HERE AND THERE
National Newsletter
PI OMEGA PI
National Business Education Honor Society
Member of the Association of College Honor Societies

A Message from Allison Wagner
National Student Representative
University of Wisconsin - Whitewater

By now, Pi Omega Pi chapters should be working hard on projects and initiating new members into the organization; students should be getting into the swing of things for the semester working hard on papers and projects already; and for those who are student teaching, I hope you are finding your experience enriching and rewarding. I know I am.

I know that a lot of regional conventions have already taken place or will be held soon. I'd encourage anyone to attend at least one convention. I recently attended the Wisconsin convention and the tips and resources were endless.

Due to flooding in New Orleans from hurricane Katrina, NBEA has been moved to Tampa, Florida. Dates and the convention schedule should stay roughly the same. Although it is not a Pi Omega Pi biennial year, I hope to see some of you there for the convention. It is always a nice break from the normal routine of daily life.

Keep up all the hard work and good luck with the rest of the semester. Do not forget that I would be happy to help any chapter if they have any questions or comments.

President's Report
Thelma King
Gamma Phi Chapter
North Carolina A&T State University

Greetings to all

Another school year has begun and many of us are already at the point where we are submitting midterm grades. Many chapters are busy working on various projects and community activities. We are all leading very busy lives, but I hope you find pleasure in the work you do whether it's preparing for your teaching career or progressing in your teaching career.

We have all read about and seen the devastation caused by the hurricanes this season. Let's all try to do what we can to provide assistance to the affected areas. This is a great opportunity for chapters to be creative and also work with other chapters on the types of assistance that they will provide. Chapters are encouraged to include these acts of kindness in your Here and There activity reports. Now is also the time to assign students to write articles to be submitted as well.

The 2006 NBEA conference has moved the location from New Orleans to Tampa, Florida, because of the hurricane damage. You may go to the NBEA website (www.nbea.org) for more information on the hotel and registration.

Association for Career and Technical Education (Business Education Division)

The Business Education Division of the Association for Career and Technical Education (ACTE) has a broad-based foundation of persons who are dedicated to educating today's students for tomorrow's business community. Members include educators from middle schools, junior high schools, secondary schools, vocational and career centers, adult education, community and technical colleges, four-year baccalaureate degree programs, graduate degree programs, and other related institutions and organizations.

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. Articles and news should be sent to:

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Table of Contents

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(President's Report Continued from Page 1)

Pi Omega Pi National Council invites you to start planning now for the 2007 Biennial Pi Omega Pi National Convention to be held in conjunction with NBEA in New York City. A one-time incentive program is available for those who choose to participate and meet all criteria:

- $100 — Advisor and students register for Pi Omega Pi Convention and attend general sessions (two).
- $250 — Advisor and students register for Pi Omega Pi Convention, attend social, two general sessions, at least one other presentation (than the one given by their chapter), and give a presentation based on an accepted proposal.

Discuss the incentive with your chapters and encourage them to participate. Remember this is a **one-time offer**.

Dr. Marcia James has requested that you send any Pi Omega Pi webpage updates to her. Please check the website to make sure that the information on your school is correct. Also any changes in advisors, email/mailing addresses, or telephone numbers should be submitted to Dr. James.

Don't forget to celebrate and promote "Business Month" in November.

Pi Omega Pi Founded in 1923

Paul Selby of Northeast Missouri State Teachers College (Northeast Missouri State University) in Kirksville was the founder and first national president of Pi Omega Pi. Pi Omega Pi is an honorary fraternity promoting scholarship and ethical ideals in business education. By 1987 Pi Omega Pi had installed a total of 151 chapters with eighty active chapters holding regular meetings.

(From *A Chronology of Business Education in the United States 1635-1990*, B. June Schmidt and Carol L. Jennings. National Business Education Association, Reston, VA. 1990.)

