



HERE AND THERE

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National Student Representative

Brookes Mayes

Alpha Pi Chapter - Mississippi State University

Greetings! This semester sure has flown by, and I hope, as you reflect on it and all of your accomplishments, you can look back with delight. For many of you, this may have been your last semester before student teaching. I know this is really exciting! I am still patiently waiting for my spring internship assignment.

Remember the deadline for our projects is upon us, and I am sure that everyone has wonderful projects ready to be submitted! The fan page on Facebook will be active on January 1, 2010. The fan page will include pictures from all Pi Omega Pi members at the various NBEA conferences, pictures of events from other chapters, and discussion boards about many different topics.

The discussion board will be a place not only for the different chapters to discuss project ideas, but also for students to discuss new ideas for teaching. Student teachers, as well as, alumni of Pi Omega Pi will be able to share ideas about their classrooms.
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President's Report

Darla Stone

Zeta Eta Chapter - Kansas State University

From the *Here and There*, we can see that the chapters have been very busy working on various projects and activities. It with pride that I read about all the good things you are doing in your schools and communities. Our business education students become actively involved in their professional organizations early, fulfilling the aims of Pi Omega Pi. The high level of student involvement is made possible by the outstanding leadership of the business faculty and staff on the various campuses, people who already have many responsibilities and still take time to serve as a Pi Omega Pi advisor. Congratulations for a job well done.

The overview of the program for the annual NBEA convention in San Diego, California, (March 30-April 3, 2010) is available online (NBEA.org). There will be many interesting sessions to attend including the Pi Omega Pi Breakfast meeting on Friday morning at 7:00 where the top 10 chapters will be announced. The convention schedule and registration forms will be in the December issue of the *Business Education Forum*. In addition, NBEA sent out an email several weeks ago with the notice that registration for the conference is now open and available online. (continued on page 3)

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Here and There

Here and There is the official newsletter of Pi Omega Pi, the national honor society in business teacher education. It is published four times each competition year: February, April, October, and December.

February and April articles and news should be sent to:

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Guidelines for Submission of Articles

The following guidelines should be followed when preparing articles for submission to the *Here and There*.

1. Include a concise, comprehensive article title.
2. Check for correct grammar and punctuation.
3. Avoid the use of contractions.
4. At a minimum, include one reference.
5. Follow the APA (fifth edition) formatting and writing style. A minimum word length of 300 words and a maximum word length of 750 words are required.

Brookes Mayes

(continued from page 1)

All fans of the page will be able to add pictures of various events. If you have something extraordinary that your chapter has done, we encourage you to share it with all chapters by posting pictures with captions. Your adviser will send an e-mail after January 1st with the link to join the fan page directly. Once everyone has reviewed the fan page, I welcome suggestions for discussion topics and other additions to the fan page. Please e-mail me at bm435@msstate.edu; I look forward to hearing from you.

Good luck on finals! I hope you have a very Merry Christmas and a Happy New Year.

President's Report

(continued from page 1)

Please remember to submit your national, community, local and publication project reports to Ivan Wallace at the East Carolina University Pi Omega Pi chapter (the judging chapter), and send your record of all your activities to Marcia James, the National Secretary by February 1, 2010. The National Chapter Award Competition Guidelines were e-mailed to your chapters in October. If for some reason your chapter did not receive a copy, please contact me ASAP.

Good luck with all of your final examinations and enjoy your break. Happy Holidays.

Chapter Activities

Kappa Chapter

Indiana University of Pennsylvania

We hosted two professional development sessions for business education majors. The first session included three business teachers from the K-8 level who teach keyboarding—Melissa Burton, Valerie Haney, and Sharon Storch. They provided the audience with techniques on teaching keyboarding and computer related skills to the elementary and middle school students. The second session featured, Dr. Irene Mergen, Director of Special Education at the Armstrong Indiana Counties Intermediate Unit. She offered students tips and techniques for working with students with disabilities.

Beta Chapter

Northwest Missouri State University

The Beta Chapter, once again, holds true to the saying "small but mighty." This fall, there are ten returning Pi Omega Pi members. Along with the ten returning members, there was one new member that met the qualifications to become part of Pi Omega Pi.

