

The Math ConneXion

NEWSLETTER OF THE ILLINOIS MATHEMATICS ASSOCIATION OF COMMUNITY COLLEGES

<http://www.imacc.org>

Volume 42

Winter 2013

Number 2



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President's Message

It has been a remarkable year for IMACC. This past summer we sponsored our first summer leadership workshop which was an excellent opportunity for us to determine how to move the organization forward. Membership remains a key concern. With dwindling resources for professional development we must make the case that IMACC is the primary organization dedicated to supporting two-year college mathematics instructors in Illinois.

Our annual conference is April 4-6 at Allerton House in Monticello. The membership will vote on the newly proposed developmental mathematics course formerly titled "General Education Preparatory Mathematics." After significant input from constituents, we decided to re-name the course "Preparatory Mathematics for General Education." In essence this is a developmental mathematics course that is focused on problem solving and real-world contextual learning rather than memorized facts and procedures. I am pleased to say that the response has been remarkably positive. Our rules state that we must vote at the annual business meeting on Saturday. I encourage all members to remain on Saturday in order to cast this important vote.

IMACC is sponsoring three roll out sessions for this new course. The first took place on February 2 at SWIC. The second is scheduled for February 16 at Parkland. Interested participants should contact Omar Adawi at oadawi@parkland.edu to reserve a seat. The third session is scheduled for March 2 at College of DuPage. Contact me at cappetta@cod.edu to register. IMACC is pleased to offer these events at no charge to the participants.

The Illinois Community College Board asked IMACC to continue the Common Core Gap Analysis Project and they want to do another study of placement practices around the state. The Developmental Education Advisory Council will

(Continued on page 2)

Deadline for Submissions:

Summer 2013-April 15
Fall 2013-October 15
Winter 2014-January 15

Submit items to:
Diane Koenig, Editor
The Math ConneXion
d.koenig@rockvalleycollege.edu

Online Math ConneXion

The online version can be found at
<http://www.imacc.org>

Is Your Membership Current?

Be sure to check the membership expiration date listed in your address label. If your membership has expired or is about to expire, you can use the form on page 15 to renew. In addition, if there are mathematics faculty at your college who are not members of IMACC, please invite them to join. Also, be sure to take time to check the Institutional Membership for your school.

(President's Message continued from page 1)

take the lead in this process with the cooperation of the IMACC curriculum committee. ICCB recognizes that importance of mathematics in the curriculum and we look forward to working with them to work to find solutions. IMACC is your voice in Springfield. We thank the membership for continued support in these important issues.

I am pleased to announce four outstanding speakers who will lead our general sessions. Wade Ellis of West Valley College in California asks "How Can We Effectively Use the Instructional Tools of the 21st Century?" In addition Wade is presenting breakout session titled "The Use of Mathematical Software from Fractions to Differential Equations." He is a no-nonsense inspirational speaker who understands technology (and students) better than anyone.

Our Friday afternoon speaker is Dave Sobecki of Miami University-Hamilton. He is a prolific text book author who is an outstanding speaker too. His presentation is titled, "Of Elephants, Fuzzy Dogs, and Teaching Backwards: A Story about Making Your Course More Engaging." Mathematics is fascinating for us. Dave will help show us how to make it more interesting for students.

Our Friday evening speaker is Lew Lefton of Georgia Tech. He was an outstanding calculus teaching assistant at UIUC in the 1980s and he has gone on to a distinguished career. Unlike many mathematicians, Lew has a well-developed sense of humor. He is an active member of an improvisational comedy group and he has many humorous and insightful takes on teaching and learning mathematics. I am pleased that we can bring him back to Illinois to entertain and enlighten us.

