles also encourage students to engage in mathematical inquiry and to pose problems of their own.

Presenter:

Miriam Harris-Botzum – Lehigh Carbon CC, Schnecksville, PA

Presider: Caroline Sampson – Florida State College at Jacksonville, Jacksonviklle, FL

9:10 AM - 10:00 AM
Meeting Room 208

M06: Innovative Teaching and Learning ANet Meeting

Presenter:

Jennifer Ackerman – Jefferson CTC, Louisville, KY

9:10 AM - 10:00 AM EQ, MI, PS
Hilton Grand Central Ballroom A

S058: Impact and Effectiveness of Alternative Grading in Calculus II and III

This presentation explores alternative grading schemes and their impact on equity in education. Attendees will learn about the Challenge Grading System, a unique approach implemented in Calculus II and III classes, and see data on its effect on student learning and experience, disaggregated by student demographics.

Presenter:

Sandi Xhumari (2018 Project ACCCESS Fellow) – Bellevue College CC, Bellevue, WA

Presider: Paul Seeburger – Monroe CC, Rochester, NY

9:10 AM - 10:00 AM SM
Hilton Grand Central Ballroom B

S059: Community Building and 'Off-Topic' Talk

This presentation will discuss the environment in a community college mathematics course with a very high success rate at bringing precalculus students through the calculus series. Various community building practices of the instructor and the efficacy of class time spent talking about non-math topics will be discussed.

Presenter:
Megan Selbach-Allen – Stanford Univ, Stanford, CA

10:20 AM

10:20 AM - 11:10 AM PD, PS, SM
Meeting Room 202

S060: All I Do is Win-Win-Win: All-Around Success of Summer Bridge Programs

Let's Plan to Win! A Summer Bridge Program addressed the needs of preparing students for success in college. To prepare for students' success, faculty development plays a significant role. Faculty preparation is the key to leading a successful team. A Summer Bridge program is a win for students, faculty, and with improvement of the campus overall.

Presenter:
Ajai Simmons – Lone Star College-University Park, Houston, TX

10:20 AM - 11:10 AM SM
Meeting Room 203

S061: Short and Simple Activities That Engage and Motivate Students

This session offers easy-to-use and possibly fun activities that can be used to inspire students to further develop logical thinking and to engage in open discussion. Before you know it, a sense of community has strengthened as well as an increased desire to succeed within students and professors.

Presenter:
Elayn Martin-Gay – Univ of New Orleans, New Orleans, LA
Presider: Jessica Bernards – Portland CC, Portland, OR

10:20 AM - 11:10 AM RG, SM, PS
Meeting Room 204

S062: The Nebraska Math Readiness Project: A Statewide Collaboration

The Nebraska Math Readiness Project (NMRP) is a statewide, community college initiative to help prepare students for college-level mathematics. Since 2018, the NMRP is a blended learning intervention that has involved seven community colleges, 67 high schools, and 2,750 students. This presentation will share the structures and research findings through today.

Presenters:
Corey Hatt – Central CC, Grand Island, NE
Paula Jakopovic – Univ of Nebraska-Omaha, Omaha, NE
Presider: Amanda Olson – Metropolitan CC, Omaha, NE

10:20 AM - 11:10 AM SM, TL
Meeting Room 205

S063: Group Work and Active Learning in Different Modalities Using Tablets

Facilitating effective group work in mathematics courses, especially in modern modalities, is challenging. With the use of tablets or other devices and a free online collaboration platform, it can be done successfully. A specific setup will be presented with documented implementation examples. Attendees will benefit from bringing their devices.

Presenter:
Piotr Runge – Salt Lake CC, Salt Lake City, UT
Presider: Jay Martin – Wake Techncial CC, Raleigh, NC

10:20 AM - 11:10 AM EQ, SM
Meeting Room 206

S064: Adventures in Grading For Equity

Do students work for points or knowledge? For the past year, presenters focused on promoting deeper learning by adjusting their grading practices and classroom policies.This session highlights grading for equity practices including modifications to testing, grading, and homework and effects on student grades, attitudes, and perception of instructor.

Presenters:
Beth Kelch – Delta College, University Center, MI
Natascha Rivet – Delta College, University Center, MI
Myung Pinner – Delta College, University Center, MI
Presider: Natalie McGathey – Prairie State College, Chicago Heights, IL

10:20 AM - 11:10 AM IG
Meeting Room 207

S065: The Math of SET

Come learn about the mathematics behind the card game SET. An introduction will be followed by a tournament with three divisions - advanced, intermediate, and beginner. Don't want to compete? Try SET activities you can use in class to get students curious about the patterns they can uncover!

Presenters:
Kelly Spoon (2018 Project ACCCESS Fellow) – San Diego Mesa College, San Diego, CA
Aisha Arroyo – Middlesex CC, Bedford, MA
Presider: Oscar Villalobos – Lone Star College-Kingwood, Kingwood, TX

10:20 AM - 11:10 AM
Meeting Room 208

M07: Mathematics for Liberal Arts ANet Meeting

Presenter:
Greg Foley (1998 Mathematics Excellence Award Recipient) – Ohio Univ, Athens, OH

10:20 AM - 11:10 AM PS, SM
Meeting Room 210

S066: Integrate Study Skills Into Your Courses to Increase Student Success

Many faculty teaching corequisite courses are finding that students need more guidance in how to be a good student. In this session, participants will be provided with suggestions of videos, activities and classroom practices that will help students develop better study skills.

Presenter:
Kim Granger – St. Louis CC, Wildwood, MO
Presider: Ben Moulton – Utah Valley Univ, Orem, UT

10:20 AM - 11:10 AM MI
Hilton Grand Central Ballroom A

S067: Models of Infinite Series

Teaching infinite series and convergence is an area rich in wonderful mathematics concepts, and also interesting metaphors and visuals. This session will introduce some unfamiliar models of infinite series to demonstrate some of the more familiar results from a standard calculus course.

Presenter:
Peter Keep – Moraine Valley CC, Palos Hills, IL
Presider: Vincent LoCascio – Univ of Toronto, Toronto, CA

11:10 AM

11:10 AM - 11:45 AM
South Ballroom

Dedicated Exhibits Time

Join us in the Exhibit Hall (South Ballroom) for dedicated exhibits time. Our vendors would love to connect with you!

11:45 AM

11:45 AM - 1:15 PM

Regional Lunches and Regional Gatherings

Pick up your lunch from the buffet in the CHI Health Center hallways and go to the room for your region. Connect with others in your region, enjoy lunch and networking time, and then learn about how AMATYC is active in your region. Return here later for room assignments for each region.

Presenters: Regional Vice Presidents

1:15 PM

1:15 PM - 2:00 PM
South Ballroom

Dedicated Exhibits Time

Join us in the Exhibit Hall (South Ballroom) for dedicated exhibits time. Our vendors would love to connect with you!

2:00 PM

2:00 PM - 4:00 PM
South Ballroom

Poster Session

Posters will be available in the exhibit hall. Stop by to browse the posters and chat with the poster presenters about their work. Please refer to pages at the back of this booklet for details about the posters and their presenters.

2:00 PM - 2:25 PM EQ, SM
Meeting Room 201

S068A: How to Navigate Returning to the Classroom Post-pandemic?

Returning to the classroom after nearly two years has presented some challenges, but along with those challenges there have been some advances in teaching and learning. Students are less prepared than ever. What can be done to support them?

Presenter:

Libby Watts (2009 Project ACCCESS Fellow) – Community College of Denver, Denver, CO

Presider: Emily Whittington – Pima CC, Tucson, AZ

2:00 PM - 2:25 PM PS, SM
Meeting Room 202

S069A: Soft Skills in the Corequisite Classroom: Bridging the Gap to Success

Students experience many challenges in the corequisite math classroom. Supporting the development of soft skills is one way to bridge the success gap. In this session, presenters will share activities and strategies that have made a positive impact on student success in the corequisite math classroom

Presenters:

Kelly Greenwood – Austin CC, Austin, TX
Keturah Johnson (2009 Project ACCCESS Fellow) – Austin CC, Austin, TX

Presider: Joan Zoellner – Charles A. Dana Center at the Univ of Texas at Austin, Austin, TX

2:00 PM - 2:25 PM MI, RG
Meeting Room 203

S070A: Providing Research Opportunities for Community College Students

This session will discuss the benefits and difficulties of running a research project for community college students. Learn about the efficacy of previously completed projects and ideas to improve future projects, and hear about avenues available for early college mathematics students to present, obtain funding, and network.

Presenter:

Mychael Smith (2018 Project ACCCESS Fellow) – Doña Ana CC, Las Cruces, NM

Presider: Brenda White – SUNY Morrisville, Morrisville, NY

2:00 PM - 2:25 PM ST
Meeting Room 204

S071A: New Instruments for Measuring Statistics and Data Science Attitudes

The Student and Instructor Surveys of Motivational Attitudes toward Statistics or Data Science are a family of instruments that enable researchers and teachers to comprehensively evaluate statistics attitudes. Developed using an iterative process grounded in Expectancy-Value Theory, these surveys are publicly available via a web interface and R/Python packages.

Presenter:

April Kerby-Helm – Winona State Univ, Winnona, MN

Presider: Matthew Watts – Red Rocks CC, Lakewood, CO

2:00 PM - 2:25 PM SM
Meeting Room 205

S072A: Ex-PAN-ding Student Learning

Do your students focus on getting the correct answer from the solution manual without much thought towards the overall solution process? Expand your students' focus with PAN (Procedure And Notation) Problems! Students can provide graded feedback, create a voice-over tutorial, or present a problem solution to emphasize problem-solving and communication.

Presenter:

Lorisha Riley (2017 Project ACCCESS Fellow) – Santa Fe College, Gainesville, FL

Presider: Saleem Watson – California State Univ, Long Beach, Long Beach, CA

2:00 PM - 2:25 PM EQ, TL
Meeting Room 207

S073A: The Strike Zone in Online Education: Mobile Learning

Online education has shifted, quickly trending towards mobile learning. Students are looking for ways to use their mobile devices for quick tasks, communicate with instructors and learn on-the-go. Are courses designed for this target zone? Join us to ensure online education is not only available but truly accessible to all.

Presenter:

Kirsten Meymaris – Purdue Univ Global, West Lafayette, IN

Presider: Lisa Kauffman – College of Southern Nevada, Henderson, NV

2:00 PM - 2:25 PM SM
Meeting Room 212

S074A: Foundational Math: A Mastery-Based, Conceptual Approach to Success

This presentation discusses the conceptual side of a Foundations Math course, stressing Polya's Problem Solving Strategies. Learn how the program uses conceptual processes in lecture notes, online homework and assessments with objective based learning to improve student success and retention.

Presenters:

Elizabeth Nehring – Salt Lake CC, Salt Lake City, UT

Rachel Marcial (2017 Project ACCCESS Fellow) – Salt Lake CC, Salt Lake City, UT

Presider: Katey Arrington – Univ of Texas at Austin, Austin, TX

2:30 PM

2:30 PM - 2:55 PM SM
Meeting Room 201

S068B: Solving for Anxiety: Helping Students Manage Math Testing Anxiety

Attendees will learn about the origins, triggers and signs of anxiety. Participants will walk away with strategies to share with their students about how to manage anxiety, especially when it comes to math and testing.

