TexMATYC News

Texas Mathematical Association of Two-Year Colleges Fall 2015

President's Message

By Cynthia Martinez, Temple College. TexMATYC President.

Welcome to the start of the fall semester! I hope you have your bootstraps on and ready for an exciting year! So much is going on across Texas. Where shall I begin?

- The Dana Center, located on the campus of The University of Texas at Austin, is continuing to create curriculum to accelerate developmental students. Nine co-development partners began the project in 2013. The Dana Center has now expanded its reach to approximately 20 Texas institutions and four out-of-state institutions who are teaching Foundations of Mathematical Reasoning this semester, with additional institutions beginning in January 2016. Four institutions across the country plan to pilot Reasoning with Functions I this coming spring, followed by Reasoning with Functions II in fall 2016. More information regarding the NMP can be found at their website, www.utdanacenter.org/higher-education/new-mathways-project .

- The ACGM advisory board has sub-committees working on math courses that do not currently have stated learning outcomes (MATH 1332, MATH 1350, and MATH 1351). The courses are now posted for comment. The comment period (30 days) for these courses focusing on course description and learning outcomes will end on October 21, 2015. More information below under **Message from THECB**.

- Your concerns regarding the lack of preparedness by our students in College Algebra, as well as the placement of the cut-score, was brought to the attention of the CB. In addition, we shared our concern regarding the decreasing trend in developmental mathematics enrollment. I corresponded with Dr. Suzanne Morales-Vale inquiring about the data they have collected to see how students placed in College Algebra performed based on their TSI-A score. She mentioned that a validity study will be in the works, with results expected in mid to late spring 2016 semester. She shared how institutions are addressing this to ensure students are placed in the correct math course. Some institutions have students declare a meta-major, while others may have NCBO for those bubble students in College Algebra to either take an week intensive prior to the start of the semester or as their forth credit hour for College Algebra. How is your institution addressing the needs for your students? If you would like to share what your institution

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is doing, please share your story in our next newsletter. Send your story to cymartinez@templejc.edu .

The executive board for TexMATYC is working diligently to prepare an awesome slate of sessions for this year's upcoming TCCTA annual convention which will be held in Houston. A minor change will occur on Friday's slate of MATH sessions (check out the agenda at www.tccta.org). We will only be presenting sessions in the morning to allow you to attend a series of workshops on Student Success that TCCTA is offering on Friday afternoon. Don't forget to check out the TexMATYC pre-conference workshops on Thursday! I hope you can attend and participate in some outstanding sessions regarding mathematics education. Without you, we would not exist. Have a sensational year!

Message from the THECB

The Lower-Division Academic Course Guide Manual (ACGM) is the official list of general academic courses that may be offered by public community and technical colleges in Texas for state funding and are freely transferable to public universities. As part of an effort to improve the ACGM and statewide course transfer, Board staff are engaged in a project to develop student learning outcomes for some of the most frequently used courses in the manual. Selected courses currently being developed are part of the following disciplines: Architecture (ARCH), Computer Science (COSC), and Mathematics (MATH).

Faculty groups from these disciplines have reviewed course syllabi from two-year and four-year public institutions and developed new course descriptions and learning outcomes for eventual inclusion in the ACGM. Toward that goal, I invite you to ask your faculty to review and comment upon these draft descriptions and outcomes. The public comment period will begin September 21, 2015 and will end on October 21, 2015.

Here is the link to our Academic Quality and Workforce web page which has the course materials for comment: http://www.thecb.state.tx.us/ACGMLearningOutcomesProject

Please share this memo and webpage link with the appropriate departments at your institution. In order to facilitate the efforts of Coordinating Board staff to incorporate public comments into the final product, we would appreciate receiving one collective comment from each department, rather than separate comments from each faculty member. Departments should email their comments to Ms. Rebecca Leslie at Rebecca.Leslie@thecb.state.tx.us, and she will collect the comments and prepare them for a final review by the faculty work groups. The faculty work groups will make any final adjustments that they deem necessary, after which Board staff will convey the course materials to the ACGM Advisory Committee for consideration for addition to the ACGM during their meeting in November.