- On November 5, the Beta Chapter held its formal initiation for its newest member. A presentation was given by Sue Nothstine and Nancy Piercy, two of the authors of the book *The Teacher's Tackle Box*. The two presenters are both retired school teachers who wanted to do something to help future and first year teachers have a successful teaching career. There are many stories and much advice that is given throughout this book. These presenters provided a great source of information and were very inspirational to all members of the Beta Chapter. The Beta Chapter recommends that all first year teachers read this book or at least check out the website: www.teacherstacklebox.com.

Chi Chapter

Indiana State University

This semester the Chi Chapter of Pi Omega Pi has really been brainstorming for a national project for the next year. We've been working really hard and have come up with some great ideas. We're looking forward to getting the ball rolling on this project next semester. This week we are having our Christmas party which should be a good time with some of our faculty leaders.



Alpha Beta Chapter
Eastern Kentucky University

Here at the Alpha Beta chapter at Eastern Kentucky, we are happy to welcome the two new members of Pi Omega Pi. In October, Heather Beasley and Ashley Smith joined the Alpha Beta chapter of Pi Omega Pi. The projects are receiving fresh new ideas from the new members, and we cannot wait to see the final outcomes of the projects. The semester is going well for our chapter.

Currently, our chapter is continuing to work on our projects. We are enthusiastic about the San Diego trip in the spring and are still in the process of making plans for the trip. We are also in the process of raising money to support the trip.

Alpha Chi Chapter
Eastern Illinois University

We at the Alpha Chi chapter have been working really hard to get all of our projects done for nationals. We currently just finished our national project which consisted of an Entrepreneurship resource CD. We handed this CD out to business education teachers' at the Illinois Business Education Association Conference. We got a lot of feedback from the teachers' in how they will use this in their classroom. We are currently a small chapter and two of our members are going to be graduating at semester but we have a lot of new members that our going to take the Alpha Chi Chapter to new heights. We are at the Alpha Chi Chapter strive for excellence in and out of the classroom and know that our new members will do the same.

Alpha Pi Chapter
Mississippi State University

Over the past two months, the Alpha Pi chapter of Pi Omega Pi has been working hard to finish all the projects for the year. One task that was just completed was the community project. Our chapter

held a tailgate at the annual Egg Bowl and invited alumni from the previous years of Pi Omega Pi and also family members and friends. This event was in celebration of Alpha Pi's 70th anniversary. The project turned out to be a huge success, and we all had fun in the process.

Other projects that we have been working on are the publication, which is going to be a newsletter to the alumni, and our national project, which is a website to order Pi Omega Pi gear and accessories. The last project we have been working on is the local project. The chapter has contracted to have two custom benches built to be placed in front of the Industrial Education. Finally, our chapter wishes everyone a Merry Christmas and Happy New Year!

Beta Kappa Chapter
Eastern Carolina University

Beta Kappans at East Carolina University are looking forward to spring semester and judging the 2009 projects. They are planning an induction ceremony to be conducted at the Atlantic Coast Business and Marketing Education Conference in Raleigh on January 18 where they will be assisting the BITE Department in hosting the conference.

Zeta Eta Chapter
Kansas State University

Zeta Eta chapter initiated two new members at the November meeting. Members discussed fundraiser ideas. The chapter has had one fundraiser and still needs to raise more money to attend the NBEA conference in San Diego next spring. Members planned the holiday party for the next meeting in December. Everyone will meet at the sponsor's house and have a potluck dinner. We have one member graduating at December commencement and she has a job interview this week. We wish her well.

Member Articles

Lindsay Kallas
Kappa Chapter

Electronic Portfolios -----

One of the major requirements to get into the College of Education at Indiana University of Pennsylvania is to have a completed electronic portfolio reviewed and submitted. An electronic portfolio is a way that students can showcase their achievements on individualized pages that are all linked to a main page. The electronic portfolio is basically a dynamic resume where one can share their educational and in classroom experiences by creating an internet based portfolio (Rodgers, 2009).