Presenter:

Kristin Cartwright – Salt Lake CC, Salt Lake City, UT

Presider: Emily Whittington – Pima CC, Tucson, AZ

2:30 PM - 2:55 PM EQ, PS, ST
Meeting Room 202

S069B: Development of an Alternate Pathway Into STEM

Instead of Introduction to Statistics being the last math class for non-STEM students, it is serving as an on-ramp to data science, computer science, and other STEM disciplines. Faculty have brought project-based learning and coding to statistics students to increase the number and diversity of STEM students and improve learning.

Presenter:

Denise Hum – Skyline College, San Bruno, CA

Presider: Joan Zoellner – Charles A. Dana Center at the Univ of Texas at Austin, Austin, TX

2:30 PM - 2:55 PM MI, RG
Meeting Room 203

S070B: Community College Students Conduct Research in Mathematics

This presentation will share the research topics, the preparation done with the students prior to beginning their research, and the students' projects. The logistics of running undergraduate research at community college will also be discussed.

Presenters:

Zhou (Jojo) Dong – Montgomery College, Germantown, MD
Steve Wheatley – Montgomery College, Germantown, MD

Presider: Brenda White – SUNY Morrisville, Morrisville, NY

2:30 PM - 2:55 PM ST, TL
Meeting Room 204

S071B: The Benefits of Implementing Git & GitHub in a Statistics Curriculum

Git is a free version control system that is widely used in the field of data science. Further, GitHub complements Git by providing a space for users to collaborate on projects. This presentation will explore ways to implement Git and GitHub into data science courses and curriculum.

Presenter:

Eric Burnheimer – Massachusetts Bay CC, Wellesley, MA

Presider: Matthew Watts – Red Rocks CC, Lakewood, CO

2:30 PM - 2:55 PM SM
Meeting Room 205

S072B: Connecting With Students Outside the Classroom

In baseball, effective managers know their players on and off the field. Effective teachers get to know their students in and outside the classroom. This presentation will discuss the importance of office hours and knowing students outside the classroom. Effective ways to connect will be shared and experienced.

Presenters:

Peter Legner – College of Southern Nevada, Las Vegas, NV
Claudia Bornholdt – College of Southern Nevada, Las Vegas, NV

Presider: Saleem Watson – California State Univ, Long Beach, Long Beach, CA

2:30 PM - 2:55 PM MN, SM, TL
Meeting Room 207

S073B: Leveraging Student Interest in an Asynchronous Gen Ed Math Class

This session will address lessons learned, including successes, in creating an asynchronous, online Quantitative Reasoning course that engages students. Once some of the challenges of the course are presented, different aspects of the course will be shared including popular project topics, activities that generate student discussion, and different assessment iterations.

Presenter:

Deborah Moore-Russo – Univ of Oklahoma, Norman, OK

Presider: Lisa Kauffman – College of Southern Nevada, Henderson, NV

2:30 PM - 2:55 PM IG, MN
Meeting Room 212

S074B: Flexible or Rigid? Evaluating Students' Use of Dimensional Analysis

With the increased popularity of QR and QL courses, more students are learning about dimensional analysis as an important process for converting units. This session will discuss results from a recent qualitative research study illustrating different ways students conceptualize this process. Suggestions for dimensional analysis instruction will also be highlighted.

Presenter:
Daniel Ozimek – Pennsylvania College of Health Sciences, Lancaster, PA
Presider: Katey Arrington – Univ of Texas at Austin, Austin, TX

2:00 PM

2:00 PM - 2:50 PM PS, SM
Meeting Room 206

S075: If You Build It, They Will Come

This session is for those interested in learning more about alternate assessments to traditional testing (projects, applications, portfolios, etc) and creating a cohort of AMATYC math faculty to share ideas throughout the years. Come with your ideas, your enthusiasm, and mostly your interest in collaborating with like-minded faculty.

Presenter:
Pat Riley – Hopkinsville CC, Hopkinsville, KY
Presider: Nathan Tintle – Univ of Illinois-Chicago, Chicago, IL

2:00 PM - 2:50 PM
Meeting Room 208

M08: Equity ANet Meeting

Presenter:
Benjamin Aschenbrenner – Flatiron School, Chicago, IL

2:00 PM - 2:50 PM
Meeting Room 209

M09: Mathematics Intensive ANet Meeting

Presenter:
Robert (Bob) Cappetta (2017 Teaching Excellence Award Recipient) – Florida SouthWestern State College, Fort Myers, FL

2:00 PM - 2:50 PM PD, PS, SM
Meeting Room 210

S076: The Good, the Bad, and the Ugly: Comparison of Two Corequisite Models

Two seasoned corequisite instructors from different community colleges will provide an overview of their approaches to math corequisite models, compare and contrast their models, present ideas for supplemental instruction, and look at the pros and cons of corequisites and their respective models.

Presenters:
Dayna Ford – Grayson College, Denison, TX
Michelle Burt – Weatherford College, Weatherford, TX

2:00 PM - 2:50 PM SM
Hilton Grand Central Ballroom A

S077: Designing and Implementing Inquiry-Based Course: Testing Optional

An overview of the design and implementation of inquiry-based teaching material for corequisite courses which emphasize discovery learning, analytical thinking, and individual creativity. The inquiry-based teaching material, which includes differentiated instruction, is designed to fit the needs of diverse students population.

Presenters:
Ahmed Rashed – Dallas College, Dallas, TX
Buddy Saucedo – Dallas College, Dallas, TX

2:00 PM - 2:50 PM EQ, IG
Hilton Grand Central Ballroom B

S078: Intercultural Competency: Power of Symbols for CARE Teaching

ICC is essential for workplace productivity and an improved classroom experience. The session is an immersive session focusing on pan-cultural and mathematical symbols with their origins. Participants will learn to listen for understanding and take back ideas for culturally aware and responsive teaching.

Presenter:

Payal Roy – Portland CC, Portland, OR

3:10 PM

3:10 PM - 4:00 PM MN, TC, TL
Meeting Room 201

S079: Equipping Nursing Students With Virtual Tools in Desmos

This workshop will train participants to use Desmos Activities for nursing math. This will be a hands-on, active, working session that will equip instructors to find, edit, and create their own activity. Participants will leave the session with resources to use in their classroom and abilities to create additional activities.

Presenters:

Beth Kelch – Delta College, University Center, MI
Daniel Ozimek – Pennsylvania College of Health Sciences, Lancaster, PA
Lindsay Good – Pennsylvania College of Health Sciences, Lancaster, PA

Presider: Barbara Johnson – Indiana Univ Purdue Univ, Indianapolis, Indianapolis, IN

3:10 PM - 4:00 PM EQ, PD, TL
Meeting Room 202

S080: More Effective LMS Course Shells: Improve Performance & Impact Equity

Whether you teach online or face-to-face, an effective LMS (learning management system) course shell can improve performance and persistence and positively impact equity. By providing well organized, structured, and predictable course shells, your students will find the work and resources they need when they need them.

Presenter:

Johanna Debrecht – Red Rocks CC, Lakewood, CO

Presider: Alexander Atwood – Suffolk County CC, Selden, NY

3:10 PM - 4:00 PM MI
Meeting Room 203

S081: Faculty Math League

Participate in the 19th Annual Faculty Math League contest, based on AMATYC's Student Math League competition. This 18-question multiple choice exam covering precalculus mathematics tests your problem-solving skills. Compete for individual prizes as well as the coveted Regional Championship trophy. Bring a graphing calculator!

Presenters:

Steven Blasberg – West Valley College, Saratoga, CA
Matthew Pragel (2012 Project ACCCESS Fellow) – Harrisburg Area CC, Harrisburg, PA

3:10 PM - 4:00 PM PS, SM, TC
Meeting Room 204

S082: Making Sense of Linear Equations Through Arithmetic Sequences

This presentation will describe an approach to learning linear equations based on arithmetic sequences. While these two concepts are closely related, students find arithmetic sequences to be more intuitive. Consequently, the approach lowers the barriers to entry into linear equations and deepens students' understanding of this essential content.

Presenter:

Ryota Matsuura – St. Olaf College, Northfield, MN

Presider: Mychael Smith – Doña Ana CC, Las Cruces, NM

3:10 PM - 4:00 PM IG, PD
Meeting Room 205

S083: World Climate Simulation Game

This session engages groups with transformative experiences. Participants will role-play as international delegates at a UN climate summit tasked with limiting global warming to under 2 degrees. The mathematical modelling tools were developed by Climate Interactive team in collaboration with MIT and are available for free to educators.

Presenters:

Manisha Ranade (2019 Project ACCCESS Fellow) – Santa Fe College, Gainesville, FL
Bukurie Gjoci – LaGuardia CC-CUNY, Long Island city, NY
Barbara Leitherer – CC of Baltimore County, Baltimore, MD
Presider: Nancy Sattler – Terra CC, Fremont, OH

3:10 PM - 4:00 PM PS, SM
Meeting Room 206

S084: Adapting to Our Changing Classrooms

As state guidelines change around the country on how developmental math courses will be offered or eliminated, instructors need to adapt. The presenters, from three different states, will host a roundtable discussion on best practices for dealing with our changing developmental math classrooms.

Presenters:

Jennifer Crawford – Normandale CC, Bloomington, MN
Jamie Blair – Orange Coast College, Costa Mesa, CA
Anne Fischer – Tulsa CC, Tulsa, OK
Presider: Karen Starin – Columbus State CC, Columbus, OH

3:10 PM - 4:00 PM IG, MN, SM
Meeting Room 207

S085: 10 Fun Ways to Engage Students Through Games and Active Learning

Participants will consider fun ways to engage students by involving them in games or activities where they get up and move around the room or interact in small groups: such as guessing games, group résumé, Fibonacci card passing, drawing fractals, photo scavenger hunts, sidewalk chalk, rock-paper-scissors game, etc.

Presenter:

Mark Colgan – Taylor Univ, Upland, IN
Presider: Deborah Moore-Russo – Univ of Oklahoma, Norman, OK

3:10 PM - 4:00 PM
Meeting Room 208

M10: Statistics and Data Science ANet Meeting

Presenters:

Rebecca Wong – West Valley College, Saratoga, CA
Rachel Saidi – Montgomery College, Rockville, MD

3:10 PM - 4:00 PM MI, MN
Meeting Room 210

S086: Teaching Vector Applications in the Social Sciences

As election season approaches, political candidates will present various directions they believe should be taken. Opinion polls will show how much the public supports candidates and stances. Politics is an excellent example of how vectors and trigonometry can model the social sciences and not just the physical sciences.

Presenters:

Dewey Dellinger – Gaston College, Dallas, NC
Bill Burgin – Gaston College (retired), Dallas, North Carolina
Presider: Heather Kahler – Univ of Wisconsin-Superior, Superior, WI

3:10 PM - 4:00 PM SM
Hilton Grand Central Ballroom A

S087: From Gradebook to Scorecard: Motivating Students in New Ways

When it comes to homework, do students focus on the learning of concepts or do they merely submit assignments in hope that the assessments are not as difficult? In this session, learn how students keeping track of their own progress can serve as motivation to master concepts before exams.