Elections for New Officers

Elections for new officers will be in February at TCCTA. Contact me, (Cynthia Martinez, cymartinez@templejc.edu) if you are interested in serving on the Nominating Committee to seek out awesome leaders to serve on the Executive Board of TexMATYC. The following positions will be up for elections: President-Elect & Secretary. I am very proud of all the contributions made by the current executive board members. Thank you for all your years of service to TexMATYC.

Big Thank You!

I want to give a special thanks to all the work and dedication Heather Gamber and Sharon Sledge have given to TexMATYC. Sharon has served on the board since 2010 as president-elect, president and past president and as a delegate to AMATYC. Heather began in the first cohort of Project ACCCESS in 2004-2005. In 2006, she became a delegate for TexMATYC at the AMATYC convention, as well as being named the TexMATYC Newsletter editor. In 2008 she became the secretary for TexMATYC.

AMATYC Annual Conference

By Kathryn (Kate) Kozak, AMATYC Vice President for the Southwest Region

November 19-22 will be a great time in New Orleans. The AMATYC Annual Conference is being held in this exciting city during this time. This year there will be three themed sessions, one focused one statistics, another focused on teacher preparation, and the last one on precalculus, calculus, and beyond. Themed sessions are hosted by committees, and involve six 15-minute sessions focusing on the theme. There will also be a round table discussion on placement and assessment ideas. In addition, there is a research session on Thursday night, where you can see the latest research in two-year college mathematics education. The committees have been working very hard to make these sessions the best they can be. Please consider becoming involved in a committee so that you can be involved in the focus of the committees, and AMATYC, in the future. Each committee meets on Friday, November 20 from 4:15-5:45.

Changes in developmental education have been at the forefront of mathematics education recently. To address these changes, AMATYC, in partnership with the Charles A. Dana Center at the University of Texas, Austin, is sponsoring a symposium during the conference. This symposium will focus on the pathways model for developmental education.

There are so many incredible sessions to attend. Don't forget the Southwest Regional Luncheon on Friday from noon to 1:30. This is your chance to meet people from other parts of the region, find out news from AMATYC, and share what is happening in your state. I hope to see you all at the lunch.

Lastly, don't forget that New Orleans is an exciting city to visit. The conference is housed at a hotel right off of the French Quarter. Delicious restaurants, great shops, fabulous entertainment, and beautiful architecture await you steps from the hotel. See you all there.

2015-2016 Conferences

TAAAMS – Fall Meeting at Baylor University in Waco, October 30-31, 2016

AMATYC - 41st Annual conference in New Orleans, November 19-22, 2015 www.amatyc.org

MAA/AMS – Joint Math Meeting, Seattle, January 6-9, 2016
jointmathematicsmeetings.org/jmm

TCCTA/TexMATYC – 69th Annual Conference for TCCTA in Houston, February 25-27, 2016
www.tccta.org

ICTCM – 28th Annual conference in Atlanta, March 10-13, 2016
www.pearsonhighered.com/ictcm/

MAA – Texas Section Meeting at SFA in Nacogdoches, March 31-April 2, 2016
www.maa.org/community/maa-sections/section-meetings

NCTM – Annual Exposition in San Francisco, April 13-16, 2016
www.nctm.org/Conferences-and-Professional-Development/Annual-Meeting-and-Exposition/

Membership

By Becky Heiskell, TexMATYC President-Elect

The Fall 2015 semester is well underway and I hope your classes are running smoothly. I want to encourage you to renew your membership to TexMATYC; we need your support to continue advocating for mathematics education in the state of Texas. At $10 a year, the price of membership can't be beat. This year we are also offering a lifetime membership for only $150! Please visit our website for information on how to join [texmatyc.org]. You can join online or download a form and submit payment to your campus representative.

With your membership you receive newsletters three times a year, keeping you updated on information from the state and also AMATYC.

Our annual meeting is held in conjunction with TCCTA, which will be February 25-27 in Houston this year. The executive board is busy putting together presentations that will enhance your knowledge of teaching and learning; you can see highlights of the speakers in Dallas last year on the website.

Please renew and tell a colleague about our organization. We need your participation to be the voice of mathematics education in Texas!

AMATYC Student Scholarship Available

AMATYC Student Scholarship-The purpose of this scholarship is to encourage the study of mathematics by students enrolled in institutions of higher education.