On Saturday morning our speaker is Sherri Messersmith. I have had the pleasure to teach with Sherri for several years. She is an outstanding teacher/author and I am pleased to welcome her back to IMACC. Her presentation is titled, "Using the POWER Framework to Teach Study Strategies in Math." The P.O.W.E.R. approach was developed by Robert Feldman of University of

(Continued on page 3)

Institutional Members

Black Hawk College	2012
Carl Sandburg College	2013
College of DuPage	2012
College of Lake County	2012
Elgin Community College	2012
Harper College	2013
Illinois Central College	2012
Illinois Institute of Technology	2010
John A Logan College	2012
Kankakee Community College	2012
Kaskaskia College	2012
Kiswaukee College	2013
Lewis & Clark Community College	2012
Lincoln Land Community College	2013
McHenry Community College	2012
Moraine Valley Community College	2012
Morton College	2013
Parkland College	2012
Prairie State College	2012
Rend Lake College	2013
Richland Community College	2011
Rock Valley College	2012
Shawnee College	2012
South Suburban College	2013
Southwestern Illinois College	2012
Waubonsee Community College	2012

(President's Message continued from page 2)

Massachusetts. Its components are Prepare, Organize, Work, Evaluate, Re-think. With today's students it is not enough to teach mathematics. We must teach them the strategies needed to learn. I believe that P.O.W.E.R is an outstanding model that can help many people become better students.

This is my last newsletter as president. It has been a pleasure to serve you. I am proud our many contributions. I would like to thank Robert Christie and Keven Hansen for their sincere and timely advice. I appreciate Kyra Rider, Omar Adawi and Connie McLean for stepping up to accept increased responsibility. I acknowledge Diane Koenig's fine work as newsletter editor and James Jones's work as webmaster. I want to that Steve Kifowit for his tireless efforts as treasurer and I need to acknowledge Yixia Lu for her outstanding contribution as conference coordinator. This organization works well because all of us work hard. Thank you.

Share your math department's news and current events with others in the state. Send articles to be included in the Math ConneXion to d.koenig@rockvalleycollege.edu.

2013 IMACC ANNUAL CONFERENCE SCHEDULE

Thursday, April 4

6:00-? Room Check-In (Allerton Main Desk)

7:00:-9:00 Pick Up Conference Packets, Social Gathering, Refreshments

Friday, April 5

7:15-8:15 Breakfast Buffet

8:15-8:30 Welcome and Announcements

8:30-9:30 Opening Session

Wade Ellis: How Can We Effectively Use the Instructional Tools of the 21st Century?

9:40-10:40 Concurrent Sessions (5)

10:40-11:00 Coffee Break, Exhibits

11:00-12:00 Concurrent Sessions (5)

12:00-1:00 Lunch Buffet (Topic Tables)

1:00-2:15 Park Activities and Exhibits

2:20-3:20 General Session:

Dave Sobecki: Of Elephants, Fuzzy Dogs, and Teaching Backwards: A Story about Making Your Course More Engaging

3:20-3:40 Coffee Break, Exhibits

3:40-4:40 Concurrent Sessions (5)

4:40-5:50 Social Hour and Committee Meetings

5:40-6:50 Dinner and Awards

7:00-8:00 Evening Program:

Lew Lefton: Infinity Bottles of Beer on the Wall - or What's so Funny about Mathematics

8:00-9:00 Evening Activities-games. Scholarship Fund raising

8:10-? Board Meeting

Saturday, April 6

7:15-8:15 Breakfast Buffet

8:15-9:15 IMACC Business Meeting

9:25-10:25 General Session

Sherri Messersmith: Using the POWER Framework to Teach Study Strategies in Math.

10:25-10:40 Coffee Break

10:40-11:40 Concurrent Sessions (5)

11:45-12:00 Contest Results, Raffle, Closing Remarks

12:00-1:00 Lunch Buffet

Concurrent Session Options

Teaching and Learning

Armstrong, Kantner, Schaid: Literacy Needs and Instruction in Mathematics Courses

Ruth Hoffman: First-Year Experience Course at University of Illinois-Urbana

Robert Christie: Teaching Problem Solving and Critical Thinking

Rob Brieler: Graphing Rational Functions without Test Points

Mathematics

Michael O'Leary: Archimedes and the Volume of a Sphere

Panel Discussions

Omar Adawi, Sunil Koswatta, Kathirave Giritharan:

Birds of a Feather: Applications of Engineering and Science in the Calculus Sequence

Keven Hansen: Chair Panel

Tom Pulver: ICCB Update

Developmental Mathematics

Kathleen Almy: *Math Literacy:* A Non-STEM Pathway for Developmental Math

Dave Sobeki and Brian Mercer: Thinking of Offering a Gen Ed Prep Math course?