Presenter:

Dan Van der Vieren (2023 Project ACCCESS Fellow) – Aims CC, Greeley, CO

3:10 PM - 4:00 PM RG
Hilton Grand Central Ballroom B

S088: Meaningful Math for Students' Success

With a grant support from the NSF's Improving Undergraduate STEM Education: Hispanic-Serving Institutions, the project aims to enhance students' college preparedness by developing a contextualized College Algebra/College Readiness Skills (CACRS) hybrid course designed by a professional learning community, comprised of secondary and postsecondary math faculty.

Presenter:

Ganga Acharya – Central New Mexico CC, Albuquerque, NM

6:00 PM

6:00 PM - 8:00 PM
Hilton Grarnd Central Ballroom A/B

AMATYC Ignite!

The AMATYC Ignite session is always an excellent time! You'll hear rapid-fire 5-minute talks where the slides advance automatically and the presenters have to keep up. You'll be informed and entertained!

7:45 AM

7:45 AM - 8:15 AM
North Ballroom

Keynote Breakfast and Awards Session

The breakfast buffet opens at 7:45. Get your breakfast and find a table. Network with your colleagues and get ready for an amazing keynote presentation! (Please return here closer to the conference to confirm the times.)

8:30 AM

8:30 AM - 10:00 AM EQ, IG, MI
North Ballroom

KEYNOTE: Walking Two Worlds, Making Them One

As a Native American NASA engineer, Aaron Yazzie has been walking in two worlds: one that is traditionally grounded in his Navajo culture, and one that pushes the boundaries of modern space research. These worlds have never felt so far apart, but what if these two worlds were to become one?

Presenter:

Aaron Yazzie – NASA Jet Propulsion Laboratory, Houston, TX

10:00 AM

10:00 AM - 10:45 AM
South Ballroom

Dedicated Exhibits Time

Join us in the Exhibit Hall (South Ballroom) for dedicated exhibits time. Our vendors would love to connect with you!

10:45 AM

10:45 AM - 11:35 AM MI, TL
Meeting Room 201

S089: Using Digital Online Graphing Calculators to Enhance Learning in STEM

Using online graphing calculator as a digital platform helps faculty design curriculum and activities that are based on student-centered approach of learning. Participants will be engaged during the presentation time in activities for exploring and walking through students ‘experience of learning. Participants need to bring their electronic devices.

Presenter:

Lucie Mingla – LaGuardia CC, CUNY, New York, NY

Presider: Kristin Cartwright – Salt Lake CC, Salt Lake City, UT

10:45 AM - 11:35 AM EQ, SM
Meeting Room 202

S090: Level the Playing Field With an Equitable and Inclusive Classroom

Step up to the plate and go to bat for students with research-based practices that you can implement immediately! Draft equitable class policies and promote grading practices that support diverse learners. Play along with activities that get students thinking and working together right off the bat. Let's play ball!

Presenters:

Tiané Ellis – Jefferson CTC, Louisville, KY
Jennifer Ackerman – Jefferson CTC, Louisville, KY

Presider: April Crenshaw – Chattanooga State CC, Chattanooga, TN

Rooms at the CHI Health Center
201-213, 216
North Ballroom
South Ballroom

Rooms at the Omaha Hilton
Grand Ballroom A
Grand Ballroom B
St. Nicholas A
St. Nicholas B

10:45 AM - 11:35 AM MI
Meeting Room 203

S091: Be a Hit at Parties With the Amazing Pell's Equation

You know your PIN is the smallest four-digit number that can be represented as the difference of consecutive cubes, but you just can't place it. Now, thanks to Pell's equation, problem solved! See how they approximate square roots and come for a grand slam of non-linear Diophantine equations!

Presenters:

George Soliman – Raritan Valley CC, Branchburg, NJ

Seth McElvaney – Wake Technical CC, Raleigh, NC

Presider: Sean Saunders – Sheridan College, Brampton, ON Canada

10:45 AM - 11:35 AM EQ, PD, SM
Meeting Room 204

S092: Did Someone Say Active Learning? Well, Let's Get Moving!

Embodied cognition is a philosophy that hypothesizes that learning is body-based. In this presentation participants will engage in activities where they can learn mathematics by moving in new ways. Specifically, participants will discover the definition of a circle and properties of Euclidean transformations. Wear comfy clothes and bring your fun-meter.

Presenter:

Hortensia Soto – Colorado State Univ, Fort Collins, CO

Presider: Pat Riley – Hopkinsville CC, Hopkinsville, KY

10:45 AM - 11:35 AM TL
Meeting Room 205

S093: MyOpenMath: A Free Online Math Course Management and Assessment System

MyOpenMath is a free online course management system that can contain homework, assessments, textbook links, worksheets, and more. This presentation will introduce you to the platform and how you can set up your course. A brief introduction to finding and coding questions will also be offered.

Presenter:

Eric Hutchinson – College of Southern Nevada, Las Vegas, NV

Presider: Nicole Lang – North Hennepin CC, Brooklyn Park, MN

10:45 AM - 11:35 AM IG, PD
Meeting Room 206

S094: Informal Sit-Down With Published Authors

Have you always wanted to publish your work? Do you have an idea for a manuscript? Maybe an outline? Maybe a half-written paper? Regardless of where you are in the creative process, come sit down with published authors and learn about how to get your ideas in print.

Presenters:

George Alexander – Madison Area Technical College, Madison, WI

Johanna Debrecht – Red Rocks CC, Lakewood, CO

Keith Nabb – Piedmont Virginia CC, Charlottesville, VA

10:45 AM - 11:35 AM EQ, MI, RG
Meeting Room 207

S095: Thinking Out Loud: The Role of Discourse in Mathematics Learning

How do good and ambitious teaching practices embolden students to "think out loud?" Commognition, the theory asserting communication is thinking, has progressed in discourse research and practice. How do commognitive/communicational approaches, tempered with pragmatism, render mathematical learning observable and measurable? This presentation aims to further operationalize commognition in mathematics.

Presenter:

Madeleine Chowdhury – Mesa CC, Mesa, AZ

Presider: Jonathan Weisbrod – Rowan College at Burlington County, Mount Laurel, NJ

10:45 AM - 11:35 AM
Meeting Room 208

M11: Mathematics Pathways ANet Meeting

Presenter:

Helen Burn – Highline College, Des Moines, WA

10:45 AM - 11:35 AM EQ, SM
Meeting Room 210

S096: Identifying At-Risk Students and Helping Them Succeed

At-risk students are learners that demonstrate one or more risk factors and are less likely to complete college. In this presentation, participants will see the most common risk factors, share techniques for identifying them, and discuss strategies for overcoming these risk factors.

Presenter:

Matthew Watts (2009 Project ACCCESS Fellow) – Red Rocks CC, Lakewood, CO

Presider: Megan Selbach-Allen – Stanford Univ, Stanford, CA

10:45 AM - 12:45 PM ST
Meeting Room 211

W03: Teaching the Investigation Process to Improve Statistical Reasoning

Statistics education is increasingly using simulation-based methods and multivariable statistical thinking to illustrate core concepts of statistics within the context of the overall research process in an accessible and impactful way. Participants will actively engage student-facing activities as both students and instructors and gain two activities ready for classroom implementation.

Presenters:

Allan Rossman – Cal Poly-San Luis Obispo, San Luis Obispo, CA

Todd Swanson – Hope College (emeritus), Holland, MI

Presider: Li Westman – Metro CC, Omaha, NE

10:45 AM - 11:35 AM MI, PS, SM
Meeting Room 212

S097: Refocusing Precalculus on Calculus Preparation

Many mathematical organizations, faculty, and students have recognized that traditional approaches to teaching calculus and its preparation are not effective. What should calculus preparation look like? What should be its focus? How do educators support such a student-experience? Contemplating a new direction is a significant step for educators.

Presenter:

Lee Wayand – Columbus State CC, Columbus, OH

Rev: Aug. 2023

11:55 AM

11:55AM - 1:55 PM EQ, MI, SM
Meeting Room 201

W04: Hit It Home: Orienting Two-Year STEM Students to University Mathematics

The NSF ASPIRE project helps prepare community college students for the transition to university-level mathematics through inquiry and guided reinvention. Participants will engage in hands-on tasks from the authentic OER ASPIRE in math curriculum and leave with an outline to deliver this course at their community college.

Presenters:

Mark Yannotta – Clackamas CC, Oregon City, OR
Chris Imm – Johnson County CC, Overland Park, KS

11:55AM - 12:45 PM MI, TL
Meeting Room 202

S098: Creating Custom Online OER Math Textbooks on the LibreTexts Platform

Learn to customize OER textbooks for math courses on the LibreTexts platform! See examples from Calculus and Differential Equations. LibreTexts includes a WYSIWYG content editor to easily edit textbook content, using LaTeX for math. You can add your own examples, exercises and figures, and even embed interactive figures using GeoGebra.

Presenter:

Paul Seeburger – Monroe CC, Rochester, NY

Presider: Jing Xie – Northeastern Illinois Univ, Chicago, IL

11:55AM - 12:45 PM PD, RG
Meeting Room 203

S099: Active Learning in Action

Faculty from six diverse colleges will share current work in their unique 3-year projects focused on implementing the pillars of PROWESS through active learning in their classrooms. Information regarding the activities of each project as well as professional development, department engagement, student feedback, and future plans will be shared.

Presenter:

Karen Gaines – St. Louis CC (emeritus), Kirkwook, MO

Presider: Sarah Miller – CC of Baltimore County, Owings Mills, MD

11:55AM - 12:45 PM RG, SM
Meeting Room 204

S100: Self-Efficacy, Regulation & Anxiety: Research and Classroom Solutions

Learning problems and high anxiety levels can impact student success. This session discusses the interplay between anxiety, self-efficacy, self-regulation, ownership, and study skills. Classroom and corequisite solutions designed to increase student success through mastery, social, physiological, vicarious experiences will be introduced, concluding with self-regulation, study skills and anxiety reduction strategies.

Presenters:

Linda Zientek – Sam Houston State Univ, Huntsville, TX
Paul Nolting – State College of Florida (Emeritus), Bradenton, FL
Paula Wilhite (2013 Teaching Excellence Award Recipient) – Northeast Texas CC, Mount Pleasant, TX

Presider: Vicki Todd – Southwestern CC, Sylva, NC

11:55AM - 12:45 PM MI, RG
Meeting Room 205

S101: Trigonometry for Calculus Without Right Triangles

Single-variable calculus is about how two quantities vary together. However, static right triangles are imposed on circular motion in precalculus courses. In this session, trigonometry activities developed from research will be explored. Extensions for exploring calculus concepts of rate of change and accumulation over time will be discussed and shared.

