



# HERE AND THERE

## National Newsletter

### PI OMEGA PI



National Business Education Honor Society  
Member of the Association of College Honor Societies

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#### National Student Representative

Jared Schelp  
Zeta Eta Chapter—Kansas State University

Greetings! I hope everyone had a great summer, and you are off to a great start to the new school year. Just think, you are one semester closer to being in the classroom teaching our youth about business education. Many of the chapters are in the process of initiating new members, which is an exciting time of the year for Pi Omega Pi. For the new members, congratulations on joining Pi Omega Pi, as you will be glad you did when you graduate with the knowledge and experience you've gained through the years. I would also like to again congratulate the top 10 chapters for the 2011 NBEA National Convention and Pi Omega Pi Conference in New Orleans, LA. A special congrats to Beta Kappa, East Carolina University, for receiving the top prize of first place. For those that attended, thank you and I hope you all had a beneficial experience. I hope to see those who went last year again and new members at the 2012 NBEA National Convention in Boston, MA from April 3-7. It is very important and beneficial to attend state, regional, and national conferences and meet other great business educators. These conferences have great tools and resources that can help you become a better teacher and learner. These tools and resources are anywhere from free textbooks, lessons, and classroom management philosophies, which are all for aspiring and new teachers in the field. I hope to see all the chapters represented by at least one person at the upcoming NBEA Convention in Boston. I know you are all going to be working hard on your projects and fundraising for the trip. I look forward to seeing you all and don't be afraid to contact me via e-mail ([jschelp@ksu.edu](mailto:jschelp@ksu.edu)). You can also contact me on Facebook; be sure to get on Facebook and join our page. I want to get all the chapters to start posting and interacting with each other via the page on Facebook. This is a great page to share ideas and comments that you think may benefit other chapters. Have a great semester!

#### President's Report

Connie Forde  
Alpha Pi Chapter - Mississippi State University

Welcome back to classes and to the last half of the Pi Omega Pi competition year. I know you are busy planning and completing your outstanding local, community, and national projects and designing your publication to showcase for 2011. I look forward to hearing of these outstanding projects in your *Here and There* activity reports. If you are not currently participating in the national projects competition, I urge you to begin this year. Please set a chapter goal that you will complete and report on at least two of the four areas for 2011. For the 2012 year, increase that goal to four of the four areas.

The chapters who participate in the national project competition will confirm my belief that the projects guide the chapter's work and provides healthy competition that ensures a successful chapter. One of my goals as president is to inspire all chapters to participate more actively in the national competition. Advisers, the national recognition that comes to your chapter by being listed among the top chapters in the nation is very useful in promoting your program in your department and in your university.

#### Highlights of Convention

The 42<sup>nd</sup> Pi Omega Pi National Convention was held on April 21-23, 2011, in New Orleans, LA, with members and advisers attending from Pennsylvania to North Carolina to Alabama to Kansas. Special thanks and congratulations go to Brookes Mayes, the past national

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## National Council 2011-2013

### President

Dr. Connie M. Forde  
Mississippi State University  
Box 9730  
Mississippi State, MS 39762  
662-325-7528  
Fax: 662-325-1837  
[cforde@colled.msstate.edu](mailto:cforde@colled.msstate.edu)

### President-elect & Webmaster

Dr. Ivan Wallace, Chair  
East Carolina University  
Bate 2318A, Mailstop 519  
Greeneville, NC 27858  
252-328-6983  
Fax: 252-328-6535

### Secretary-Treasurer

Mrs. Darla Stone  
Kansas State University  
Bluemont Hall 356  
Manhattan, KS 66506  
785-532-5515  
Fax: 785-532-7304  
[djstone@ksu.edu](mailto:djstone@ksu.edu)

### Editor

Dr. Barbara Railsback  
Emporia State University  
Campus Box 4058, BAE Dept.  
1200 Commercial  
Emporia, KS 66801  
620-341-6358  
Fax: 620 341-6345  
[brailsba@emporia.edu](mailto:brailsba@emporia.edu)

### Student Representative

Mr. Jared Schelp  
Kansas State University  
Manhattan, KS 66506  
[jschelp@ksu.edu](mailto:jschelp@ksu.edu)

### Guidelines for Submission of Articles

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

Include a concise, comprehensive article title.

Check for correct grammar and punctuation.

Avoid the use of contractions.

At a minimum, include one reference.

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.