Chapter Activities

Beta Chapter
Northwest Missouri State University

The Beta Chapter has come back from summer vacation in full force; lots of activities have already been planned for the weeks to come. New Chapter officers were selected at the first meeting of the semester. Members volunteered to contribute articles for the national newsletter. There are five potential new members; an eat and greet has been planned to invite them to join the Chapter. The Chapter voted to contribute $5 for every member to the Red Cross for Katrina relief. Beta Chapter is looking forward to another fun and challenging semester.

Mu Chapter
Emporia State University

The MU Chapter at Emporia State University initiated three new members during the spring semester: Jennifer Remmereid, Matthew Soule, and Samantha Hintz. Fall initiation has been set for late October.

The officers elected for the 2005-2006 school year are as follows: Jennifer Remmereid, president; Matthew Soule, vice president; Samantha Hintz, secretary/treasure. The Chapter is currently working on completing the national project; all other projects are complete.

Psi Chapter
University of Wisconsin-Whitewater

After having the summer off, the Psi Chapter will be busy for the coming semester. To kick the semester off, Chapter members met on a bi-weekly schedule with officers communicating in between schedules with the advisor. Fundraising is already underway, as is launching tasks for the local, community, and national projects. Informal initiation was held with what seems to be a promising new group. Formal initiation will take place the beginning of October.

Psi Chapter had members in attendance at the WBEA fall convention in Wausau. Although the Chapter will be extremely busy this semester, the members are looking forward to the challenges at hand. It should be an exciting and successful semester with contributions from new and existing members.

Alpha Beta Chapter
Eastern Kentucky University

Since the last report on April 1, 2005, Alpha Beta Chapter has been actively working to promote the chapter and business and marketing education. An initiation was held before the end of the spring semester and the regional/community project was completed. During the summer, the local project was completed. The Chapter is off to a good start with the beginning of the fall semester! Members will be holding another initiation meeting and are working hard to have a first-rate national project. Members plan to attend the 2006 NBEA Conference and are writing funding proposals to help with the expenses.

Alpha Pi Chapter
Mississippi State University

The Mississippi State University Chapter recently presented seven seniors with their honor chords to be worn at graduation. The seven students had a round-table discussion sharing experiences during student teaching. Two members were honored with the MBEA Award Merit. Also, one new member was initiated.

Beta Kappa Chapter
East Carolina University

Beta Kappa Chapter of Pi Omega Pi is ready for another great year. Officers were elected, and ideas for national competition were discussed at the first fall meeting. Members spent time weighing pros and cons and setting goals for the Chapter. Beta Kappa Chapter plans to hold a fall social for

prospective inductees to learn more about the opportunities that Pi Omega Pi has to offer. Members are excited about the convention in Tampa and are making plans to be there.

Gamma Phi Chapter
North Carolina A&T State University

The Gamma Phi Chapter is off to a good start. Three members were initiated at the fall initiation ceremony held in September. New officers were also installed. The Chapter participated in the university-wide program to gather and send bottled water and other items to the hurricane-damaged areas in New Orleans. Several other activities have been planned for the year.

Zeta Eta Chapter
Kansas State University

The Zeta Eta Chapter has been quite busy the past few weeks. The Chapter has had two meetings thus far. At the meetings, members have discussed what should be done for the local project, organized the annual fund-raiser, initiated a new member and elected new officers.

The fund-raiser was a huge success. The Chapter sold K-State and College of Education sweatshirts, K-State coasters, and College of Education window decals. Expectations were surpassed and members are very excited about attending the NBEA conference in Tampa, FL, next April.

The Chapter's next goal is to complete the local project. Members have been in contact with Manhattan's Adult Workforce Center in hopes of working with them to organize a couple of resume workshops.

Four of the Zeta Eta members will attend the KBEA conference in Wichita on Oct. 14. Members hope to come away with many new ideas that can be shared with the rest of the Chapter in order to prepare each person to be the very best business educator possible.

Member Articles

Making Reading Fun ————————————————————

Crystal Hart
Beta Chapter

Northwest Missouri State University

Every teacher has heard the disappointed groans and moans that students let out when they are asked to get their textbooks out and read chapter one. Who can blame them? Our jobs as teachers are not to assign which chapters they need to read and have them learn things just from reading the chapter. As teachers, it is our job to make reading fun! We need to make the subject interesting to the students so that they will have a purpose for reading. Reading should not be a chore but an educational and interesting experience for the students. It is our jobs as teachers to help the students become interested in the topic so they can receive their full educational experience.