Presenter:

Ann Sitomer – Oregon State Univ, Corvallis, OR
Presider: Ahmed Rashed – Dallas College, Dallas, TX

11:55AM - 12:45 PM IG, MN
Meeting Room 206

S102: Breathing Life (Science) Into Mathematics

"When am I ever going to use this?" In the wake of this question, mathematics faculty around the nation are exploring the extent to which (life science) applications are being incorporated into mathematics courses at two-year colleges. This session will illuminate the research process being employed to survey faculty nationwide.

Presenter:

Jillian Miller – Roane State CC, Harriman, TN

11:55AM - 12:45 PM RG
Meeting Room 207

S103: AMATYC Grant Series: NSF Funding Opportunities 2YC Math Faculty

Learn about NSF programs and funding opportunities in the Division of Undergraduate Education for mathematics faculty at 2YCs. Featured NSF Programs: Improving Undergraduate STEM Education, Scholarships in STEM, Advanced Technological Education, and Robert Noyce Teacher Scholarship Program. You are welcome to join the conversation.

Presenter:

James Álvarez – National Science Foundation, Alexandria, VA
Presider: Megan Breit-Goodwin – Anoka-Ramsey CC, Coon Rapids, MN

11:55AM - 12:45 PM
Meeting Room 208

M12: Teacher Preparation ANet Meeting

Presenter:

Mark Kuhlman – Casper College, Casper, WY

11:55AM - 12:45 PM SM
Meeting Room 210

S104: Hit a Home Run by Building Thinking Community College Classrooms

Students actively engaged in thinking can practice skills, develop conceptual understanding, and perfect problem-solving strategies. Participants will experience active learning based upon “Building Thinking Classrooms” research. Consider strategies for joyfully engaging community college students in joyful mathematics. The one doing is the one learning!

Presenter:

Scott Adamson (2007 Teaching Excellence Award Recipient) – Chandler-Gilbert CC, Chandler, AZ
Presider: Curtis Mitchell – Kirkwood CC, Cedar Rapids, IA

11:55AM - 12:45 PM PS, RG, SM
Meeting Room 212

S105: Being College Ready in Math: It’s About Addressing the Learning Gaps

Being ready for college mathematics is more than being successful in preparatory courses. It’s about addressing learning gaps in areas like fractions, functions, and equations and using personalized learning. This presentation shares lessons from a five-year study involving 7 colleges, 67 high schools, and 2,750 students.

Presenters:

Corey Hatt – Central CC, Grand Island, NE
Paula Jakopovic – Univ of Nebraska-Omaha, Omaha, NE
Mike Flesch – Metropolitan CC, Omaha, NE
Kelly Gomez Johnson – Univ of Nebraska-Omaha, Omaha, NE
Presider: Lorisha Riley – Santa Fe College, Gainesville, FL

1:05 PM

1:05 PM - 1:55 PM TL
Meeting Room 202

S106: Teaching in Two Modalities Simultaneously

In an effort to provide more structure to online students, courses were taught where the students have to attend live lectures at a specific time. Simultaneously, face-to-face students were present as well. This session will discuss the techniques and the rewards and challenges of teaching in this fashion.

Presenter:

Todd Hendricks – Perimeter College of Georgia State Univ, Covington, GA

Presider: Victor Piercey – Ferris State Univ, Big Rapids, MI

1:05 PM - 1:55 PM EQ, SM, TL
Meeting Room 203

S107: Broadening Access to Meaningful Mathematics With Digital Tools

Digital tools can support access to rich and meaningful mathematics by all students. This session will examine recommendations from several organizations and examples in which technology can be used to support equitable instruction and create equitable participation classrooms.

Presenter:

Enrique Galindo – Indiana Univ, Bloomington, IN

Presider: Karen Gaines – St. Louis CC (emeritus), Kirkwood, MO

1:05 PM - 1:55 PM PS, SM
Meeting Room 204

S108: What About the Students Who Fail Corequisites?

How do institutions optimize the likelihood that corequisite students are successful, and support those who are not? This session will explore two recently published toolkits which promote streamlined communication between students, faculty, advising and other support services staff, and strategies for supporting students who risk failing or have failed.

Presenters:

Melinda Mejia – Houston CC, Houston, TX
Joan Zoellner – The Charles A. Dana Center, Austin, TX

Presider: Marcia Vergo – Metropolitan CC, Omaha, NE

1:05 PM - 1:55 PM SM
Meeting Room 205

S109: Helping Students Re-Acclimate to In-Person Mathematics Learning

As in-person mathematics learning has returned, novel student behaviors and struggles have emerged. After identifying these behaviors and struggles and sharing accompanying data, practices to support students in modifying these behaviors and in overcoming their struggles will be shared with the ultimate goals being improved mathematics learning and success.

Presenters:

Mike Long – Polk State College, Lakeland, FL
Judy Werner – Slippery Rock Univ., Slippery Rock, PA

Presider: Frank Monterisi – Trident Technical College, North Charleston, SC

1:05 PM - 1:55 PM MI
Meeting Room 206

S110: Mathematics Intensive Sharing Session

Participants will discuss the challenges to teaching and learning in the advanced courses taught in the first two years. Past discussions included emerging technology, academic integrity, relevant applications, and ways to increase enrollment and engagement. If you teach differential equations, linear algebra, calculus, or precalculus, this session is for you.

Presenters:

Robert Cappetta (2017 Teaching Excellence Award Recipient) – Florida SouthWestern State College, Fort Myers, FL
Michael Caparula – Kankakee CC, Kankakee, IL
Eric Hutchinson – College of Southern Nevada, Henderson, NV
Presider: Jillian Miller – Roane State CC, Harriman, TN

1:05 PM - 1:55 PM SM
Meeting Room 207

S111: The Power of a Growth Mindset in the Mathematics Classroom

Participants in this hand-on session will experience a powerful demonstration that shows how quickly mindsets shift and how learning is affected as a result. Participants will have an opportunity to share experiences with other attendees and will walk away with ideas of how to incorporate a growth mindset for students.

Presenters:

Megan Kirkwood – Front Range CC, Fort Collins, CO
Carla Alejos – Front Range CC, Fort Collins, CO
Patrick Shabram – Front Range CC, Fort Collins, CO

1:05 PM - 1:55 PM
Meeting Room 208

M13: Division/Department Leadership ANet Meeting

Presenter:

Chris Ward – Southern West Virginia CTC, Mount Gay, WV

1:05 PM - 1:55 PM IG, TC
Meeting Room 210

S112: Conceptual Metaphor in Mathematics Education

From numbers to functions, to calculus, mathematicians think of the abstract concepts of mathematics metaphorically, using both specific metaphors and underlying conceptual metaphors. This session investigates the integral part conceptual metaphors play in our understanding and teaching of mathematics.

Presenter:

Barbara Johnson – Indiana University Purdue Univ, Indianapolis, Indianapolis, IN

1:05 PM - 1:55 PM SM, TL
Meeting Room 212

S113: Taking Them to the Ball Game: Tools for Success in Online Courses

Come learn about the tools the presenter uses to promote online student success from the start of a course. These include “Meet My Professor,” “Get It Quick!” videos, and assignments that foster connections. Time will be given for sharing. Leave with new tools to help your students win the game!

Presenter:

Lori Holdren – American College of Healthcare Sciences, Portland. OR

2:15 PM

2:15 PM - 3:05 PM PD, TL
Meeting Room 201

S114: RSI is Just Good Online Teaching Strategies

RSI (Regular and Substantive Interaction) has struck fear in the minds and pockets of faculty and administration in colleges and universities nationwide. In this session, participants will alleviate their fears by learning what RSI is and how they can improve their online classes through various types of engagement.

Presenter:

Keisha Lanier Brown – Perimeter College at Georgia State Univ, Dunwoody, GA

2:15 PM - 3:05 PM MI, SM
Meeting Room 203

S116: Hands-on STEM Activities for Algebra, Trigonometry, and Calculus

This session discusses how a college developed a multidisciplinary math curriculum under an NSF grant, integrating ideas from engineering and physics. Come and see the activities created using robots to engage students in real-life learning experiences. You will be given materials which can be used right away in your classrooms.

Presenters:

Kerri Bentjen – Sinclair College, Dayton, OH
Robert Chaney – Sinclair College, Dayton, OH
Kinga Oliver – Sinclair College, Dayton, OH
Presider: Keith Nabb – Piedmont Virginia CC, Charlottesville, VA

2:15 PM - 3:05 PM TL
Meeting Room 204

S117: Innovative Teaching and Learning Sharing Session

Join a discussion about new ideas in teaching and the challenges/rewards of incorporating innovative teaching practices in your classroom. Hear what has helped others to implement new ideas or technology. Support each other's ideas for effective teaching and learning, distance learning, and technology in math education.

Presenter:

Jennifer Ackerman – Jefferson CTC, Louisville, KY

2:15 PM - 3:05 PM PD, PS, RG
Meeting Room 205

S118: 50-State Scan of Mathematics Policy and Practice in Higher Education

Learn the extent to which states have developed policies or guidance around strategies to increase college math attainment, such as math pathways, corequisites, and math placement. This session shares data collected from the 2022 50-state scan conducted by AMATYC members and the Charles A. Dana Center.

Presenters:

Joan Zoellner – The Charles A. Dana Center, Austin, TX
Kathryn Kozak – Coconino CC, Flagstaff, AZ
Trisha White (2019 Teaching Excellence Award Recipient) – Ozarks Technical CC, Springfield, MO
Helen Burn – Highline College, Des Moines, WA
Presider: Tricia Van Brunt – Wake Tech CC, Raleigh, NC

2:15 PM - 3:05 PM ST
Meeting Room 206

S119: Activities That Integrate the Investigative Cycle in Statistics

The purpose of this session is to illustrate two activities that incorporate the investigative cycle into statistics courses: one semester-long activity and a set of smaller, repeated activities. The activities engage students and help them develop higher-order and statistical thinking skills. Student examples and activity prompts will be shared.

Presenter:

Mark Earley – Columbus State CC, Columbus, OH
Presider: Julie Neisler – Digital Promise, Akexandria, VA

2:15 PM - 3:05 PM EQ, PD, SM
Meeting Room 207

S120: Active Learning Lessons and Lesson Study Change Teaching and Learning

Professional Learning Communities met monthly to create active learning lessons and subsequently engage in lesson study surrounding those lessons. Lessons built for the courses in the Pathway to Calculus sequence (Intermediate and College Algebra, Precalculus and Calculus) are shared and participants are invited to engage in lesson study.

Presenters:
Emily Whittington (2021 Project ACCCESS Fellow) – Pima CC, Tucson, AZ
Darla Aguilar – Pima CC, Tucson, AZ
Presider: Carrie Ritter – Randolph CC, Asheboro, NC

2:15 PM - 3:05 PM
Meeting Room 208

M14: International Mathematics ANet Meeting

Presenter:
Barbara Leitherer – CC of Baltimore County, Baltimore, MD

2:15 PM - 3:05 PM SM
Meeting Room 210

S121: Invigorating (or Exhausting) Class Meetings

Last fall Peter Liljedahl shared how to "Build a Thinking Classroom". This session will be conducted in a "thinking" classroom with non-curricular problems at a vertical non-permanent surface in visibly selected random groups. Experience the learning and discuss how to implement these ideas in any level class.