### President's Message

(Continued from page 1)

student representative who assisted in the planning and presided at this outstanding convention, and to our professional panel who spoke on Friday morning—Madge Gregg, NBEA President from Hoover, AL; John Forde, head of Communication Department, Mississippi State University, Starkville, MS; Cynthia Redmond, business teacher at Bozeman High School, Bozeman, MT; and Brookes Mayes, business teacher at Tupelo High School, Tupelo, MS. Special thanks also to Karen Schmohe, vice president and editor-in-chief, Cengage Learning, who was the closing session speaker on Saturday. Be sure to view the official photograph given to us by the National Business Education Association. You will find it on the National Pi Omega Pi Facebook page.

The National Council thanks the chapters who presented proposals and who presented excellent presentations at the Friday afternoon sessions. These chapters were Beta, Chi, Kappa, Mu, Alpha Pi, and Zeta Eta. Finally, congratulations go to the following Top Chapters in our 2010 National Competition who were recognized at the Saturday morning session:

- 1 Beta Kappa, East Carolina University
- 2 Alpha Pi, Mississippi State University
- 3 Beta, North West Missouri University
- 3 Zeta Eta, Kansas State University
- 4 Psi, University of Wisconsin-Whitewater
- 5 Alpha Chi, Eastern Illinois University
- 6 Kappa, Indiana University Pennsylvania
- 7 Alpha Beta, Eastern Kentucky University
- 8 Mu, Emporia State University

The Alpha Delta Chapter at Bloomsburg University received the "Participation Award," with seven members attending and traveling 1,210 miles. Congratulations!

## 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.

Dr. Barbara Railsback  
Emporia State University  
1200 Commercial  
Emporia, KS  
620-341-6358  
[brailsba@emporia.edu](mailto:brailsba@emporia.edu)

## Chapter Activities

### **Beta Chapter**

Northwest Missouri State University

Beta Chapter at Northwest Missouri State University has held one meeting to determine this year's officers. During this meeting we also decided when to hold our bi-annual "eat and greet" for potential new members. This semester we have invited five students to be a part of our Pi Omega Pi chapter. We have planned to meet and get to know the potential new members in early October and enjoy "walking tacos" with our guests.

### **Gamma Phi Chapter**

North Carolina A&T State University

The Gamma Phi chapter of North Carolina A&T State University is on the move! The chapter inducted four new members September 7, 2011. The new members were inducted by Dr. Thelma King former advisor and Dr. Betty Chapman, advisor. The new initiates are James M. Bailey, Micah Braswell, Joseph Green, and Kenneth Reszel.

The Gamma Phi chapter members are volunteering their skills and services. Each member will be involved in serving in his or her local community ten hours a semester for a total of 20 hours for the academic year

### **Beta Kappa Chapter**

East Carolina University

Beta Kappans at East Carolina University have been busy planning for the upcoming year. An organizational meeting will be held in October in which officers for the 2011-12 academic year will be elected. The chapter is planning a fall induction ceremony and looking forward to an exciting year.

### **Mu Chapter**

Emporia State University

Mu Chapter is in a rebuilding stage as May 2011 graduation losses were heavy! Members are currently in the process of determining business education majors who meet the membership requirements and recruiting them to join our organization. Project topics are being determined and carried out.

### **Alpha Pi**

Mississippi State University

Alpha Pi Chapter has kicked the Fall 2011 semester off in full-swing. The chapter will be working with the Phi Beta Lambda Chapter at Mississippi State University for their Fall Leadership Conference held on October 14, 2011, on our campus. POP will be greeting the participants and assisting with the program. The chapter also donated all the door prizes to be given at the conference.

Congratulations to Crystal Price, who received the Nan Carpenter Endowment Scholarship, and Letitia Porter, who received the Francis N. Matthews Award.

Dr. Connie Forde and Courtney Coleman recently attended and presented at the Mississippi Business Education Association Fall 2011 Conference. Courtney was elected student representative on the 2011-2012 MBEA Board, and Dr. Forde will continue her term as university representative. Alpha Pi was also pleased to have two recent graduates also elected to positions on the Board—Brookes Mayes, secretary; and Morgan Watkins, high/middle school representative.

### **Zeta Eta Chapter**

Kansas State University

After a long hot, dry summer, Zeta Eta members were ready to be back in classes and to enjoy cooler temperatures. Members met for a Welcome Back potluck to get the year off to a good start and to plan for the coming school year's activities. Ideas for fundraisers were discussed. The Chapter will begin taking orders for sweatshirts the first week of October. Six to eight students hope to attend the NBEA conference in Boston next April. It was a time to catch up with friends and get to know new members.