Reading is an important part of every student's education. Not only does reading enhance the student's subject knowledge it also increases vocabulary that can lead to higher-level thinking. So omitting reading from the curriculum because the students don't like it is not the correct choice. We need to introduce the topic in a way that will encourage the students to read. One of the best ways to get students interested in the reading material is to apply the topics to the student's schema or prior knowledge. By applying the information to something the student already understands or has an interest in, the student will be more likely to relate to the information and want to learn more.

There are lots of different ways to give the students a purpose for reading. If the students don't have a purpose, then they will either not read it or they will not comprehend it. One very simple way of activating a student's prior knowledge is to simply ask the students what they already know about the subject through a classroom discussion. This gets the students actively involved and could lead to an educational discussion among peers. Another great way to reach student's prior knowledge is to incorporate things that they are interested in into the lesson. For example, pretend that you are teaching a high school economics class and you are starting a lesson on the theory of supply and demand. You could use an advertisement of a popular style of jeans and an unpopular style of jeans. You could ask the students how many of them would rather buy one pair of jeans than the other. Of course the number for the popular jeans would be more, which you could use to explain to them the concept of demand. Then you could tell them that you only have a small number of jeans for the popular jeans. You could then explain to them the definition of supply and ask them how you think that the supply and demand together are going to affect the price of the popular pair of jeans. Using this activity gets the students' attention by incorporating something of interest to them and applying it to the subject matter.

It is also important to have the students apply what they have read to something that they can relate to and understand. Using special activities involving group work, application of technology and classroom projects can help further expand the students' knowledge of the subject. It is popular among students today to play games on the computer. If a teacher could find a fun and educational game that supported the topics covered in the reading, games could be a very effective way to have the students apply what they learned from the reading. Finding new and creative ways to have the students apply what they learned from the reading will help the students retain the information better.

It is important for us, as business teachers, to remember to make the students' reading experience enjoyable by preparing them for the reading. By getting the students interested in the subject before and after they read, it will encourage them to read; they will be able to comprehend the material more fully; and they will be able to retain more information. Reading is an important part of a student's educational experience, and it is our job as teachers to help them use the information in the most effective way possible.

Integrating Student Organization Activities into the Classroom ──────────

Shannon Neal
Mu Chapter

Emporia State University

As future business teachers, we will each be searching for creative projects to include in our business education curriculum. It can be challenging for teachers to find ways to incorporate material that not only teaches the desired content but also gains the students' interest in the subject. It is also challenging for a new business teacher and business organization sponsor to maintain or increase the student organization's (such as FBLA, BPA, or DECA) activities. An idea that can be used in the classroom is to integrate student organization activities into the business education curriculum.

Organizations such as FBLA, BPA, and DECA offer students the opportunity to participate in many hands-on projects such as the American Enterprise Project, Community Service Project, and the Partnership with Business project. Students learn best when they learn hands-on. By actually working on projects that can be used for district, state, and national competition, students will have the opportunity to expand on their classroom knowledge by applying it to real world situations. In addition, student organization chapters easily have materials ready for competition because they have been completed as class projects. Many sponsors often fall into the trap of working many, many hours in the evenings and on weekends trying to help students complete projects and write project reports. If the business teachers effectively plan their year, course content can be taught that will result in completed projects.

Projects in these areas can be effectively integrated in our course content. For example, Emerging Business Issues, a project under FBLA, can be utilized in several different business classes such as Introduction to Business, International Business, Economics, Personal Finance, and Accounting. This project involves Internet research, oral presentations, written presentations, and teamwork. These areas are of great importance in business. Another example is the "Business Plan" competition. Business plans can be easily integrated into any business class. These projects allow students to work on brainstorming skills, project management, and teamwork activities.