Presenter:
Barbie Hoag – Oakland CC, Auburn Hills, MI
Presider: Elizabeth Nehring – Salt Lake CC, Salt Lake City, UT

2:15 PM - 4:15 PM EQ, IG
Meeting Room 211

W05: Enhance Connection With Colleagues & Students: A Racial Healing Circle

A racial healing circle is an experience in understanding our common humanity and learning through self-reflection. The presenters will discuss connection through stories as a powerful tool for promoting racial healing and equity. An inclusive, expansive, and ongoing process designed to bring the community together as one.

Presenters:
Anne Vance (2007 Project ACCCESS Fellow) – Austin CC, Austin, TX
Loretta Edelen – Austin CC, Austin, TX
Saphiro Guzman – Austin CC, Austin, TX
Gabriel Porrata Vallejo (2018 Project ACCCESS Fellow) – National Louis Univ, Chicago, IL

2:15 PM - 3:05 PM SM
Meeting Room 212

S122: Back to Our Roots: Learning Through Play

Young children learn by playing. Is it possible that older people can, too? This session will highlight active learning strategies that can be used in even high-level math classes, including gamification, small group activities and competitions, puzzles, and others.

Presenter:
Caroline Sampson (2014 Project ACCCESS Fellow)) – Florida State College at Jacksonville, Jacksonviklle, FL
Presider: Daniel Ozimek – Pennsylvania College of Health Sciences, Lancaster, PA

3:25 PM

3:25 PM - 4:15 PM TC
Meeting Room 201

S123: Share Your Classroom Ideas for Teacher Preparation Courses

Are you new to teaching mathematics courses for prospective teachers? Looking for fresh ideas to include in your existing curriculum? Join members of AMATYC's Teacher Preparation ANet to share successful resources for these courses. Bring your own ideas and walk away with access to practical lessons and activities.

Presenter:

Mark Kuhlman – Casper College, Casper, WY

Presider: Rachel Marcial – Salt Lake CC, Salt Lake City, UT

3:25 PM - 4:15 PM TL
Meeting Room 202

S124: Yes, Python Programming is Really That Easy

There is no question students can benefit from the integration of programming into their math courses. In this session, participants will learn the basics of Python programming, including websites and tablet apps that will run such programs. Participants are encouraged to bring a laptop or tablet with Internet access.

Presenter:

Lisa Kauffman – College of Southern Nevada, Henderson, NV

Presider: Luke Walsh – Catawba Valley CC, Hickory, NC

3:25 PM - 4:15 PM MI
Meeting Room 203

S125: Derivatives Before Limits in Calculus

An approach to differential calculus that postpones discussion of the subtler points of limits, continuity and differentiability until after students have learned how to differentiate the standard (continuous, smooth) functions – as well as the product, quotient and chain rules – using geometric and algebraic methods.

Presenter:

Jeff Eldridge – Edmonds College, Lynnwood, WA

Presider: Robert Cappetta – Florida SouthWestern State College, Fort Myers, FL

3:25 PM - 4:15 PM MN, PS, SM
Meeting Room 204

S126: Evaluation of a Corequisite Support Course for General Education Math

This session outlines the structure of a mid-sized, suburban community college's corequisite model for general education courses and their developmental support courses: Introduction to Statistics with Support and Math for Liberal Arts with Support. Background literature, faculty support strategies, course structure, and assessment data will be discussed.

Presenter:

Jonathan Weisbrod – Rowan College at Burlington County, Mount Laurel, NJ

Presider: Dayna Ford – Grayson College, Denison, TX

3:25 PM - 4:15 PM PS, TC
Meeting Room 205

S127: Creating a Pipeline from Community College to Teacher Certification

Recruiting and retaining high quality, secondary mathematics teachers is an ongoing challenge at the national level. This presentation shares the structure and implications of an ongoing collaboration between a two- and a four-year institution to provide structured, mathematics learning assistantships that can strengthen the STEM teacher pipeline.

Presenters:

Kelly Gomez Johnson – Univ of Nebraska at Omaha, Omaha, NE
Emily Van Hook – Metropolitan CC, Omaha, NE
Paula Jakopovic – Univ of Nebraska at Omaha, Omaha, NE
Li Hicks – Metropolitan CC, Omaha, NE

Presider: Luke Walsh – Catawba Valley CC, Hickory, NC

3:25 PM - 4:15 PM EQ, ST, TL
Meeting Room 206

S128: Statistics Course Design Shouldn't Regress to the Mean

This interactive presentation brings together statistics educators and education researchers to lead a discussion of challenges and strategies for centering equity in the design of introductory statistics courses. Attendees' experiences teaching diverse students will ground a discussion of research on blended learning models and strategies for measuring progress toward equity.

Presenters:
Kathryn Kozak – Coconino CC, Flagstaff, AZ
Barbara Means – Digital Promise, Redwood City, CA
Ambika Silva – College of the Canyons, Santa Clarita, CA
Julie Neisler – Digital Promise, Alexandria, VA
Presider: Mark Earley – Columbus State CC, Columbus, OH

3:25 PM - 4:15 PM SM, TC
Meeting Room 207

S129: Examining What and How to Teach

Far too often, not every student experiences success in mathematics. Their experiences change how students see themselves, their abilities, and their opportunities. The time is now to examine content to ensure it is relevant for today's society as well as looking at how to teach the content.

Presenter:
Kevin Dykema – National Council of Teachers of Mathematics, Reston, VA
Presider: Christine Mirbaha – CC of Baltimore County, Baltimore, MD

3:25 PM - 4:15 PM
Meeting Room 208

M15: Standards Committee Meeting

Presenter:
Julie Phelps – Valencia College, Orlando, FL

3:25 PM - 4:15 PM SM
Meeting Room 210

S130: Try Flipping...Without Flipping Out

Learning science supports the effectiveness of flipped teaching. The presenter will share basics of flipping and what was learned through an NSF grant. The presentation will focus on easy steps to take to try flipping. The presenter has been flipping developmental and college-level courses for several years...without flipping out!

Presenter:
Kim Granger – St. Louis CC, Wildwood, MO
Presider: Chris Oehrlein – Oklahoma City CC, Oklahoma City, OK

3:25 PM - 4:15 PM IG
Meeting Room 212

S131: The Mathematics of the Mighty Missouri

The Missouri river runs for 2341 miles, directly through Omaha, and is the longest river in the United States. Come to this session to learn some interesting stories, facts, and statistics about this amazing natural wonder. Many "Mighty Missouri" math application problems will be shared.

Presenter:
Sarah Miller (2012 Project ACCCESS Fellow) – CC of Baltimore County, Owings Mills, MD
Presider: Jason Vargas – Colorado Mountain College, Glenwood Springs, CO

8:15 AM

8:15 AM - 9:05 AM PD, PS, SM
Meeting Room 205

S132: Leading "Affective" Organizational Change

A recent study on the challenges and barriers of implementing math corequisites found that the biggest challenge is navigating the emotional and developmental processes that faculty and staff who design and enact change go through. This session will explore an approach focused on leading with the head and the heart.

Presenters:
Sean Pepin – Kheper House Consulting, Dallas, TX
Joan Zoellner – The Charles A. Dana Center, Austin, TX
Presider: George Alexander – Madison Area Technical College, Madison, WI

8:15 AM - 9:05 AM MI, SM, TL
Meeting Room 206

S133: "Flipping" Asynchronous Online Calculus and Statistics Courses

Flipping is a term traditionally reserved for face-to-face or hybrid teaching modalities. The presenter will share a model for flipping asynchronous online courses. Examples from Calculus for Business and Life Sciences and Elementary Statistics courses will be shown - Vector Calculus, Differential Equations, or Modeling with Functions if time permits.

Presenter:
Chris Oehrlein – Oklahoma City CC, Oklahoma City, OK
Presider: Laura Iossi – Broward College, Fort Lauderdale, FL

9:25 AM

9:25 AM - 10:15 AM IG, MN
Meeting Room 205

S136: Incorporating Issues of Sustainability Into Math Courses

Interested in connecting math to authentic real-world issues? This session discusses a variety of ways to include topics of sustainability in math teaching: sustainability units that can be included in standard math courses; a course focused on math modeling and sustainability; and implementing community-based sustainability projects.

Presenter:
Victor Donnay – Bryn Mawr College, Bryn Mawr, PA
Presider: Corey Hatt – Central CC, Grand Island, NE

9:25 AM - 10:15 AM EQ
Meeting Room 206

S137: Your First Pitch: Making the Course Syllabus More Inclusive

How can a math course syllabus communicate to students that they are welcomed and valued? This session shares different approaches to inclusive syllabi, course policies, and working within institutional or departmental constraints. Bring one of your syllabi and be prepared for a constructive discussion!

Presenter:
Curtis Mitchell – Kirkwood CC, Cedar Rapids, IA
Presider: Carol Howald – Howard CC, Columbia, MD

9:25 AM - 10:15 AM RG, SM
Meeting Room 207

S138: Thinking With Algebra: Hitting the Curves

Learn about a three-year NSF-funded project to develop curricular materials that prepare students conceptually and procedurally for college algebra. The presenters will give an overview of algebraic structure, an overarching theme of the project. The curriculum and results, including summaries of student and instructor interviews, will be shared.

Presenters:

Natalie McGathey (2013 Project ACCCESS Fellow) – Prairie State College, Chicago Heights, IL
David Feikes – Purdue Univ-Northwest, Westville, IN

Presider: Scott Adamson – Chandler-Gilbert CC, Chandler, AZ

9:25 AM - 10:15 AM SM, ST
Meeting Room 208/209

S139: Metacognitive Prompts: Increasing Student Learning in Statistics

Students are equipped to learn well when they understand how to learn, and engaging students in metacognition is the way to achieve that. See how metacognitive prompts have been used to increase student learning in two statistics-based courses and develop your own metacognitive prompts for use in any mathematics classroom.

Presenters:

Tatiana Ballion – Wayne State College, Wayne, NE
Sidra Van De Car – Valencia College, Orlando, FL

Presider: Denise Hum – Skyline College, San Bruno, CA

10:30 AM

10:30 AM - 11:15 AM
Meeting Room 208/209

S140: Closing Session

Help us celebrat a great conference by reflecting on the past four days. Learn about ways to get involved in AMATYC. See the gavel passed from President Laura Watkins to President-Elect George Hurlburt. See you next year in Atlanta for our 50th Anniversary Conference!

Presenter:

Laura Watkins (2004 Project ACCCESS Fellow, 2015 Teaching Excellence Award Recipient) – Glendale CC, Glendale, AZ

P01: Covering All the Bases: Consider When to Create a Data Science Pathway

The presentation focus on curricular reforms through the development of data science content. It involves designing new courses and integrating data science concepts into existing mathematics courses. Efforts aim to contribute to students' data literacy by enhancing their conceptual understanding, integrating the use of real-life data, and fostering active learning.