TexMATYC will submit one nominee to AMATYC for a chance at this $1000 scholarship!

Criteria

1. The student must be nominated by an AMATYC member
2. The student must have an overall GPA of at least 3.0
3. The student must be majoring in mathematics and enrolled full time at the nominating institution during the spring semester preceding the Annual AMATYC conference when the award will be announced

Method of Selection

The scholarship recipient will be determined by a random draw at the affiliates president's luncheon. The scholarship money will be sent to the recipient after the annual AMATYC conference.

To nominate a worthy student, please briefly explain why the student you are nominating is a good candidate for the scholarship and submit to Cynthia Martinez, President of TexMATYC by October 12. A committee from the Executive Board of TexMATYC will make the selection of our nominee by October 15.

A nomination form is included at the end of this newsletter.

Developmental Mathematics Pathways

By Susan Fife, Houston Community College - Developmental Math Chair.

"4% of ACC students graduate in 3 years. Is that a good use of tax $?" and "8% of DCCD students graduate in 3 yrs. Is that fair to the students?" These are two of the highway signs posted by the Texas Association of Business in late 2011. Texas community colleges have responded in force by implementing a new placement exam, expanding the number of entry-level math courses, and by designing developmental mathematics pathways which lead to those courses. Developmental mathematics pathways place students on relevant pathways to the college-level math course that makes sense for their degree. This article will look at several aspects of the creation and implementation of such a developmental mathematics pathway at Houston Community College (HCC).

Texas Success Initiative and Initial Placement

Texas' community colleges officially adopted the Texas Success Initiative Assessment (TSIA) during the fall 2014 semester. Initial placement into a developmental mathematics class at HCC is determined by either the ABE level or the developmental math diagnostic report. A student must score at least ABE level 3 in order to enroll in MATH 0106, a 4 week non-course based option (NCBO). An ABE levels 5 student may enroll in MATH 0409: Foundations of Mathematics. The developmental math diagnostic score is used to place a student into either MATH 0409 or MATH 0312: Intermediate Algebra.

Academic Course Guide Manual and College–level Math

The Academic Course Guide Manual (ACGM) was revised in spring 2014 to change the prerequisite for MATH 1324: Mathematics for Business & Social Sciences from MATH 1314: College Algebra to the TSI college-readiness standard for Mathematics. This meant that the following four courses could be used as entry-level college-level math courses: MATH 1314: College Algebra, MATH 1332: Math for Liberal Arts (Contemporary Math), MATH 1342: Elementary Statistical Methods, or MATH 1324: Mathematics for Business & Social Sciences.

Texas Administration Code (TAC) §4.55 was amended in July 2014 to allow for two levels of college readiness in mathematics: math readiness for algebra-intensive courses, including MATH 1314 and MATH 1324, and math readiness for non-algebra intensive courses, including MATH 1332 and MATH 1342. At HCC, these four entry-level courses into mathematics help to define the various pathways through mathematics.

Planning

Summer 2014 was spent designing HCC's Math Pathways, also called HCC's Mathways. A steering committee, composed of administrators, advisors, deans, institutional researchers, department chairs, and faculty was created to provide structure and system-wide support. The New Mathways Implementation Guide, provided by the University of Texas at Austin's Charles A. Dana Center, gave guidance and structure to our teams. The four guiding principles, included in the Implementation Guide, are listed below and were used to create and implement HCC's Mathways Program.

Guiding Principle 1: What are the institutional needs for multiple mathematics pathways with relevant and challenging content aligned to specific fields of study? HCC acknowledged the work of the Charles A. Dana Center and adopted their alignment to various fields of study. Our teams acknowledged that our degree plans may not all agree with our current alignment but that, in general the Charles A. Dana Center pathways is based upon work with colleges within Texas and throughout the U.S., and that many of our degree plans would, over time, be revised to match the

recommendations given by our pathways. Until then, students are advisors are urged to refer to each student's current degree plan to ensure that they are on the correct pathway.