As business teachers, we are the sponsors of these organizations and many of our students will be members. This will give us the opportunity to help students prepare for FBLA and BPA competitions, which will increase their chances of being successful and perhaps placing at state and going to nationals. We will be teaching students time management skills and how activities for one area can be modified for use in another area. Other subjects can also be incorporated into these projects such as social science, language arts, math, and science. By integrating student organization activities into the classroom, we are actively teaching leadership skills to all students whether they are involved in FBLA and BPA or other activities that are not business related.

InterWrite Personal Response Systems ───────────────

Tina Bedel & Jessica Burch
Chi Chapter

Indiana State University

Teachers are always searching for new techniques that encourage high student interaction and participation inside the classroom. Personal Response Systems (PRS) is in an incorporation of software and hardware that allows for a fun and interactive classroom setting. Students use hand-held wireless infrared transmitters, similar to television remotes, to key in personal responses to pre-prepared questions. These

questions can include, but are not limited to, assessment techniques of quizzes, exams, and guided practice. Teachers create lessons using the PRS software, which can be displayed similar to a Power Point presentation. PRS allows educators to get immediate feedback of students' knowledge and understanding of the subject matter.

PRS offers a variety of feedback options allowing educators to create personalized assessments. For example, when setting up PRS, there is an option to show student identity or keep it unknown. Also, teachers can choose a grid or graph displays to show feedback immediately after all students have answered a question. The option for answers to be forwarded straight into the grade book is also available as a choice.

Although there are many feedback options, PRS limits the type of questions to be asked. For example, PRS restricts questions and answers to true/false or multiple-choice only. Within those restrictions however, PRS offers up to ten possible response choices (1A. 2B, 3C, 4D, 5E, 6F, 7G, 8H, 9I, and 0J). Within these ten choice parameters, students may offer a high or low confidence response before answering. Teachers can determine the need to review material based on students' confidence levels. High or low confidence levels can establish the difference between a 'guess' and a 'certainty' response.

While PRS may be fun and interactive it is important to keep in mind both the benefits and the drawbacks of the system.

Benefits of PRS once set up:
• Saves time
• In class – taking attendance
• Out of class – grading (when information is "keyed" in instantaneously inputted into a grade book or graph format for review
• Saves paper
• Fun and interactive way of learning for students – gets them involved and utilizes entire classroom participation unlike a regular classroom with only a few actively participating

Drawbacks of PRS:
• Like all technology, it takes time to learn and familiarize you with the system
• The work is front loaded – to create the programs, exams, quizzes, or games, it takes a lot of time to prepare and get everything linked correctly

The usages for PRS are unlimited. Outside of classroom lectures, PRS can be used for review games, such as Jeopardy. This is done with each group using a remote as a response tool. The questions do not have specified answers, but the remotes allow the teacher to see which group answered first, eliminating controversy during review games. The below link contains Marketing Jeopardy review games that have been integrated with PRS software: http://misnt.indstate.edu/piomegapi/marketing_jeopardy_2.htm.

This is a short summary of InterWrite Personal Response Systems. To find out more about PRS, and to download the free software, click the following link: http://www.gtcocalcomp.com/interwriteprs.htm.

Teaching Standards ─────────────────────────────

Amanda Loften
Psi Chapter

University of Wisconsin-Whitewater

There are many standards to every area of teaching. Each subject has its own set of criteria for teachers to follow. Wisconsin has its standards, and the United States has standards as well. In order to be a successful teacher for students, these principles may be a foundation for teaching. These standards are guidelines on what material should be learned by certain grades. There are many similarities between the two sets of standards.

The Wisconsin DPI Academic Standards specify what students should know and what they should be able to do at a certain grade level in school. This set of standards includes the areas of content, performance, and

proficiency. Wisconsin has its own set of standards because it takes education very seriously. Even though educational needs are similar among states, values differ. Wisconsin bases its Business Education Standards on the National Standards for Business Education.

The National Standards for Business Education and the Wisconsin Standards for Business Education are similar in many ways. Both sets provide a firm educational foundation for students in business classes. Concepts students should know at a certain grade level before moving on are listed within the standards. The standards deal with all aspects of business, and both Wisconsin and the National Standards agree that students will be able to use technology for a lifetime. This is why they both believe that this criterion is essential for teachers to follow.