Presenters:

Annie Han – City Univ of New York, New York, NY
Glenn Miller – City Univ of New York, New York, NY

P02: Your Guide to Monthly Math Holiday Feasting

Decisions in life are often based on numerical information and students need to be able to numerate in order to make the best choices. Mixing math with food can whet their appetite for more numeracy-rich lessons (e.g., students celebrating “National Donut Day” by icing their doughnuts with torus loops).

Presenters:

Debra Kean – DeVry Univ, Atlanta, GA
Vincent Harvey II – Georgia Institute of Technology, Atlanta, GA

P03: Commit to Teaching Math With Inquiry: A Community of Practice Network

The Nebraska Math Readiness Project (NMRP) consists of regional groups of college mathematics educators interested in teaching and learning centered on student inquiry. The NMRP offers evidence-based support, professional development, mentoring, and collaboration, to transform teaching. This poster presentation communicates findings about the value the Network provides for faculty, including those at community colleges.

Presenters:

Paula Jakopovic – Univ of Nebraska-Omaha, Omaha, NE
Kelly Gomez Johnson – Univ of Nebraska-Omaha, Omaha, NE

P04: Are Placement Methods and Support for College Algebra Working?

Now that the State of Colorado has shifted away from developmental math and into corequisites, the presenters set out to discover if it's working. The data collected sheds some light on how the corequisite system is working, and provides some surprising discoveries along the way.

Presenter:

Libby Watts (2009 Project ACCCESS Fellow) – CC of Denver, Denver, CO

P05: Expand Student Learning via Programming

Do you have a love of programming language? Learn how to bring math applications and expand your students thought processes via Octave. The focus of the session will be use of the program in College Algebra. Methods for incorporating the program into your course will also be discussed.

Presenter:

Oscar Villalobos – Lone Star College-Kingwood, Kingwood, TX

P06: Active Learning in a HyFlex Class

This project will focus on discovering the best practices in conducting active learning in a HyFlex class based on Peter Liljedahl's vision of "Building a Thinking Classroom" in mathematics, investigates the challenges of applying active learning in HyFlex, and offers possible remedies.

Presenter:

Asma Zangana (2022 Project ACCCESS Fellow) – Saint Louis CC, Saint Louis, MO

P07: AMATYC Webinars - PD at Home!

This poster will highlight and provide information on AMATYC Webinars Professional Development offerings. A flyer with a QR code (or alternate) linked to the AMATYC Webinar website will be shared and willing to answer any questions.

Presenter:

Mari Menard – Lone Star College-Kingwood, Kingwood, TX

P08: Balancing the Books: Expanding Dual Credit with OER

Dual credit students do not have access to the benefits of financial aid, yet they are often responsible for purchasing the same materials. This project sets out to level the playing field by offering college algebra using only OER, while still providing academic rigor and support.

Presenter:

Tanya Easley (2022 Project ACCCESS Fellow) – Lone Star College, Kingwood, Kingwood, TX

P09: Curriculum Overhaul

As objectives change, an overhaul of curriculum needs to be completed. However, for developmental math, the overall goal remains the same - prepare students for College Algebra. This study looks at how a curriculum overhaul affects students attitudes and readiness for College Algebra.

Presenter:

Kathleen Thayer (2022 Project ACCCESS Fellow) – Treasure Valley CC, Ontario, OR

P10: Do Qualified Students Benefit from Corequisite Support?

This poster will present the results of two statistics classes, both of which contains students that qualified via pre-requisite; one section will receive asynchronous corequisite support and another will not receive any corequisite support (control).

Presenter:

Nicholas Baran (2022 Project ACCCESS Fellow) – Henry Ford College, Dearborn, MI

P11: eLearning Approach

In this age of eLearning, students seek classes with teaching methods that align with their learning style. Recording lectures gives students the flexibility to learn contents outside the classroom and come better prepared. The objective of this project was to use class time effectively on activity based real world applications.

Presenter:

Radhika Ramjee (2019 Project ACCCESS Fellow) – Bucks County CC, Newtown, PA

P12: Enhancing Conceptual Understanding Using Multiple Solution Strategies

This study aims to investigate the effectiveness of multiple solution strategies on students' understanding of whole number multiplication and division in developmental mathematics courses. It also examines the impact on conceptual understanding among diverse student groups, including underrepresented groups, first-generation students, and ESL students.

Presenter:

Eunmi Joung (2022 Project ACCCESS Fellow) – Utah Valley Univ, Orem, UT

P13: Enhancing Study Skills in Intermediate Algebra and Beyond

In this poster session, the presenter will illustrate four different study techniques that were demonstrated/implemented in an Intermediate Algebra class. The purpose was to introduce students to different ways of preparing for assessments that can help them learn/retain information and perform better with outcomes shared.

Presenter:

Christopher Leirstein (2022 Project ACCCESS Fellow) – Schoolcraft College, Livonia, MI

P14: How M.A.T.H. (Mindful.Art.Teaching.Health) Inspires Math Faculty

Mathematics faculty experience exhaustion and compassion fatigue while supporting our students. In this study, faculty engage in mindful art sessions regularly to relieve stress and renew the mental saw. Math puzzles are administered before and after sessions to determine how engaging in mindful art affects mental health and creative problem-solving.

Presenter:

Geetha Kalyanaraman (2022 Project ACCCESS Fellow) – Forsyth Technical CC, Winston Salem, NC

P15: Impact of Student Success Modules in Statistics Courses

Student success modules were created to help with equity and piloted during the Spring 2023 semester. The research will explore throughput, retention, and exam scores between the Fall 2022 semester, without the modules, and the Spring 2023 semester, with the modules.

Presenter:

Laura Wohlgezogen (2020 Project ACCCESS Fellow) – Mt. San Antonio College, Walnut, CA

P16: Increasing Student Engagement Using Technology

This poster will foster discussions on how to incorporate technology into the classroom to increase student engagement. Activities using technology were created for each unit review. Students participated from their phone/computer in the classroom. Outcomes from two semesters (4 sections) of a trigonometry class will be presented and assessed.

Presenter:

Heather House (2022 Project ACCCESS Fellow) – Schoolcraft College, Livonia, MI

P17: Increasing Student Satisfaction and Success With Statistical Computing

Statistical software such as R can be daunting for community college students with little experience programming and troubleshooting. Scaffolds, equity grading, peer tutors and video resources will be used in intro statistics classes. Two efficacy measures will be considered: comparison of participation rates and pre- versus post-survey results of student experience.

Presenter:

Lara Bauman (2019 Project ACCCESS Fellow) – Chabot College, Hayward, CA

P18: Increasing Student Success in Online Precalculus Courses

The success rate in online classes is typically lower than in in-person classes. The goal is to increase student success by modifying online courses to increase student engagement after comparing traditional in-person precalculus courses and online precalculus courses.

Presenter:

Rebecca Ramos (2022 Project ACCCESS Fellow) – Central Oregon CC, Bend, OR

P19: Mathematical Modeling at Two-Year Colleges: AMATYC's SRL

Learn about a rewarding opportunity for students to participate in research and mathematical modeling in the first two years of college. Faculty can get involved as Faculty Mentors (providing guidance for a team) or by being an Evaluator (deciding on the winning entries).

Presenter:

Vinodh Chellamuthu (2017 Project ACCCESS Fellow)) – Utah Tech Univ, St. George, UT

P20: Meeting Diverse Needs: An Intro Statistics OER Package for Instructors

This poster showcases an Introductory Statistics "OER package" (including MyOpenMath course shells, question bank, textbook, and customizable modules mapped to learning outcomes) that has been developed to address the lack of support materials for statistics OER. Attendees invited to bring a laptop/tablet/smartphone to explore the materials.

Presenter:

Dena Feldman (2021 Project ACCCESS Fellow) – Roxbury CC, Boston, MA

P21: Metacognition as a Tool to Enhance Student Learning in Math Classes

Students struggle in mathematics classes due to not owning their thinking and learning. Metacognition activities including self-reflection on concepts, exam reflections, goal settings and formative assessments are used as strategies. The approach helped to improve student's self-awareness, regulate their self-management, critical thinking, and problem-solving skills in mathematics classes.

Presenter:

Chamila Ranaweera – Southeast Technical College, Sioux Falls, SD

P22: New to Full-Time Teaching? Check Out Project ACCCESS – It's a Hit!

AMATYC Project ACCCESS is a mentoring and professional development initiative for two-year college mathematics faculty. The project's goal is to provide experiences and networking that will help new faculty become more effective teachers and active members of the broader mathematical community.

Presenter:

Lisa Feinman (2012 Project ACCCESS Fellow) – CC of Baltimore County, Catonsville MD

P23: Rethinking Assessment: Separating Computation and Problem Solving

Seth Greendale (they/them) is a fifth-year math faculty at Whatcom Community College in Bellingham, WA. They primarily teach the precalculus and calculus sequence, and they aim to include social justice themes in STEM-track math courses. They are currently working as part of an National Science Foundation grant to develop a two-course Precalculus for Engineers sequence to increase retention of first year engineering students. They also serve as the treasurer for their faculty union and as a member of their bargaining team.

Presenter:

Seth Greendale (2022 Project ACCCESS Fellow) – Whatcom CC, Bellingham, WA

P24: Specifications-Based Grading in Intro Statistics

After many toe-dipping attempts in alternative assessments, two instructors removed point based grading system from their courses. This begins the second semester of the specifications or mastery grading system. Students are held to a higher standard but are given more flexibility. Will this result in more equitable success rates?

Presenter:

Joshua Robles – Crafton Hills College, Yucaipa, CA

P25: Standards Based Grading in Asynchronous Linear Algebra: An Experiment

This poster will address a first attempt at incorporating Standards Based Grading in an asynchronous linear algebra course along with some analysis of the performance outcome against previous asynchronous linear algebra courses.

Presenter:

Matthew Lee (2022 Project ACCCESS Fellow) – Oakton College, Chicago, IL

P26: Stress Less: The Ultimate Guide to Relaxation for Students and Faculty

Discover the secrets to a calmer mind and a more relaxed body for students and faculty! Turn down the stress dial and turn up the chill. Explore the magic of mindfulness and the joy of simply being. Be equipped with practical tools to help unwind and recharge, anytime, anywhere.

Presenter:

Anilkumar Sreekumar (2022 Project ACCCESS Fellow) – Pima CC, Tucson, AZ

P27: Student Awareness of Learning Resources in Asynchronous Web Courses

With infinite variations to how instructors organize courses within learning management systems in asynchoronous web courses, students struggle to find all the learning resources available. Common solutions to this frustration are often time- and energy-consuming. This project surveys the effectiveness of some "low-cost" solutions to increasing student awareness of resources.

Presenter:

Connie Chan (2022 Project ACCCESS Fellow) – Collin College, Frisco, TX

P28: Student Partiality and Efficacy in Flexible Ground Courses

This poster will discuss student performance, preferences, and effectiveness when given a flexible component to a traditional ground course. Student attendance (ground or asynchronous) is tracked, alongside class performance. Students are also surveyed on their thoughts regarding the flexible options.