When students create their electronic portfolios, they are able to pick their best work and chose exactly what they want to showcase. Students are aware that the electronic portfolio is a huge part of the interview process in Pennsylvania. While in the interview, the hiring administrators often do not have the time to sift through a paper portfolio; however with an electronic portfolio administrators can go exactly to the link that contains the information for which they are looking. (Woodland, 2009).

The electronic portfolio can be created using a variety of websites. Most students choose to use programs such as FrontPage or PowerPoint to create their portfolios because they are easy to link all of the pages together quickly and easily. It typically contains different standards in business education, and each standard will contain artifacts and the students reasoning behind placing the artifacts in the location that they did. For example, an artifact for a management section would be a classroom management plan.

Students tend to put a lot of time into the creation of their electronic portfolios and they are typically quickly looked over. Due to the amount of electronic portfolios that an interviewer would be seeing, students need to individualize theirs to make it more appealing. Being a business education major, students should all be very familiar with the use of technology, especially if they are BCIT (Business, Computers, and Information Technology) certified. When the interview is reviewing for a technology position they are more likely to look into the step-up for the electronic portfolio and they will be sure to check to make sure everything properly working. All in all, the electronic portfolio is an excellent resource in an interview, a great way for students to showcase their best work, and a good way to make a lasting impression after leaving the interview.

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Teaching Basic Business and Management

Bryce Clifton

Beta Chapter

Northwest Missouri State University

As a current or future educator, how do teachers gain students' interest in basic business and management courses? Educators already have a passion for the material otherwise they would not be teaching business. The material may be interesting to the teacher, but how do they transfer that interest to the students? Educators must utilize the different instructional strategies and resources available to them in order to maximize the students' abilities. If the student does not care for the material, they may not put forth the effort necessary to learn and retain the information.

Basic business operations and management go hand-in-hand, in that they both must co-exist in a successful business organization. In order to be a good manager, a person must know how the business operates to be able to make personnel decisions, and then they must also understand how those decisions affect the business financially at home and abroad. One of the most important topics that need to be taught more thoroughly in every business classroom is proper business ethics.

Students also need to learn and understand their role as a consumer in the business process. It has been found that most high school seniors lack the skills to be competent consumers, and this is vital as they will be consumers well past high school. The ability to be financially responsible is key for the students as most of them will be going to college or living on their own and working immediately after they graduate from high school. They need the ability to budget in order to succeed on their own.

Some of the best ways to teach the students these abilities and this information is to use prior knowledge or experiences students have and connect them with the material being taught in the classroom. Another way is to ask questions to the students that will stimulate thinking and a discussion among the class. Brainstorming is a technique that can be used to gather ideas from the class for a possible solution to a management situation. Games and simulations are always a good way to get students involved in the learning process, because games and simulations can be fun for the students while they are also using what they have learned in a hands-on manner. Case studies are useful tools in showing students real-world situations that have occurred in business, providing the basis on which to write a paper on how they would handle the situation. Case studies are an excellent method to teach students ethics by giving them actual ethical dilemmas with which to work.

The best way to get students' interest in any class is to get the students involved with what they are learning and show them how it applies to their everyday lives. Business courses can teach students lessons they will need their entire lives. Getting students involved and demonstrating how a lesson affects them will help make connections to the material.

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Giving Secondary Students a Future via a Prep Course

Lukas Hubers
Psi Chapter

University of Wisconsin Whitewater

One in every three eighth-grade students will not graduate and a combined half of all African American and Hispanic students will not complete high school. In order to help stop this, preparatory courses are being formed that follow the standards set up by The George Washington University's Freshman Transition Initiative. By getting students to look at career clusters through these programs, they enhance their traditional academic performance by building competency in order to exceed in these fields. By students seeing that normal academic skills are needed in order to succeed in the field that they want to choose a career in, they begin to focus and try harder in normal academic classes, giving them a better chance to graduate and succeed in a career.

However, career clusters cannot be successful if students do not understand how they work. By going through the preparatory courses developed by the Freshman Initiative, students learn how to set goals, figure out how to achieve them, and plan ahead for once the goals are completed. During these courses the students are required to create "road maps." These "road maps" have students map out the next ten years of their lives, forcing them to plan past postsecondary school and into their eventual career. By planning so far in advance, the students prepare themselves for the major surprises that may occur during these stages including both educational and financial upsets. Through this process, students gain a confidence in their future and change the decisions that they make during their secondary educational years.