Besides Academic Standards, there are also Skills Standards for Business Education. Skills Standards are for a program that is for juniors and seniors in high school. The four sections included in this program are Employability Skills, Business Skills, Portfolio, and Workplace Skills. In order to achieve in these areas, meeting the Academic Standards is necessary. The Academic Standards are a good starting point for a student if they wanted to complete the Skills Standards Program. The Skills Standards Program is a paid work experience to help contribute to their education. Students are able to split their day, where half is spent in school and the other half is spent at a training site. The program is similar to an internship in college. This provides the student with a great opportunity to experience the workplace to make sure this is what he/she wants to do.

It seems like there are so many standards for teachers to follow in order for their students to achieve. It may be overwhelming, but both sets of standards are very similar to one another. Each standard is justified, so it is understandable why the state and the nation ask that they be followed.

From experience, it seems like schools may not follow the standards exactly. Small schools may not have enough resources to provide all the material to be able to meet each of these standards. Nevertheless, the standards set are good to follow in order for the students to receive the most content knowledge possible.

Promoting and Positioning Business and Marketing Education ——— **Stephen Wayne/Sandy Conder**
Alpha Beta Chapter

Eastern Kentucky University

At the secondary level of education, business teachers are starting to establish ways to promote business education in their school systems. Promoting business education is key to the success of increasing enrollments in the business classes, which will lead to higher CATS scores while enhancing the future of the student. This article will discuss a comparison between core content classes and business classes, ways to integrate business classes with core content classes, and the advantages of collaborating with core content classes.

Core Content Classes Compared to Business Classes

In the state of Kentucky, Core Content classes represent the content that has been identified as essential for all students to know including English, Math, Social Studies and Science. At the secondary level, these four Core Content classes are:

- A requirement for graduation
- Tested by the State of Kentucky
- Have established a textbook learning style
- Require more rigorous teaching strategies in Math, Reading and Writing.

The business department offers classes such as: Accounting, Management, Word Processing, and Business Communications just to name a few. These classes are considered more career focused with

technology-centered learning, which has been considered by the state as electives. Although Core Content classes are essential for the basic foundational skills of education, the business classes teach necessary skills that will provide the student with the knowledge to be successful in their personal life and in their career.

Ways to Integrate Core Content into Business Classes

For business classes to flourish, business and marketing teachers might consider collaborating with Core Content teachers to integrate these courses. The following suggestions are provided for specific courses.

Math

In business classes, the importance of students mastering the necessary life skills in personal finance has become a priority. Research indicates that most students lack even the most basic financial skills. In today's world, credit card companies target the high school and college age group because of their lack of knowledge in personal finance.

At the high school level, math does not consist of personal finance. Students are not getting the information needed for every-day use. Students need to be taught how to manage their income, how to invest, how to keep good credit, and how to balance a checkbook or savings account book. These can and should be taught in the business curriculum through classes such as finance, accounting, and banking.

Educators have access to a variety of resources related to personal finance education. The Internet provides countless sites that cover topics such as:

1. Basic Financial Planning
2. Cash Management
3. Insurance, Taxes, Credit

These resources include games and hands-on activities that can be effectively integrated into the classroom. To improve financial literacy among young people, business educators have to understand what motivates students and how to inspire them to be responsible for their own financial literacy. Educators must assist the students in developing essential life skills that will make them financially literate citizens, capable of making decisions and contributing to society. Some teaching strategies offered to educate our youth in personal finance include:

- Financial literacy seminars
- Budget analysis
- Budget tutor programs
- Case studies

English

At the high school level, English is considered one of the most important core content classes. Students take four English classes that cover reading, writing, grammar, language, etc… In the state of Kentucky there is a writing requirement known as a "Portfolio." This portfolio is graded on a scale of Novice, Apprentice, Proficient or Distinguished. A student must present five of their best writing piece in this portfolio and must receive a grade of Apprentice or higher in order to pass the requirement.