Guiding Principle 2: Acceleration that allows students to complete a college-level math course more quickly than in the traditional developmental math sequence. In order to provide accelerated pathways, HCC converted the lowest-level Fundamentals of Mathematics I course into a four-week NCBO, MATH 0106, offered for the first four weeks of each semester. The Fundamentals of Mathematics II course was transformed into a new MATH 0409 Foundations of Mathematics course. HCC's Foundations of Mathematics course is essentially a course that includes algebraic modeling, sets, and career exploration, in addition to the topics that are typically taught in an introductory algebra course. By keeping the basic algebra and adding the additional topics, MATH 0409 could be used as a prerequisite for either an algebraically-intensive Intermediate Algebra course or for the non-algebraically-intensive Liberal Arts Math course.

Guiding Principle 3: Intentional use of strategies to help students develop skills as learners. Both MATH 0106 and the MATH 0409 incorporate the implementation of the Student Success Strategies co-developed by HCC and the Charles A. Dana Center. These strategies include topics such as *Knowing Campus Resources*, *Setting Weekly* and *Course Goals*, *Developing Your Own Study Plan*, *Self-Evaluations*, *The Importance of a Positive Mindset*, and others. HCC requires all first time in college students to complete a student success course. This student success course is paired with MATH 0409 to ensure that students have reviewed areas of study and degree plans before having to decide the appropriate math pathway.

Principle 4: Curriculum design and pedagogy based on proven practice. HCC's two new courses were built with curriculum design, pedagogy, and proven practice principles. The design of the curriculum was based upon the question: What knowledge does a student need in order to succeed in the class that follows? For the four week MATH 0106 course, it was felt that students need much hands-on work for basics: fractions, decimals, and percentages. A set of worksheets was created. An online model course was built which included practice quizzes, videos, study skills, and notes. MATH 0409 needed to support both algebraic and non-algebraic pathways. Its online components included a model Moodle course and a publisher-provided model course.

Training

Faculty training courses were created in an effort to inform all faculty of the new changes to the curriculum and to introduce the entire college to HCC's Mathways. Faculty training workshops were given throughout the fall 2014 semester, prior to implementation, and at the beginning of the spring 2015 semester, in which the Mathways program was launched. Advisors were informed both during their meetings and during planned workshops. Math leaders presented HCC's Mathways implementation timeline at the dean's meetings and at meetings for other groups on campus. The Mathways website (hccs.edu/mathways) was broadcast on the HCC Daily News several times prior to and after implementation. A frequently asked questions (FAQ) document was created and shared by faculty and advisors.

Implementation

HCC launched the Mathways program during the spring 2015 semester. As of spring 2015, our old Fundamentals of Mathematics I and Fundamentals of Mathematics II courses were eliminated. In their place, MATH 0106: Basic Mathematics and MATH 0409: Foundations of Mathematics were offered. Students who enrolled in MATH 0106 were encouraged to enroll in MATH 0409 during the same semester. The HCC Math Pathways Chart is shown in Figure 1.

Results

Ultimately, HCC will be looking at an overall assessment of the Mathways Program. The Evaluation plan, prepared using the Charles A. Dana Evaluation Plan Template, was prepared in conjunction with our Institution Research Team. A total of fourteen questions were developed that will be evaluated using

focus groups, surveys, and collection of student success data. Question types include the need for course revisions, time to completion, and success rates.

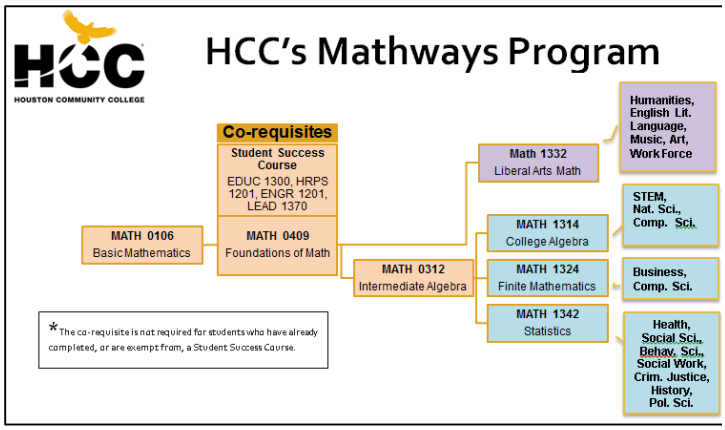

Figure 1. HCC's Mathways

At this time, data that is readily available includes course completion rates and student success rates. A course completer is a student who has completed the course with a grade of A, B, C, or F. No D-grades are issued for developmental math classes at HCC. A non-completer is a student who earns a grade of W. Student success is defined as passing the course with a grade of A, B, or C. Student non-success is defined as earning a grade of F or W. The results that follow include all student data including students that may have already enrolled in MATH 0306 or MATH 0308 during prior semesters. For comparison purposes, fall semester data is compared with data from a previous fall semester and spring semester data is compared with data from a previous spring semester.