Chris Riola: Mastery-Based Learning in Developmental Mathematics

Parkland Group: Parkland College's Developmental Mathematics Redesign

Dan Kernler: Predicting Success in Intermediate Algebra

Technology

Connie McLean: Transformations, Tessellations and Smartphones

Nicole Scherger: Teaching and Learning Calculus with Calc3D Plotter

Wade Ellis: The Use of Mathematical Software from Fractions to Differential Equations

Harper Team: Geogebra Workshop

Calculus

Keith Nabb: Cocktail Party Calculus: Collaborative Writing in Mathematics

A Message from the Midwest Vice President of AMATYC

Greetings! I hope you enjoyed a productive and successful fall semester, and I wish you an even better 2013. I would like to give you a brief update on activities and initiatives at AMATYC following the recent fall conference.

It was great to see many of you at the AMATYC conference in Jacksonville, Florida. As usual, the conference offered keynote presentations, a large collection of excellent member presentations, workshops, and posters, and unlimited networking opportunities with colleagues from across the country. The annual AMATYC conference is unparalleled in terms of what it offers those of us in two-year college mathematics education. Just about every session is related to what we do.

Each year conference presenters submit their presentation documents and handouts to be included in the online conference proceedings. Also included are videos of the conference's keynote speakers. This year Keith Devlin presented, *The Missing Link: A Tale of Literary Forensics*, and Diane Maldonado presented, *Navigating the Waters of Assessment*. If you missed this year's conference, or if you want to review the slides of a presentation, to view a keynote speaker video, or to download a handout, please visit this year's conference proceedings page at <http://www.amatyc.org/Events/conferences/2012Jacksonville/proceedings.html>.

After four years of discussion and compromise, the position statement on *Proctored Testing in Courses Taught at a Distance* was approved. It is now an official AMATYC position that, in online mathematics courses, the final exam be proctored, and at least 50% of the course grade be determined by proctored tests. While some members felt that this position paper did not go far enough, and indeed have more stringent policies for proctored testing in online courses on their own campuses, others countered that the position will help colleagues at colleges who are prohibited from requiring proctored testing. The official position paper can be found at the following link:

<http://www.amatyc.org/documents/PositionProctoredTesting.pdf>

The nine AMATYC committees met in Jacksonville to continue their work. They do most of their work between conferences and are always looking for additional members. If one of the committees is of particular interest to you, visit <http://www.amatyc.org/committees>, and contact the appropriate committee chair listed on the website to join. Currently, the Midwest Region does not have a regional representative on either the Teacher Prep

Committee or the Innovative Teaching and Learning Committee. If you are interested in serving in a leadership role in AMATYC in one of these positions, please let me know and I will forward your name to the committee chair.

The 2013 AMATYC Annual Conference will be held October 31 through November 3 in Anaheim, California. The theme, *Math: There's no end to the fun*, reflects the venue and the fun we have connecting with friends while we engage in professional development. The conference hotel is located two blocks from Disneyland

The AMATYC Board has extended the Affiliate Scholarship program. This program is intended to help defray the AMATYC conference expenses of a recipient from each affiliate; the recipient receives a free registration to the Anaheim conference. If you are a new AMATYC member or have never attended an AMATYC conference, please contact Bob Cappetta for details on how IMACC selects their recipient.

The AMATYC Webinar Series is completing its second year. To date there have been about 20 webinars. Recent webinars that have been captured for viewing include: *Fast Track - A Sure Bet to Improve Placement*, *Interesting Atypical Calculus Problems*, *New Pathways for Developmental Math: A Look into Mathematical Literacy for College Students*, *Issues in Implementing Reform in Developmental and Gateway Mathematics*, *Resources and Strategies for Online Tools*, *OCTA-TETRA Constructions and Polyhedron Models*, and *Intriguing Tidbits from Probability Theory*. If you missed any of these webinars, you can find them at <http://www.amatyc.org/publications/webinars>. There are several additional webinars planned for the coming months. Watch your email for details

If you are already a member of AMATYC, you are well aware of what AMATYC has to offer. If you are not yet a member, I encourage you to visit the website at <http://www.amatyc.org> and become a member.

I thank you for your support of AMATYC.