## Psi Chapter

University of Wisconsin-Whitewater

The Psi chapter members of Pi Omega Pi reunited this semester and have already begun brainstorming content for the national project, which will include a social media element. In addition, the Psi chapter is increasing membership by distributing formal invitations and posters throughout the University of Wisconsin-Whitewater campus. Psi chapter is eager to increase membership and get the new members involved in current projects. Many of the veteran POP members are currently student teaching, and the Psi chapter is serving as a resource for these members. Fundraising is a frequent topic of conversation at chapter meetings. Ideas for fundraising are being collected to establish a fund to send representatives to the National Pi Omega Pi conference in the Spring. Finally, a current major focus of chapter efforts is on co-hosting a DECA mini-conference that will be held later this fall at the UW-W campus. This event/experience will be submitted to the national POP competition as a community project.

## Pi Omega Pi Web Site

The Pi Omega Pi web site can be found at

<http://www.piomegapi.org/>

Many thanks to Dr. Ivan Wallace, president-elect, for creating and maintain the website. Also, many thanks to Dr. Nancy Zelif, Northwest Missouri State University, for her many years of dedicated service serving as webmaster.



**PI OMEGA PI  
2011 BIENNIAL CONVENTION DELEGATES  
New Orleans, Louisiana**

## Member Articles

### Teachers Must Learn to Facilitate Rather Than Dictate

Scott Subach  
Psi Chapter  
University of Wisconsin-  
Whitewater

This article focused on the various qualitative approaches teachers have utilized to instruct their students and how these teaching strategies have a strong correlation to student learning strategies. According to authors Trigwell, Prosser, and Taylor (1994), these approaches are classified as follows:

*Approach A: A teacher-focused strategy with the intention of transmitting information to students;*

*Approach B: A teacher-focused strategy with the intention that students acquire the concepts of the discipline;*

*Approach C: A teacher/student interaction strategy with the intention that students acquire the concepts of the discipline;*

*Approach D: A student-focused strategy aimed at students developing their conceptions;*

*Approach E: A student-focused strategy aimed at students changing their conceptions (pp. 57 – 70).*

The article also mentions the effect various teaching strategies have on a student's perception of his own unique learning environment. This effect was discovered in studies on student learning conducted by educational experts Marton and Säljö (1997), Van Rossum and Schenk (1984), Trigwell and Prosser (1991), and Ramsden (1992). The studies demonstrated that student-focused strategies aimed at the change and development of conceptions, rather than a teacher-focused strategy with the intention of transmitting information to students, lead to the adoption of a deeper approach to student learning. Students who were subject to lecture and rote memorization adopted a surface-level approach to learning and subsequently struggled with formulating relationships between concepts. The empirical evidence on the subject of active versus passive teaching has remained consistent in regards to supporting utilizing active strategies in order to maximize the potential of the learning environment. Although the sample size in each study was fairly underrepresented by today's standards, this research will play a major role in determining strategies to be used in the classroom for future generations of students.

I personally agree with the findings in the study on student-learning strategies. These studies clearly show that the classroom philosophy is dictated by the teacher rather than the students. If a teacher creates an environment through facilitation that is conducive to critical thinking and analysis as opposed to surface-level thought through rote memorization, then students will follow suit and adapt to this environment. Students will be able to acquire knowledge and recall it when they are able to draw upon past learning experiences. Very rarely are students able to utilize this type of learning strategy unless the instructor is able to put the material into a context in which they understand. This framing of information is vital to the successful learning outcomes of students and ultimately builds upon itself, whereas lecture and memorization fall short in this regard.

As a teacher I would feel that I have done a disservice to my students if I did not activate a student-focused approach to learning when I begin a lesson. Teachers must remember that a primary teaching goal is to become a facilitator of subject matter rather than a dictator. Teachers need to instill in students the work ethic to delve further into key issues and problems because students need to be empowered to take responsibility for their learning. Teachers must also be willing to sometimes relinquish control of the lesson to the students and merely keep them on track instead of focusing on relaying the hard facts to students and expecting them to process this information. If every teacher would reevaluate his/her teaching strategies and try to incorporate active approaches centered on student learning, then I believe that a significant improvement in student achievement will be realized.

### Reference

Prosser, M., Trigwell, K., & Waterhouse, F. Relations between teachers approaches to teaching and students' approaches to learning. *Higher Education*, 1999, (37), 57–70.