An analysis of the student success data for MATH 0106 shows that students are passing MATH 0106 at a greater rate than they passed MATH 0306. *Figure 2* gives the comparison the retention rates and the success rates for both fall and spring sections of the old MATH 0306 and the newly redesigned course: MATH 0106. The results of a Chi-Square test indicate that although differences between fall semester success rates were not significant ($\chi^2 = 3.67$, $p = .050$), the differences in the spring semester success rates were statistically significant ($\chi^2 = 28.63$, $p < .001$). Fall semester success rates increased 3.7%, from 58.4% in fall 2013 to 62.1% in fall 2015). The greatest jump in success rates was by 11.3% during the spring semester. The success rate of Math 0306 during spring 2014 was 51.2%, which increased to 62.5% for MATH 0106 during spring 2015.

When comparing the fall semester retention rate for MATH 0306 (91.9%) to the fall semester retention rate for MATH 0106 (95.0%), the increase by 3.1% is statistically significant ($\chi^2 = 39.24$, $p = .002$). The spring semester comparisons are even greater. The spring semester within term retention rate increased by 10.7%: from 88.9% during spring 2014 to 99.6% during spring 2015.

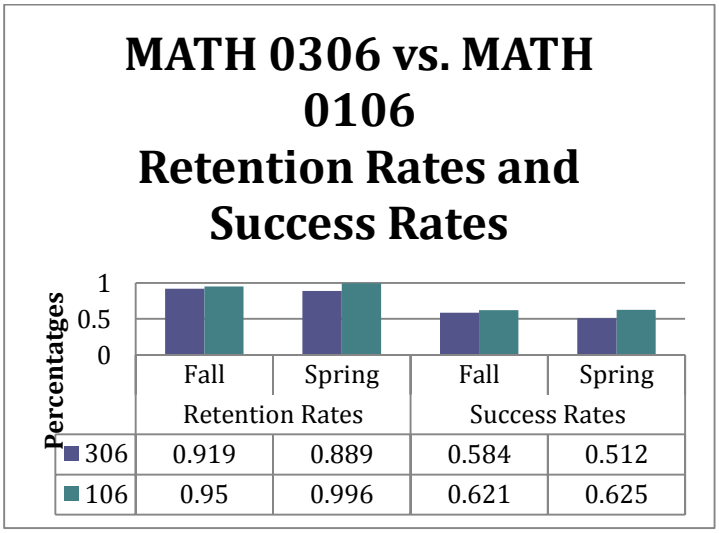

Figure 2. MATH 0306 Retention and Success Rates vs. MATH 0106 Retention and Success Rates.

Discussion

There are many factors to consider when analyzing Mathways at HCC. "What impact does TSIA placement have on the results?" and "How did subgroups perform?" are some of the questions that we'll attempt to answer. "Do the newly redesigned courses prepare students for follow-up courses?," and "Are students able to complete their developmental math and succeed in college-level math in a shorter time period than previously?" By the end of the fall 2015 semester, HCC will have two full semesters of

data and will be able to better answer questions such as these.

HB 5

HCC's Mathways Program is just one of many pathways that are being built to ensure that students transition from high school to community college and continue on to the university. At the high school level, school districts in the state of Texas are collaborating with community colleges to create senior level college prep courses.

House Bill 5 (83rd Texas Legislature, Regular Session, 2013) established high school endorsements in five categories: (1) STEM, (2) Business, and Industry, (3) Public Services, (4) Arts and Humanities, and (5) Multidisciplinary. Although these endorsements don't match up exactly with HCC's Mathways, they do help to point the entering high school student in the right direction when selecting their math curriculum. A ninth-grade student with a STEM endorsement may complete a total of five credits in mathematics by successfully completing Algebra I, geometry, Algebra II and two additional mathematics courses for which Algebra II is a prerequisite while a ninth-grade student with a Arts and Humanities endorsement may complete just three credits in mathematics: Algebra I, geometry, and an advanced math course.