Jim Ham
AMATYC Midwest Vice President
jaham@delta.edu
December 9, 2012

Parkland College's Developmental Mathematics Redesign

By Erin Wilding-Martin

In the fall of 2013, Parkland College will roll out a redesigned developmental mathematics program. The new design will include two tracks, one for students headed to a college-level general education mathematics course, and another track for students who will need college algebra and calculus. Our plan was inspired by the AMATYC Developmental Mathematics Committee's New Life Project and its Mathematical Literacy for College Students course. However, ours is different in key respects due to the way this type of course has been approached in Illinois. Overall, our hope is that by offering more specialized tracks, we can provide a more appropriate developmental mathematics experience for all of our students.

Investigating the Issues

The project began as an exploration of low success rates in our College Algebra and Precalculus courses. A committee was formed, and we identified our main concerns pertaining to student success in these courses: weak prerequisite skills, difficulty adapting to the pace, and a failure to engage in quality study activities outside of class. While some of these issues can be addressed in the courses themselves, we also wanted to look at ways to better prepare students through our developmental prerequisite courses.

Parkland currently has a fairly traditional sequence of developmental algebra courses: Pre-Algebra, Beginning Algebra, and Intermediate Algebra. Successful completion of Intermediate Algebra makes a student eligible for their first transferable college-level mathematics course, whether it be a general education course (Introductory Statistics or General Education Mathematics) or College Algebra/Precalculus (our Precalculus course covers College Algebra and Trigonometry in one semester). We brainstormed about changes we could make to Intermediate Algebra that would better prepare students for College Algebra: the addition of a unit on exponentials and logarithms, a faster pace, increased rigor in terms of by-hand algebraic skills, more attention to mathematical concept development, etc. But with these ideas came concerns that we would be tailoring Intermediate Algebra to the needs of calculus-bound students, which would make it an inappropriate requirement for students headed to general education mathematics courses.

Around this same time, the idea of a two-track developmental curriculum was getting more attention in IMACC. Kathy Almy, who has also been heavily involved in the AMATYC DMC New Life project, presented at Parkland on her new Mathematical Literacy for College Students (MLCS) course at Rock Valley College. This seemed like a promising solution: adjust Intermediate Algebra to prepare students for College Algebra and Calculus, while providing a separate track to prepare students for general education mathematics courses. And so a plan was born, and we split into two committees, one to focus on each track.

College Algebra Track

One committee focused on redesigning the existing developmental algebra sequence to better prepare students for College Algebra. Sometimes referred to as the STEM track, our department instead used the phrase College Algebra Bound (CAB) to include non-STEM majors, such as Business, that require courses beyond College Algebra. The CAB track has been redesigned in two ways. First, Intermediate Algebra was changed in many of the ways we had brainstormed. A unit was added on exponentials and logarithms, which will increase the algebraic rigor and also increase the pace of the course. With a more targeted audience, it is also hoped that we will be able to cover all topics in a more in-depth way, specifically tailored toward the needs of these students. Second, we changed the way in which we will offer both Beginning and Intermediate Algebra. Inspired by Rock Valley and several other institutions, we have split both into half-courses, each with their own course numbers. Each half-course will be offered every half-semester, allowing a student who is failing in the first half to start over at midterm. Or, if a student only fails the second half, they only need to repeat that half. The hope is that letting students repeat only the half they need will ultimately reduce the time it takes for them to complete the developmental algebra sequence.

General Education Track

The other committee designed a new track from the ground up for students headed to general education mathematics courses. We looked at Rock Valley's MLCS course very closely, and Kathy Almy was more than happy to provide helpful resources. We also looked at IMACC's proposed General Education Preparatory Mathematics (GEPM) course. The proposed content outline from IMACC, which gives GEPM a Beginning Algebra prerequisite and takes topics from algebra, geometry, and statistics, guided our efforts.

Following the Rock Valley model and using one of IMACC's proposed formats, we created a combined 6-credit course called Mathematical Literacy. This course begins at the level of Beginning Algebra (with a Pre-Algebra prerequisite) and includes the content outlined for GEPM, as well as other topics. Similar to the CAB track, this will be offered as two 3-credit half-courses. This class is meant to look very different from an algebra course, and it will prepare students for a college-level general education course in one semester. This replaces the traditional sequence of Beginning Algebra, Intermediate Algebra, and Geometry. For students who would have needed all three courses, Mathematical Literacy saves them two semesters, plus it exposes them to content and ways of thinking about math that are more relevant to their educational goals.