Presenter:

Meghan Carlson (2022 Project ACCCESS Fellow) – Florida SouthWestern State College, Fort Myers, FL

P29: There Is a "U" in Group Work

This presentation is to show that students who work in a math course do better and excel in math working together in groups than when working individually.

Presenter:

Katherine Hiebert-Brumley (2022 Project ACCCESS Fellow) – Dyersburg State CC, Dyersburg, TN

P30: Using Small Group Meetings to Enhance Asynchronous Online Classes

Students have little interaction with the instructor and classmates during asynchronous online classes. To enhance the learning experience, Zoom meetings were used on a bi-weekly basis to create learning cohorts. Student performance using this enhanced class setup was compared with a previous semester where students only worked independently.

Presenter:

Matthew Radio (2022 Project ACCCESS Fellow) – Northern Virginia CC, Alexandria, VA

P31: Utilizing a Mastery-Based Grading Method in a Foundational Math Class

A mastery-based grading method was introduced into a foundational math course in Spring 2023. Results will be compared to courses from Fall 2022 and student attitudes toward the grading system will be assessed.

Presenter:

Amy Tucker (2022 Project ACCCESS Fellow) – Stevenson Univ, Owings Mills, MD

P32: When to Drop Low Scores and Its Effect on Retention

Do you drop low scores? Do you start dropping at the beginning of term, or do you wait until the end? Dropping from the beginning keeps grades initially high, and gives students an unrealistic view of performance. But waiting until the end of term could discourage students. Which is best?

Presenter:

Celenia Cano (2022 Project ACCCESS Fellow) – Oxnard College, Oxnard, CA

P33: The Role & Impact of a Coordinator of a Math Readiness Project

Learn the role of a coordinator of a math readiness project facilitated at the high school level and support by higher education institutions. This session is great for those looking to model a project after NMRP; learn how to best use a coordinator to make an impact on project goals.

Presenters:

Tiffany Hunt – Central CC, Columbus, NE
Amber Ginter – Northeast CC, Norfolk, NE

P34: The Nebraska Math Readiness Project: Stakeholder Comments

Hear what the stakeholders have to say about the Nebraska Math Readiness Project experience. From students to teachers, counselors, administrators, community college personnel, and the evaluation team, the NMRP has gathered overwhelmingly positive qualitative data and feedback throughout the life of the project.

Presenters:

Corey Hatt – Central CC, Grand Island, NE
Tiffany Hunt – Central CC, Columbus, NE

American Mathematical Association of Two-Year Colleges
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If registering using the **Institutional Membership**, do not use this form. Instructions on how to register online have been emailed to the contact person at your institution. Call the AMATYC Office at 901.333.5643 if you have any questions.

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Registration Method	Discount Registration	Regular Registration	On-Site Registration
MAIL (3 pages) using check or credit card ***Payment must accompany purchase order.***	Registration AND payment must be postmarked BY September 30, 2023.	Registration AND payment post-marked AFTER September 30, 2023. Registrations sent by mail **must be postmarked** by October 18, 2023.	Registrations sent by mail **must be postmarked** by October 18, 2023. After this date it will be necessary for attendee to bring form and payment with them and register on-site.
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IN PERSON using cash, check, or credit card	Not applicable	Not applicable	Register in person on-site and pay regular rate.

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If you have any questions, please contact the AMATYC Office at 901.333.5643 or by email at amatyc@amatyc.org.

Send completed registration form (3 pages) with payment to

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Continue to next page ➔

A. DUES

To be eligible for the member registration rates, membership must be current. Current members with an expiration date of 11/12/2023 or earlier, must renew their dues before registering for the conference in order to take advantage of the member registration rate. Anyone who joins AMATYC may select the member registration rates. If you are not sure of your membership status, please contact the AMATYC Office at 901.333.5643 or amatyc@amatyc.org for assistance.

Check one	Member Types	Rates
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SUBTOTAL A ______________

B. REGISTRATION

Persons with current AMATYC membership are eligible to use Categories A, B, D, F, or G. Individuals who join or renew their membership with conference registration are also eligible to use Categories A, B, D, F, or G. Retirees are eligible to use Category F. Adjuncts are eligible to use Category G. Registrants who select Categories A, B, D, F, or G, but whose membership cannot be verified as current will be required to either (1) pay non-member rates shown in Categories C or E or (2) join AMATYC and pay membership dues before their registration can be processed. Persons attending for the first time who are AMATYC members and who register by the Discount Registration deadline are eligible to use Category B.

Check one		***Payment must accompany registration form. (Payment must accompany a purchase order.) Fax and Web registration payment must be by credit card.***	Make appropriate selection(s) where applicable	Discount Registration **Postmark by Sept. 30 or via Web or Fax by Oct. 7**	Regular Registration **Postmark after Sept. 30 or via Web or Fax after Oct. 7**
	A	Registration, Current AMATYC Member	Select meals on next page	$410	$450
	B	Registration, Current AMATYC Member AND FIRST-TIME ATTENDEE	Select meals on next page	$360	Not Available
	C	Registration, NON-Member, not joining at this time or lapsed member, not renewing at this time (this rate does **not** include membership)	Select meals on next page	$533	$573
	D	Registration, Current AMATYC Member, SINGLE-DAY Attendee	○Thu ○Fri ○Weekend NO meals included; may purchase meal for day selected on next page	$155	$195
	E	Registration, NON-Member or lapsed member, SINGLE-DAY Attendee	○Thu ○Fri ○Weekend NO meals included; may purcahse meal for day selected on next page	$180	$220
	F	RETIREE Registration, Current AMATYC Member	NO meals included; purchase meals on next page	$205	$245
	G	ADJUNCT Registration, Current AMATYC Member	Select meals on next page	$275	$315
		STUDENT Registration: Please contact the AMATYC Office for more information regarding member-sponsored student registration rates.			

SUBTOTAL B ______________

Photo/Video Release

Photographs and video will be taken during this event. These photographs and video may be used on the web, in printed materials, or on social media as deemed appropriate by the organizers of the event. If you do not wish to have your image published, please notify the AMATYC Office in writing no later than a week after the end of the 2023 AMATYC Annual Conference in Omaha.

☐ **I have read and understand AMATYC's photo/video release policy**

Continue to next page ➔

C. FOOD EVENTS

Meals Served

Regional Meetings & Lunch — **Registrant*** (full conference or adjunct) Fri., Nov. 10 11:45 am – Noon Included

Select one: ☐Non-vegetarian ☐Vegetarian ☐Vegan

☐Gluten-free ☐Gluten-free vegan ☐No dairy

☐Nut allergy ☐Other, ____________________

Awards Breakfast — **Registrant*** (full conference or adjunct) Sat., Nov. 11 7:45 am – 8:00 am Included

Select one: ☐Non-vegetarian ☐Vegetarian ☐Vegan

☐Gluten-free ☐Gluten-free vegan ☐No dairy

☐Nut allergy ☐Other, ____________________

Regional Meetings & Lunch— **Guest of Registrant, Single-Day Registrant, or Retiree Registrant** Fri., Nov. 10 11:45 am – Noon ____tkts. @ $40/ea. $______

Select quantity: ____Non-vegetarian ____Vegetarian ____Vegan

____Gluten-free ____Gluten-free vegan ____No dairy

____Nut allergy ____Other, ____________________

Awards Breakfast — **Guest of Registrant, Single-Day Registrant, or Retiree Registrant** Sat., Nov. 11 7:45 am – 8:00 am ____tkts. @ $35/ea. $______

Select quantity: ____Non-vegetarian ____Vegetarian ____Vegan

____Gluten-free ____Gluten-free vegan ____No dairy

____Nut allergy ____Other, ____________________

*If you register for the full conference or adjunct rate and do not make a meal selection, you will automatically be assigned a non-vegetarian meal.

SUBTOTAL C ____________

D. DONATION to the AMATYC Foundation

Please consider making a donation to the AMATYC Foundation. Anyone making a donation from January 2023 through the close of registration, Friday, November 10, 2023, is eligible to enter the drawings for three prizes. The prizes are (1) a complimentary discount member conference registration for Atlanta or a three-year membership, (2) a two-year membership, and (3) a one-year membership.

☐ Developmental Mathematics $______
☐ Foundation Endowment $______
☐ General Development* $______
☐ Grants $______
☐ Leila & Simon Peskoff Award $______
☐ Margie Hobbs Award $______
☐ Project ACCCESS $______
☐ Regional Scholarship Program $______
☐ Research in Mathematics Education for Two-Year Colleges $______
☐ Standards $______
☐ Student Mathematics League $______
☐ Student Research League $______

**If a fund is not selected the donation will be placed in General Development.*

SUBTOTAL D ____________

PAYMENT METHOD (AMATYC Tax ID #11-2531258)

SUBTOTAL A __________ + SUBTOTAL B __________ + SUBTOTAL C __________ + SUBTOTAL D __________ = TOTAL __________ (USD)

By Check (Select one) ☐College/Institution ☐Personal Check #______________ (Make payable to AMATYC; U.S. funds only)

By Credit Card (Select one) ☐College/Institution ☐Personal (Select type) ☐American Express ☐Discover ☐MasterCard ☐Visa

Name as Appears on Card (please print)______________________________

Billing Address for Card______________________________

City/State/Zip______________________________

Credit Card Number______________________________Expiration Date______________

Signature______________________________

For AMATYC's planning purposes, please tell us when you plan to stop by the AMATYC Registration Desk to pick up your materials:

☐ Wednesday, November 8 (4:00 pm – 8:00 pm)
☐ Thursday, November 9 (7:00 am – 6:00 pm)
☐ Friday, November 10 (7:00 am – 4:00 pm)
☐ Saturday, November 11 (7:00 am – 8:00 am, 10:00 am – noon)

✧✧Single-Day registration materials are available for pick up **on the day** for which the registration applies.✧✧

(You are not committed to pick up your materials on the day selected. AMATYC will use this information to plan staffing at the registration desk.)

Hotel Information

The 49th AMATYC Annual Conference begins Thursday, November 9, 2023, at the CHI Health Center located at 455 N. 10th St, Omaha, NE 68102. Conference events will be held in the convention center, as well as in the meeting space of the Hilton Omaha, connected to the center by a skywalk.

Blocks of guest rooms at reduced rates has been reserved at the Hilton Omaha (1001 Cass St.) and the Omaha Marriott Downtown at the Capitol District (222 N 10th St.) until Friday, October 20, 2023, or until AMATYC's room block is sold out, whichever comes first. Any unreserved rooms may be released for sale to the general public after this date. AMATYC members have often purchased all available rooms, so make your reservations early! **Be sure to mention that you are attending the AMATYC Conference** if making your reservation by phone. Reservations can be made at the links on the AMATYC website, the links listed below, or by calling the hotels at the numbers listed below.

Hilton Omaha

1001 Cass St. • Omaha, NE 68102

Reservations: 1.800.HILTONS (mention AMATYC Conference)

Reservations (online): https://tinyurl.com/r5w9xnnx

Room Rates* (per night, includes Internet)

• Single/Double $169 • Triple $179 • Quad $189

Children 17 years or younger will stay free of charge in their parent's room.