Some business classes are structured like English classes. For example, Business Communications is a subject regarding business writings. This class teaches business students how to write effective Business Memos, Letters, Reports, Faxes and other business-related documents. This class helps students develop effective business writing skills that will help them in their business career. To collaborate with the English faculty, a student can design a business report that can be used as a portfolio piece for their high school writing requirement. At one high school in Kentucky the teachers have noticed that the English department does not have time in their class to cover grammar. The teachers decided that in order to work on grammar that the business teachers could perform warm-up grammar exercises during the first ten minutes of their class. This would help students receive the highest education possible during their time in high school classes.

Social Studies

Social Studies involve topics such as democratic principles, government, economies, geography and cultural diversity. Business classes can easily integrate these topics within the business content. Democracy is concerned with equality and treating people fairly and equally. Business principles and ethics teach fair employment practices, which can relate similar lessons. Management is comparable to governments because power that is held by one person, a few, or a majority distinguishes them both. The essence of economics lies in the fact that resources are scarce and not all human needs and wants can be satisfied, whereas the business standpoint of manufacturing focuses on supplying the needed resources and allocating for these demands. Geography and cultural diversity are both discussed within international business. Understanding globalization and interdependence of world economies both require a foundation of geographic and culturally, diverse knowledge. While Core Content is essential for all students, the business classes offer not only business content but they reinforce Core Content learning.

Advantages of Collaborating with Core Content Classes

Two significant advantages of business teachers collaborating with Core Content teachers are assessment results and increased class enrollments.

Assessment Results

The Commonwealth Accountability Testing System known as CATS is designed to improve teaching and student learning in Kentucky. Business education is found within the Career and Technical Education Department (CTE). During the years 2001 to 2003 the test scores continued to increase from 2.0 to 2.6 percent; this is more than half a percentage point increase. For the students not involved in the CTE, the increase index remained the same. Students who are enrolled in business classes are improving at a faster rate on the CATS assessment than other students who are not enrolled in business classes.

Increased Enrollments

Dr. Mark Williams, the director Career and Technical Education in Fayette County, expressed his thoughts during a personal interview involving the business and marketing education enrollment trends. In Fayette County over the past three years, the enrollment of students into the business programs at the high-school level has increased by five to ten percent. Currently, seven out of eleven middle schools have business programs, which is a large contributing factor for the enrollment increase.

Dr. Williams suggested that the best way to promote business education is by word of mouth. Start at the middle-school level and encourage students to enroll in Beginning Computer Programs to gain awareness. Then start encouraging other business-related classes. Also perform career assessments at the middle-school level to help students start on a career path once they reach high school. FBLA is a program that will help promote business classes and this can be done by the students or by the business teachers.

In order to integrate Core Content with business and marketing classes, educators must use effective communication skills. Communication has to be maintained by all departments to assess what the students are and are not receiving. Smaller school systems work more efficiently due to the size of departments. Block scheduling has played a role because students go to four classes in the first semester, and then four different ones for the second semester enabling students to take eight classes during the year. The small learning communities help students get familiar with the teachers in that group and help teachers communicate easier with other teachers in the learning community.

Conclusion

Promoting business education at the secondary level will benefit all students. School systems will start to see enrollment trends increasing in their business classes, higher test scores will be earned, communication among teachers and departments will improve, and students' knowledge will be enhanced. The integration of business classes and core content classes will promote and strengthen the importance of business education for all students.

Technology Helps Students with Disabilities ───────────────────────

Ashleigh Phillips
Beta Kappa Chapter

East Carolina University

Special education and business education programs are both important in high school curriculums. Although they function differently, they have fused together to help students with disabilities. Students with physical and/or learning disabilities are sitting side by side with their peers who have no disabilities. With increasing focus on inclusion and mainstreaming, this scene is becoming more and more common. So what can be done to make sure all students are learning the same lessons and conquering the same material? With technology improving on a daily basis, it is easy to see how special education students can benefit from numerous tools and methods that technology has made possible. In a report by Bridge Multimedia featured on www.Education-World.com, new strides of technology in the classroom and future opportunities are discussed.