The material in Mathematical Literacy is presented in a very different way from traditional courses. The focus is on numeracy, proportional and algebraic reasoning, functions, and modeling. This means that the algebra, geometry, and statistics are intertwined as students are asked to look at real-life data and situations, describe patterns, create models, and solve problems. Instead of a traditional lecture format, students work both in small groups and as a class to explore patterns, make conjectures, and discuss why their ideas will or won't work. Last semester my colleague, Brian Mercer, taught a pilot section and collaborated with Dave Sobecki to develop course materials. He reports that student conjectures and observations generated some of the best mathematical conversations he has ever had with his classes. Our hope is that this course will provide an alternate, equally rigorous, and more relevant route for students who do not need the emphasis on algebraic by-hand skills in the traditional algebra sequence. Instead, they will engage in activities that prepare them for general education mathematics courses, and to be informed, thoughtful citizens.

Now What?

This semester, Brian Mercer and I will each teach a pilot section of Mathematical Literacy and continue to revise lesson plans and materials. We go full-scale for Fall 2013, offering several sections of Mathematical Literacy and implementing the 8-week half-courses for that and the traditional algebra sequence.

Expanding the new Mathematical Literacy course offers some challenges. The non-traditional approach to the content and the group-oriented pedagogy will make it necessary to train instructors and offer ongoing support. This should be a fun process, but it will require some adjustment. We will begin with two course co-coordinators in the first year who can help with these efforts. There are also scheduling issues to sort out. The main format for the course will be 2-hour classes, 3 days a week. However, that may not be the most convenient format for night students. This may also be a difficult course to offer online, so we will need to explore ways in which technology can help us implement the group-oriented pedagogy.

We will be assessing our redesign in many ways, measuring student success in both these and their college-level courses later, and looking at qualitative outcomes such as student attitudes and reasoning skills. We will also work with other units on campus, such as Advising and Financial Aid, to address any unanticipated issues that may arise. The Mathematics Department will continue to assess and revise, and will try to stay flexible so we can address the challenges of implementing such an ambitious redesign.

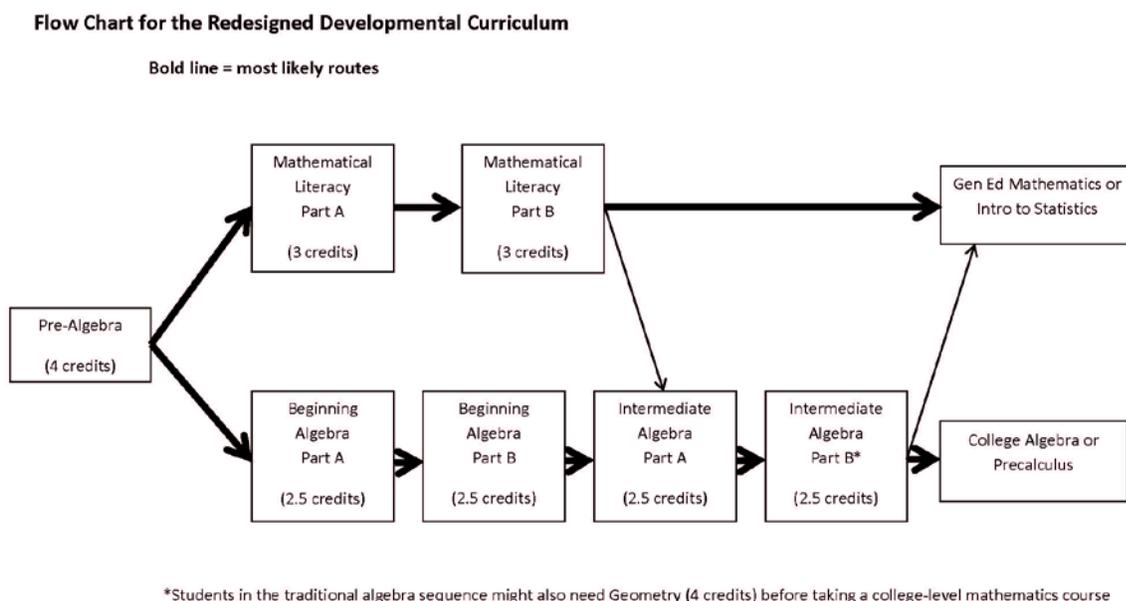


Figure 1. New developmental mathematics flow chart

Important Announcement!!