There needs to be a class in high school for students to learn about options that are out there. If students are informed of the options they have involving their careers, they are more likely to succeed in life and go into the workforce as a valuable individual, rather than someone who has little or no skills. There is no question that these programs can be integrated into CTE. By high schools and technical schools working together, they can put together preparatory courses and career clusters that can best benefit students in both programs. By these two programs working together, students have a better chance at following through the programs and continuing on their education beyond high school, giving them a better chance to get a good job and become successful in their future career.

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YouTube in the Classroom

Heather Beasley
Alpha Beta Chapter

Eastern Kentucky University

Major Owens once stated, “Children are already accustomed to a world that moves faster and is more exciting than anything a teacher in front of a classroom can do.” In the midst of our technological era, his words have never been truer. While technology is present in all facets of life, the rise of its use in the classroom is the most impressive. Classrooms have evolved from using blackboards, to white boards, to smart boards and handouts, to overhead projectors, to ELMOs. It is no surprise that the social networks and video sharing websites are finding ways into the classroom as well.

Founded in 2005, YouTube is becoming an increasingly popular video-sharing website turned education tool used in the classroom (Mullen & Wedwick, 2008). First and foremost, the website provides a level of convenience that was not available to teachers in the past. When a video used to be necessary in the classroom to accompany a lesson, the video needed to be located, checked out of the school or local library, or even ordered, and then returned. With the simple click of a mouse, videos available on YouTube are at the fingertips of the educator. According to Mullen and Wedwick (2008), the quick access feature of the videos on YouTube is what makes it appealing and beneficial for the classroom. By entering words into a search bar, videos are listed for the user to click and watch. The more narrow the search, the more specific the videos are to your criteria. For example, searching “advertising techniques” provides over 4,000 videos to choose ranging from a discussion on how media affects buying behavior to how to write a company brochure. The possibilities are endless.

YouTube allows students to be “content creators” (Adam & Mowers, 2007). Not only can students use YouTube to view videos suggested by their teachers, but they can use information they learn within the classroom – along with other technology – to create their own YouTube video. They can then upload it onto the website. There is even a K-12 education group located on the site at www.youtube.com/group/K12 where teacher and student submitted videos can be located and viewed safely (Adam & Mowers, 2007). The only disadvantage may be that school district bans the website from the Internet because of inappropriate videos. Adam and Mowers (2007) suggested that to assure that YouTube is only used educationally, the teacher could convert the video to another format and then post on a classroom website or Blackboard style tool.

The benefits are obvious when considering YouTube as a pedagogical tool. Students can access videos related to their lessons at any time or place which Trier (2007) calls time and space shifting. He explains that because the videos were viewable at any time and setting for the students, it was more convenient for the students. Instead of having to recall a DVD or video they were shown in class, they were able to watch the video on YouTube again to jog their memories of a concept or idea presented with their classroom material (Trier, 2007).

The use of YouTube in the classroom is a new concept, but one that is catching on throughout the nation. “One of the fastest-growing websites on the World Wide Web...ranked the 15th most popular website on Alexa... 65,000 new videos uploaded each day and... 20 million visitors” every month must be something to take a look at (Trier, 2007, p. 408). Among those millions of videos, there are abundant amounts of educational clips to show students that will further engage them in their learning and allow them to relate what they are taking in to

the real world around them. Students know a great deal about technology in this day and age, and incorporating something from their side of the fence may just prove to be an extremely helpful conversation starter. Tying YouTube into the lesson and even following through with a project about what the students have viewed is an exceptional way to use technology in the classroom. Teachers should take note of this and remember the words of Major Owens.

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But Aren't We Special Education Teachers?

Morgan Watkins
Alpha Pi Chapter

Mississippi State University

Whether we are prepared or not special education students will be in our classroom. How will we accommodate them? How will we give them the best education possible? Technology has opened up many doors for children with disabilities. We as technology teachers are equipped with the basic understanding of technology which gives us an edge in helping special education students. More structured lesson planning will also provide an additional advantage in meeting these needs.