Senior-level college preparatory courses were also established by HB 5. Each school district was required to partner with at least one institution of higher education to develop and provide college preparatory courses in English language arts and mathematics. Senior high school students who successfully complete the senior mathematics preparatory course are considered college-ready for mathematics and will be able to enroll in college-level mathematics upon enrollment into college as long as the college partnered with the school district when creating the college preparatory course.

Houston Guided Pathways to Success

The Houston Guided Pathways to Success (Houston GPS) team consists of individuals from University of Houston, University of Houston – Clear Lake, University of Houston- Downtown, Houston Community College, Lone Star College, San Jacinto College, and Wharton County Community College and is led by Complete College America. The Houston GPS team is working on game-changers: statically-proven strategies to college completion. The math team has worked to ensure transferability of math courses between institutions. This will guarantee that students who select a math pathway at HCC are able to receive credit for college-level math courses taken if they transfer to a neighboring institution.

Conclusion

Mathematics pathways provide greater, more appropriate, options for students. College algebra has been an insurmountable obstacle for many students. Contemporary Mathematics, Mathematics for Business, and Statistics are a better fit for many of these students. When enrolled in a relevant mathematics course, student interest will be greater, completion rates will increase, and degrees will be completed. The work at the high school level and the work at the university level is occurring at the appropriate time to make Mathways a viable option for students. With faculty to help design and teach the courses, with advisors to help select degree plans and register the students into the proper courses, and with students working through their individual mathematics pathways, college success is attainable.

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Quantitative Reasoning Working Group

By Jeremy Martin

TexMATYC members with expertise in college-level quantitative reasoning courses have formed a working group with colleagues from four-year institutions and The Charles A. Dana Center at The University of Texas at Austin.

The Quantitative Reasoning Working Group focuses on growing awareness and enrollment in college-level quantitative reasoning courses in Texas by using the groups' expertise to provide input on high-priority policy and practice issues. The group's members represent eight universities and five colleges from all regions of the state.

Jenna Cullinane, a higher education policy expert at the Dana Center, said, "the goal of this group is to better serve the mathematical needs of students in the liberal and fine arts with best-practices and policies informed by research, connections to mathematics professional associations and the support of mathematics faculty."

The group held its first meeting on Friday, September 11, at the Dana Center offices in Austin, TX. Participants discussed the unique strengths and challenges of quantitative reasoning courses at their institutions to understand the issues faced by students, instructors, and administrators in different settings around the state.

The group took action to improve the quality and rigor of the state's quantitative reasoning courses by sharing curriculum ideas and professional development resources. In addition, members collaborated on a set of recommendations that the Dana Center will submit to THECB concerning the proposed learning outcomes in the ACGM for Math 1332 Contemporary Mathematics.

The group plans to meet virtually until their next face-to-face session in February to continue working to improve quantitative reasoning courses statewide.

To learn more about the Dana Center's work on quantitative reasoning courses for the New Mathways Project, please visit http://ow.ly/SlNFC/.

Cryptograms

Created by Dr. Jeffrey Groah, Lone Star College-Montgomery

Answers will be in the next issue. Please email Heather Gamber (heather.a.gamber@lonestar.edu) your answers. The first correct response to each cryptogram will be acknowledged in the next issue, with full bragging rights.

EIAAWGCI, UE HFQW LC UE JUCCLH UE ILT AUI QWRFJW FG, FE LJW FQWU XI HDFZD AUJ GDCLTBD GDW UBWE DUE GCFWQ GL ZLAOCWDWJQ UJQ ZCWUGW LCQWC, XWUTGI, UJQ OWCRWZGFLJ. DWCAUJJ HWIK

BNK TKKO FBGTI AY ZUBGHK LF BNK WAFB YHGLBYGE FAGHVK AY WUBNKWUBLVUE TLFVARKHI. YAGHLKH

YPFDQM PYZ YPFDQM'O GPTO GPI JXZ XY YXLJF; LNZ OPXZ, 'GMF YMTFNY WM,' PYZ PGG TPO GXLJF. PGMEPYZMQ VNVM

Solutions from last newsletter:

ALL THE THEORY OF THE MOTION OF FLUIDS HAS JUST BEEN REDUCED TO THE SOLUTION OF ANALYTIC FORMULAS. LEONHARD EULER

THE POPULAR MIND, IN ALL TIMES AND COUNTRIES, HAS ALWAYS TENDED TO GO BY NUMBERS IN ESTIMATING THE WEIGHT OF EVIDENCE. WIGMORE ON EVIDENCE

IT IS THE NATURE OF ALL GREATNESS NOT TO BE EXACT. EDMUND BURKE

Has your membership expired? To renew go to www.texmatyc.org and click on "Become a Member". For a limited time we are offering lifetime memberships for only $150!

1 year = $10
2 years = $20
3 years = $30
4 years = $40
5 years = $50
Lifetime = $150

Advertisement:

FULL-TIME FACULTY POSITIONS

Nationally recognized, globally connected and locally focused, Lone Star College is the largest college or University in Houston and one of the fastest growing community colleges in the United States. With more than 80,000 credit students each semester and a total enrollment of 95,000, Lone Star College is committed to student success and credential completion. LSC adds $3.1 billion to the local and regional economy by providing educational opportunities across the north Houston region.

Mathematics – 4 positions – CyFair and University Park Campuses

Position Summary: It is the responsibility of the teaching faculty to provide the learning activities and support that will lead to the achievement of the course objectives and contribute to the educational environment of the college and the community. The faculty member's role encompasses the general areas of learning facilitation, professional development, and institutional service. Primary responsibilities are to plan, develop and teach courses within the curriculum in a manner that facilitates student learning.

Anticipated hire date: Spring 2016

Job Functions:

1. Teach courses in Mathematics at a variety of times and locations in response to institutional needs.
2. Make continuous efforts to improve the quality of instruction by reviewing and utilizing innovative methodologies, techniques, and delivery methods.
3. Develop and use a syllabus for each course or laboratory within college and departmental guidelines.
4. Plan, develop and use a variety of teaching methods and materials that assist students in meeting course objectives and which are appropriate for students with differing educational and experiential backgrounds and learning styles.
5. Evaluate students to measure their progress toward achievement of stated course objectives and inform them in a timely manner of their progress in the course.
6. Submit required college reports and forms.
7. Review, evaluate, and recommend student learning materials.
8. Maintain professional relationships with students, colleagues and the community.
9. Provide access to students through posted office hours, electronic communication and other appropriate methods.
10. Responsible for professional development and institutional service as determined in consultation with the Dean.
11. Responsible for other reasonable related duties as assigned.

Required Qualifications:

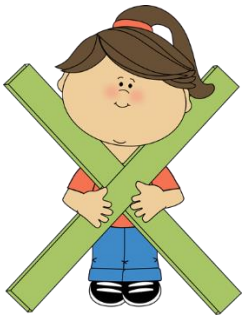
Master's degree in Mathematics or Master's degree with 18 graduate hours in Mathematics or Statistics

How to Apply: ALL APPLICANTS MUST APPLY ON-LINE ONLY

For complete job descriptions, required qualifications, and access to our on-line application, visit: http://jobs.lonestar.edu. Search by Job Opening ID number or click the "Advanced Search" link to search by keyword or campus. Everyone must apply on-line, but technical assistance with the application is available by e-mail: employment@lonestar.edu. Criminal background check required. EEO

Joke of the Month

Don't worry about running out of math teachers. They're always multiplying.



Got News?

If you know of any exciting news in mathematics, have it published in your TexMATYC newsletter. Submit articles to Heather Gamber at heather.a.gamber@lonestar.edu.

Visit us at www.texmatyc.org

Nomination Form
AMATYC Presidential Student Scholarship

Name of Affiliate:

Name of Affiliate President:

Email address of Affiliate President

Nominator's Contact Information:

- Name
- Phone number
- Email address
- Address

Student Nominee Information:

- Name
- Phone number
- Email address
- Address

Email information to
TexMATYC President Cynthia Martinez
Cymartinez@templejc.edu

Deadline October 12, 2015