As we near the scheduled conference, keep in mind your colleagues who are deserving of recognition. Please let me know of anyone who qualifies for the IMACC Life Membership Award, as well as remember to nominate your colleagues who are deserving of the other awards. The deadlines are below and on the IMACC website, <http://www.imacc.org/> . Even though the deadline for the Teaching excellence award has passed, it is still not too late to nominate someone for that award.

- * James Armstrong Award (Deadline: Mar 1)
- * Distinguished Service Award (Deadline: Mar 1)
- * Life Membership Award (Deadline: Mar 1)
- * Teaching Excellence Award (Deadline: Late Oct)
- * Memorial Fund Scholarship (Deadline: March 1)

Thank you for your nominations. You can send them directly to me.

Paul McCombs

p.mccombs@rockvalleycollege.edu

Upcoming Conferences

Dates	Organization	Location
April 4-6, 2013	IMACC	Monticello, IL
August 1-3, 2013	MathFest	Hartford, CT
October 31-November 3	AMATYC	Anaheim, CA

Help Fill *The ConneXion's* Pages

Share your ideas with others across the state. Let's use *The ConneXion* as a venue to let each other know new initiatives, curriculum changes, and tips/tricks for the classroom.

Send your articles or favorite classroom activities to d.koenig@rockvalleycollege.edu. The deadline for the next edition is April 15, 2013 but you can send your articles at anytime and I will include them in the next issue.

New Hire

Kankakee Community College recently hired a new mathematics faculty member, Ruth Fabbro. We welcome Ruth to the community college mathematics faculty!

2013 IMACC CONFERENCE
Allerton House: April 4-6, 2013
Return to Yixia Lu by Monday, Mar. 4, 2013

REGISTRATION INFORMATION: Please print all information

First Name	Last Name	Gender	
Street Address	City	State	Zip
School Name	e-mail address		
__ Home phone	__ Cell (indicate which)	School Phone	

Please check all that apply:

- I am attending for the first time.
 I am a graduate student at _____.
 I am retiring this year.

ACCOMMODATIONS & FOOD

Which night(s) will you be staying at Allerton House?

Thursday Friday BOTH

None: I will stay in town & make my own arrangements for lodging. [IMACC has reserved a block of 25 rooms at the Monticello Best Western for conference rate of \$70 per room per night plus tax. There are 20 double queen and 5 king rooms. Call them at 217-762-9436 to make your reservations, mentioning the IMACC conference rate. Room block will be held till **3/4/2013**. Please note there is no hotel transportation to Allerton Retreat Center.]

Housing Preference: indicate 1st, 2nd, and 3rd choices:

Main House Gatehouse Evergreen Lodge Little House in the Woods

Roommate preference(s) _____ (some rooms will have more than one bed)

Meals: Check all meals that you will eat at the conference:

Friday: Breakfast Lunch Dinner
Saturday: Breakfast Lunch

Will you need vegetarian meals? YES NO

Do you have special dietary needs? YES NO Indicate your needs:
 NO

Do you need a receipt prior to the conference? YES NO

Receipts will be included in conference folders at Allerton. If you need a receipt prior to the conference, include a self-addressed stamped envelope or clearly write your e-mail. Only fully paid attendees may get receipts prior to the conference.

Special needs or questions: Contact Yixia Lu at 708-596-2000 ext. 2425 (work) or 630-699-9733 (cell) or e-mail her at ylu@ssc.edu.

Please circle the appropriate dollar amount depending on your specific conference package:

- Make checks payable to: **IMACC**; *if a name must be used: IMACC/Steve Kifowit, treasurer*
- “Members” must have paid dues for 2012-2013 by the postmark deadline for the conference (Mar. 4, 2013) to get the member-rate for the conference.
- Each college can send one institutional representative to attend the conference at no cost if the college has paid the institutional membership fee for 2012-2013 by the postmark deadline for the conference (Mar. 4, 2013).