Take Advantage of Assistive Technology

Technology has been used as an equalizer for students with disabilities. Examples of these technologies are: abbreviation expanders, alternative keyboards, audio books and publications, electronic math work sheets, freeform database software, graphic organizers and outlining, optical character recognition, personal FM listening systems, portable word processors, proofreading programs, and speech-recognition programs. These examples are examples of "assistive technology." Raskind defines assistive technology as "as any device, piece of equipment or system that helps bypass, work around or compensate for an individual's specific learning deficits." All students handicapped or not are entitled, by law, to an appropriate education. Assistive technology helps teachers achieve this goal. Become aware of the many assistive technologies available to enhance learning for all students.

Incorporate in Lesson Plans

You may be asking yourself how to accommodate special education students into lesson plans. Zimmerman gives us seven steps to get us started. *First*, build on what they know. This is important for all students but especially important for special education students. Zimmerman says, "Discuss what 'business' means to them." *Second*, break every concept into the smallest steps possible. *Third*, use the real world. Link your lesson to student experiences. *Fourth*, give concrete examples. *Fifth*, connect new concepts to concepts they have learned before. Zimmerman mentions that regular education students will usually come up with these relationships on their own, but special education students need help. *Sixth*, provide lots of guided practice. Guided practice could be in groups, pairs, or as a class. *Seventh*, assess their knowledge, then correct it together, and have the students explain their thinking as much as possible. This idea will not only help you, but also help them.

Educating special education students through the use of assistive technology and following these excellent steps in lesson planning will enhance the learning experiences for these special students.

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Financial Literacy-Are We Failing?

Zeta Eta Chapter

Kansas State University

“What isn’t taught isn’t learned” (Council for Economic Education). The Jump\$tart Coalition for Personal Financial Literacy found that the average high school graduate lacks the basic skills (i.e., how to balance a bank statement) in the management of personal financial affairs. This causes them to develop poor money management skills, run up huge debts on their credit cards that they can never repay, and struggle financially all their lives, living pay-check-to-pay-check. The Coalition’s objective is to “ensure that basic personal financial management skills” are learned during the K-12 school experience.

The main premise is the issue of incorporating personal finance curriculum into schools. Across the nation, America's youth are scoring below 50% on the Jump\$tart Coalition's financial literacy biennial survey. Not only are students behind in the U.S., but in countries such as Australia, Japan, and Korea as well. The research also showed that ten or more hours of instruction in personal finance has made a positive change in student knowledge. Knowing this has shown that financial literacy definitely needs to be improved. Many high schools also jumped on board with improvement of financial literacy by incorporating it into their general classes, or adding personal finance classes to the school's curriculum. A few schools are even making the completion of a personal finance course required for graduation. If these classes are falling into place across schools, then it is important that the educators teaching these courses be properly prepared. Most of the responsibility to teach such classes is falling to business teachers. It is important that business educators have current knowledge and methods of instruction to teach personal finance.

The trend across the United States is to add personal finance courses in the high school in an effort to prepare students to successfully handle their finances as adults. In 2002 national standards were established for personal finance by the JumpStart Coalition to determine what students should know about money management. Knowledge benchmarks are set for fourth grade, eighth grade and twelfth grade students. States have developed various standards for financial literacy. The Council for Economic Education offers an overview of the status of personal financial education based on the different states <http://www.councilforeconed.org/about/>. While 40 states include personal finance in their standards, only 9 states require that a personal finance course be offered.

This is definitely a current problem among our youth and should get the necessary attention for improvement. Financial literacy is important for students when considering the current state of our nation's economy. Also, having financial knowledge can help improve students' critical thinking skills and testing scores. Morgan concluded that with emerging courses of personal finance increasing, it is important for educators to be prepared for implementing this topic into their classrooms. Finally, it will help to prepare students to be successful adults financially.

Teachers should look to incorporate this subject into their classroom if it is not already required. This is relevant and useful to business educators. If courses are not already being offered, then business teachers should look to bring personal finance into the classroom. They could also push for permanently adding personal finance into the school's curriculum. It would be natural to implement personal finance content into business classes or computer application classes.

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As of December 2009

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