Check-in: 3:00 pm Check-out: 11:00 am

**Rooms are subject to 18.16% state and local taxes of your room rate per night (subject to change).*

© Hilton Omaha

Omaha Marriott Downtown

222 North 10th St. • Omaha, NE 68102

Reservations: 402.807.8000 (mention AMATYC Conference)

Reservations (online): https://tinyurl.com/2rc2f3rk

Room Rates* (per night, includes Internet)

Single/Double/Triple/Quad Occupancy $ 175

Children 17 years or younger will stay free of charge in the adult's room with existing bedding.

Check-in: 3:00 pm Check-out: Noon

**Rooms are subject to 19.84% state and local taxes of your room rate per night (subject to change).*

© Omaha Marriott Downtown

Hotel Deposit/Fees: A deposit equal to one night's stay is required to hold each individual's reservation. Personal check, money order or a valid American Express, Visa, MasterCard, Diners Card number and expiration date or a guarantee to the master account are acceptable. Should a guest cancel a reservation, the deposit will be refunded if notice is received at least 48 hours prior to the date of arrival, and a cancellation number is obtained.

Roommate Service

Those wishing to participate in sharing a room with one, two, or three other conference attendees can participate in AMATYC's Roommate Network. **Go to https://amatyc.org/2023ConfHome and select Roommate Request Form. Complete the form no later than October 1, 2023.** You will be notified within two business days if your request has been received. If you do not receive such an email acknowledgement, contact Sarah Miller at smiller10@ccbcmd.edu.

The process will involve putting you in touch with another AMATYC member (or members) wishing to share a room. It will be up to you to finalize the arrangement and send an acknowledgement to Sarah.

Note: The roommate service does not make hotel reservations, so it would be very helpful if you already have one, even if one of the roommates may have to process a cancellation. Also, when making a reservation with one or more roommates, be sure to provide the hotel with the names and contact information of all individuals staying in the room.

Wireless High-Speed Internet Service (WiFi)

Complimentary WiFi will be available in all guest rooms booked in the AMATYC block of rooms and in all meeting spaces.

For Your Information

Getting There
(all prices quoted are subject to change)

Airports

Omaha is served by Eppley Airfield (OMA) which is less than five miles from the hotels and convention center.

Getting to the Hotel

Both conference hotels have shuttles serving the airport. Follow the airport signs to the shuttle area and catch the shuttle to your hotel.

Omaha is a big city with multiple hotels in each brand, so be careful about similar names! You want to go to either the Hilton Omaha or the Omaha Marriott Downtown at the Capitol District.

Because the airport is so close to the hotels, you might also choose to use a ride-share app such as Uber or Lyft.

Parking

The Hilton Omaha has self-parking on-site for $22 per day. The Omaha Marriott Downtown has self-parking on-site for $25 per day and includes an electric car charging station. There are multiple lots available at the CHI Health Center where parking is $10 with no in/out privileges. Lot B is most convenient to the conference sessions. (Every effort has been made to provide the correct rates, but please check with the hotels or convention center for up-to-date rates at the time of the conference.)

Conference App

This digital program is provided as your guide for planning your conference activities. All presentations listed are subject to change. A more detailed program will be available on our conference app, Whova. You can download Whova any time at the App Store or Google Play. Watch the email you used to register for the conference for an announcement about when this year's AMATYC conference app is ready. Join the pre-conference webinar in October for a preview of this year's conference activities!

Registration Information

Registration

The conference registration fee includes admission to all concurrent sessions and workshops, general sessions, and ANet meetings, commercial presentations, and the exhibits. Also included are the Friday lunch and regional meetings and the Saturday morning breakfast.

To qualify for the discount registration rates of $410 member and $533 non-member, **registration forms must be postmarked, if submitted via mail, on or before September 30, 2023. If submitted via the web or faxed, the completed registration form must be received on or before October 7, 2023.** After these dates, registration will continue at the regular registration rate of $450 (member) and $573 (non-member). Registrations sent by mail must be postmarked on or before October 18, 2023, in order to be processed prior to the start of the conference.

On-site registration will be available at the regular rate ($450 member and $573 non-member). See below or on the back page for the days and times the registration booth will be open.

Every registration form postmarked by or faxed/emailed by October 18, 2023, will receive an email receipt. If you do not receive an email, contact the AMATYC Office.

At the conference registration desk, you will receive your name badge, meal tickets, and other items. **Name badges must be worn at all AMATYC functions and conference activities.**

First-Time Attendee (FTA) Discount

If you have never attended an AMATYC conference **and** are an AMATYC member, you are eligible to apply a $50 credit toward the full discount conference registration fee. **This credit is only available during the discount registration period.** Be sure you check the box at the top of the registration form or at the beginning of the online registration process. *[This credit is only available to a first-time conference attendee who is an AMATYC member and is not transferrable to any other person.]* If you are not sure you qualify for this credit, email the AMATYC Office at amatyc@amatyc.org to verify.

Single-Day Registration

AMATYC offers a single-day registration to accommodate local adjunct faculty and for others unable to attend the entire conference. Those selecting this option must register for and choose **ONE** of the following options: Thursday only OR Friday only OR Weekend (Saturday/Sunday) only. **This rate may be used only one time and is not eligible for the first-time attendee discount.** For single-day registration rates, see the registration form on pages 61-63.

The single-day registration includes admission to all concurrent sessions and workshops, general sessions, ANet meetings, commercial presentations, and the exhibits for the specified day. Single-day registration **does not** include either the lunch on Friday or breakfast on Saturday, but either the Friday regional meetings or the Saturday awards session are open to all registrants for the day on which they are registered. Single-day registrants may purchase special function tickets at the guest ticket price to attend the meal function for that day.

Single-day registration materials are available for pick up at the registration counter on the day for which the registration applies.

Accepted Forms of Payment

AMATYC accepts payment by check, Visa, MasterCard, American Express, and Discover. Payment **must** accompany a purchase order. If paying by check, please make payable to AMATYC (U.S. funds only).

ADA Accommodations/Dietary Restrictions/Nursing Mothers

AMATYC is committed to serving all conference attendees who have disabilities and adheres to the guidelines set forth in the Americans with Disabilities Act (ADA). Attendees with disabilities requiring special accommodations or dietary restrictions should contact Beverly Vance at bvance@amatyc.org before October 16, 2023.

On-site Conference Registration

CHI Health Center (Convention Center)

AMATYC Registration Desk — Concourse Registration

Wednesday, November 8	4:00 pm - 8:00 pm
Thursday, November 9	7:00 am - 6:00 pm
Friday, November 10	7:00 am - 4:00 pm
Saturday, November 11	7:00 am - 8:00 am
Saturday, November 11	10:00 am - Noon

For nursing mothers, the CHI Health Center has a mamava Mother's Room providing privacy for pumping or breastfeeding.

Exhibitors

Exhibitors who are not also registered as conference participants are invited to attend any session or workshop provided seats are available after all AMATYC registrants are seated.

Registration Refund Policy

Refunds for registration fees may be requested in writing according to the following schedule. No refunds, however, are given for membership dues.

A refund of 100% of your registration fees less a $25 service fee will be given upon receipt of a written request postmarked by October 25, 2023. A 50% refund less a $25 service fee will be given if the written request is postmarked on or after October 26, 2023, and by November 8, 2023. No refunds will be given for requests postmarked on or after November 9, 2023. No refund will be given for membership dues. Requests for return of overpayments must be in writing and received by the AMATYC Office no later than December 15, 2023. Refunds for registration fees will be processed approximately two to four weeks after the conference as per the refund policy. Exceptions to this policy may be approved in some extenuating circumstances. Please email the AMATYC Office, amatyc@amatyc.org, for more information. This refund policy is also applicable to registrants for a single-day registration.

Guests of Attendees

Guests are always welcome at AMATYC conferences. They can be registered at no cost provided the guest is not a mathematics educator and is accompanied by a conference registrant. Guest registration does not include attendance at the special functions: Friday Breakfast or Saturday Awards Breakfast. Special function tickets may be purchased for your guests.

Policy Related to Guests of Attendees at AMATYC Events

<u>General Policy</u>

AMATYC is a professional organization for mathematics educators, and AMATYC events must serve these educators. AMATYC welcomes family members of its event attendees, as registered guests, at these events, and recognizes that these events may be a positive experience for them.

To ensure that AMATYC events meet attendee expectations that include a pleasant and productive professional development activity, attendees are responsible for their guests' behavior.

In particular, guests who are minors must be accompanied by the responsible attendee parent or guardian at all times. Attendee parents and guardians should take appropriate steps to ensure that their child's behavior does not disrupt other attendees, or infringe on their rights to the quality professional development activity they expect and for which they have paid.

Any guest should never prevent access to a session for a professional attendee – particularly, in a case of limited seating availability, materials availability, etc., professional attendees have priority. Children should not normally be in sessions. Exceptions might include when the child is related to the presenter and the child might benefit by being present.

Event officials are empowered and instructed to enforce these rules by taking all actions necessary to control disruptive or nuisance behavior.

Many hotels provide recommendations for in-room child care for guests. Call the hotel as early as possible for service. Arrangements represent a contractual agreement between the individual and the child-care provider. AMATYC assumes no responsibility for the services rendered.

<u>AMATYC-Supplied Computer and Internet Access at AMATYC Events</u>

Guests may only use equipment where permitted by the event officials in charge of that equipment and where such use does not hinder access to the equipment by professional registrants. In addition, guests who are minors may have Internet access only if they are under the immediate and direct supervision of a parent or guardian.

50th AMATYC Annual Conference in Atlanta

Hilton Atlanta
November 14–17, 2024

Program proposals to present in **Atlanta** can be submitted at the AMATYC website, www.amatyc.org, beginning November 1, 2023. Mark your calendar **now** to go to the AMATYC website to submit your proposal. The deadline for submitting a proposal to present a session, mini-session, workshop, or poster in Atlanta is **February 15, 2024.**

Thank You

Special Contributions

Metropolitan CC – for receiving, storing, and delivering conference items

• •

Hawkes Learning – for providing the conference attendee bags

Wiley – for providing the conference badge holders
and sponsoring the Saturday Awards Breakfast

• •

NebMATYC – for local planning and support

AMATYC Central Region – for local support

Professional Networking/Hospitality Area Sponsors

Arizona Mathematical Association of Two-Year Colleges (ArizMATYC)
Alabama Mathematical Association of Two-Year Colleges (AlaMATYC)
Michigan Mathematical Association of Two-Year Colleges (MichMATYC)
Ohio Mathematical Association of Two-Year Colleges (OhioMATYC)
Wisconsin Mathematical Association of Two-Year Colleges (WisMATYC)

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On-site Conference Registration • CHI Health Center • Concourse Registration

Wednesday, November 8	**4:00 pm - 8:00 pm**
Thursday, November 9	**7:00 am - 6:00 pm**
Friday, November 10	**7:00 am - 4:00 pm**
Saturday, November 11	**7:00 am - 8:00 am**
Saturday, November 11	**10:00 am - Noon**

Rev: Aug. 2023