Package Choice	Member	Non-Member	Grad Student or Retired Member	Institutional Representative
Entire Conference: Thurs & Fri Lodging, Fri & Sat Meals	\$350	\$385	\$255	N/C
Registration, Thurs Lodging, Fri Meals	\$230	\$250	\$170	N/C
Registration, Fri Lodging, Fri & Sat Meals	\$265	\$285	\$190	N/C
Registration, no lodging, Fri & Sat Meals	\$180	\$200	\$130	N/C
Registration, no lodging, Friday Meals	\$130	\$150	\$90	N/C
Registration, no lodging, Saturday Meals	\$105	\$120	\$75	N/C

- Late (postmarked after Monday, Mar. 4) registrations and on-site registrations: add \$25 late fee.

TOTAL:

Refund Policy:

- Those canceling before the Mar. 4 deadline will receive the full refund.
- Those canceling after the Mar. 4 deadline should not expect a refund, but may appeal their circumstances to the IMACC Board for consideration. Appeals must be sent in writing to the IMACC President Robert Cappetta.

Confirmation

Those requesting early confirmation of their conference registration should include a correct e-mail or a self-addressed stamped envelope with your registration form: please indicate YES or NO on the front of the registration form. Receipts will be included in all conference folders at Allerton.

Make your check payable to **IMACC**

If your school requires that a name on the check must be included, please use **IMACC/Treasurer, Steve Kifowit**, not Yixia Lu.

Please send all registration materials (including the check) to:

Yixia Lu Math/Computer Science
South Suburban College
South Holland, IL 60473
708-596-2000 ext. 2425 (Work)
Fax: 708-210-5794 Attn: Yixia Lu

OR Yixia Lu
7934 Sawyer Road
Darien, IL 60561
630-699-9733 (Cell)

ylu@ssc.edu

No registration is complete without a **fully completed registration form** and a check.



IMACC Individual Membership Form 2012 - 2013

Name: _____ School: _____

Home Address: _____ School Address: _____

City: _____ State: ___ Zip: _____ City: _____ State: ___ Zip: _____

Phone: _____ Phone: _____ ext. _____

Email: _____

To which address would you like correspondence sent? Home School

Do you wish your name distributed with the IMACC database? Yes No

Would you like to receive *The Math ConneXion* electronically? Yes No

An email will be sent to you notifying you when the *ConneXion* is available.
You may then visit the IMACC website and read or print the latest issue.

Membership Fees: 1 Year: \$15.00 3 Years: \$40.00 5 Years: \$65.00

_____	+	_____	=	_____
Membership Fee		Scholarship Contribution		Total Enclosed

Please make checks payable to: **IMACC**

Mail to: IMACC
c/o Steve Kifowit
Prairie State College
202 S Halsted St
Chicago Heights, IL 60411

IMACC's membership year begins July 1 and ends June 30. You may check your current membership status at the IMACC website <http://www.imacc.org/> or by looking at the printed label on your *The Math ConneXion*.



ILLINOIS MATHEMATICS ASSOCIATION
OF COMMUNITY COLLEGES

INSTITUTIONAL MEMBERSHIP FORM
2012 – 2013*

INVOICE 201213

AMOUNT DUE: \$350.00

(IMACC Tax I.D. #: 371127733)

ENTER AMOUNT: _____

DATE: _____

SIGNED: _____ TITLE: _____

Make check payable to IMACC
c/o Steve Kifowit
Prairie State College
202 S. Halsted St.
Chicago Heights, IL 60411

IMACC Institutional Members may send
one institutional representative to the
annual IMACC meeting free of charge
(not including transportation.)

PLEASE COMPLETE THE FOLLOWING INFORMATION

Institution _____

Address _____

City _____ State _____ Zip _____

Phone _____

President _____

Vice-President
or Dean of
Academic Affairs _____

Contact Person Information:

Title and Name _____

Phone _____

E-mail _____

* IMACC's membership year begins July 1, 2012 and ends June 30, 2013. Annual dues must be paid by March 1, 2013 in order to receive the complimentary conference registration for the institutional representative.

The Math ConneXion
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