Assistive and adaptive technology can improve students' capabilities and adapt content into appropriate methods for different students. Two of these new tools are Personal Reading Machines, which can read pages of text aloud to the student, and Talking Calculators, which can repeat numbers, formulas, and even completed problems. Both of these devices can help students who are blind or visually impaired work on the same material as the other students in class, especially in Principles of Business and Accounting courses. There are also older versions of assistive technology that have been improving to accommodate changes. Assistive listening devices and screen magnification are both using modern technology to help students in the classroom.

Another challenge for all students, not just those with disabilities, is testing. Standardized testing has become a focal point of education in the past decade, and sometimes, these tests do not have modifications for students with disabilities. Computer-based testing is one method of overcoming such a challenge. Features can be built into computers and testing programs. For example, visual cues can help students who are deaf or hard of hearing to know when to start and stop a test, or when to move on to a different section. Students without physical disabilities can benefit also. Students with high-test anxiety or learning disabilities can do better on computer tests because the questions can be answered at a slower pace, and they only see one question at a time, instead of seeing the entire test in front of them.

Unfortunately, many school systems do not have these benefits of assistive technology. It is a costly investment, and most systems simply do not have the funds. Luckily, according to Bridge Multimedia, "in 2004, the U.S. Department of Education allotted more than $11 billion in grant funds for the development of technology-based programs." This money will be given to school systems based on general student population and the population of students with disabilities.

References:

Education World® Copyright © 2004 Education World http://www.educationalworld.com/atech/tech/tech220.shtml

Bridge Multimedia http://www.bridgemultimedia.com/clickinginclassroom.php

Using InDesign in Desktop Publishing ———————————————

Michelle Wilmes
Zeta Eta

Kansas State University

InDesign has transformed desktop publishing, as we once knew it. Adobe's newest program allows us to do so much more than PageMaker and Quark XPress. Here are five reasons why you, too, should make the switch!

1. Text options are limitless. Users of InDesign can expand, shrink, rotate and change fonts faster than ever before. Rather than having to click inside each text box when changing a font, the user can select multiple text boxes and change the fonts of each one all at the same time. Even when the text boxes are grouped, the user is able to pick an individual text box to edit without having to ungroup everything. Users are able to set kerning accurately up to one-millionth of a point, and graphics and gradients can be added to outlined text.

2. Creating shortcuts is very easy in InDesign. The user of this program is able to reprogram all of the keyboard shortcuts and paragraph and character styles to whatever works for them. In addition, users are able to undo and redo without a limit; InDesign actually "remembers" each step a user takes within the program.

3. InDesign is very much compatible with Illustrator and PhotoShop, especially the newer editions. InDesign also eliminates the possibility of storing images and using fonts that actually are not available on the user's machine. When importing a true PhotoShop file (a .PSD), InDesign flattens the image's layers automatically before printing. Users are able to preview images and graphics before placing them into an InDesign document. Placed graphics can be viewed at full resolution, preview resolution or grayed out—all at levels up to 4000% of the actual image.

4. PageMaker and Quark XPress will have either few or no more upgrades. This means that unless you update your desktop publishing software to InDesign, you will have to work with the exact same program until you do indeed decide to upgrade.

5. Many of the desktop publishing businesses in today's society have made the switch. If we truly want to prepare our students as best we can to survive in the workforce, InDesign is the way to go. By the time they do get a job, they will already have experience working with the program, and they'll be that much ahead of their competitors.

For these reasons and others, InDesign is definitely the way to go for Desktop Publishing!

1862 The Morrill Act – or "land-grant act" gave each state 30,000 acres of land for each representative in Congress for the purpose of establishing a college for instructions in agriculture, mechanical arts, and business.

(From *A Chronology of Business Education in the United States 1635-1990*, B. June Schmidt and Carol L. Jennings. National Business Education Association, Reston, VA. 1990.)

Chapter Sponsor Email

As of October 2005
Please notify the National Editor of corrections and additions.

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