## Using the iPad as a Collaboration Learning Tool

Courtney Coleman  
Alpha Pi Chapter  
Mississippi State  
University

An Apple iPad can be an effective collaboration tool in an educational setting. Many individuals do not realize the added learning resources iPad has to offer for the classroom. Educational applications can be downloaded through iTunes for additional classroom instruction. The iPad was particularly marketed for consumption of media such as books, periodicals, movies, music, games, general web and e-mail access. The capability of size between a laptop and smartphone gives this tablet the ability to present many functions. When using this tablet, individuals can select between a 16, 32, and 65 GB in either Wi-Fi or 3G options. No additional storage is offered with this tablet; however, with the new ios5 update, users will have the option of sharing and saving applications by using the cloud feature.

In addition to the added resources available to students and the teacher, the iPad allows students a cost effective way of buying textbooks, it also allows teachers to have the materials present at all times. This is a win-win situation for both the student and the teacher. Many teachers are not able to relate to their students through changes in society. By incorporating a meaningful technology base, teachers can ensure they reach their students, meet their needs, and appeal to their interests.

Communication can be effective with students, teachers and parents in much less time than traditional methods require. Through the easy access of the internet, parents have the ability to keep up with their student, teachers can be sure that the students are completing the assignments, and students can have additional discipline by allowing parents and teachers to have effective communication.

Overall, the iPad can address many issues that are present in today's educational society. Not only does the iPad have the ability to address the issues, it can also help bridge learning gaps in the classroom making an overall positive learning environment for all.

## References

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## *New Friends in New Orleans!*



*Brookes Mayes, 2009-2011 Pi Omega Pi National Board Student Representative, visits with delegates at the Pi Omega Pi social.*



## Integration of Technology in the Classroom -----

Kylie Miller  
Zeta Eta Chapter  
Kansas State University

“Most educational technology experts agree that technology should be integrated, not as a separate subject or as a once-in-a-while project, but as a tool to promote and extend student learning on a daily basis” (Starr). ISTE standards emphasize the need for technology skills “in an increasingly digital world.” That we are a global world is a given and teachers need to be ready to take “students beyond the walls of their classrooms and into a world of endless opportunities.”

Integration of technology into classrooms is a very hot topic in the educational world. Edutopia tells how most school lag behind in the technological world and how some schools are trying to change that. Students learn better through active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Group projects involving technology and computers enhance problem-solving skills. New technology provides better information to students and teachers. It diversifies necessary information so all students have an opportunity to learn in their own way. Technology can change the way teachers teach and how they assess student work.

Too many teachers lack the skills needed to use technology for their own use and don't have the time or motivation to learn. Education World offers a list of nineteen ways to easily integrate technology into K-12 classrooms in science, reading, language arts, math, current events, geography and PSAT and SAT practice. Integrating technology and other content areas into business classes is a natural and something Career and Technical Education teachers have done all along without even thinking about it. Business teachers integrate other content in a way that is applied and shows students how they will use information in the world of work and in life.

I think integrating technology into the classroom is amazing. My high school was one of the schools that lagged behind in the technological world. When I arrived at college and needed to work with different types of software, I was lost. If more than just a few teachers had made a better effort to apply different versions of technology, it wouldn't be such a struggle to adapt to new, emerging technology. I believe it is possible for every content area to use computers; teachers just have to be creative. Math is one subject people might struggle to apply new computer software to, but one out of the four geometry teachers used software that allowed us to draw and create intricate designs via the Internet.

### References

- Edutopia staff, “Why Integrate Technology into the Curriculum?: The Reasons Are Many. There's a place for tech in every classroom.” <http://www.edutopia.org/technology-integration-introduction>, Retrieved September 18, 2011.
- International Society for Technology in Education (ISTE). *Standards*. <http://www.iste.org/standards.aspx>. Retrieved September 20, 2011.
- Starr, Linda. *Education World*. “Integrating Technology in the Classroom: It Takes More Than Just Having Computers.” [http://www.educationworld.com/a\\_tech/tech/tech146.shtml](http://www.educationworld.com/a_tech/tech/tech146.shtml) Updated June 12, 2011.



Scott Singleton  
Beta Chapter  
Northwest Missouri State  
University

## Smart Pens in the Classroom

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The process of taking notes in class by students can be difficult for some students due to learning disabilities or physical disabilities. This difficulty can be resolved, or at least made easier, by using a smart pen. Although many students have used smart pens in college and high school settings, many students do not know what a smart pen is. Business teachers could implement smart pens into their courses and allow students to gain experience with this digital device. Students will enjoy taking notes with the new technology and perhaps see improvements in their grades.

A smart pen is an investment in learning but can be prohibitive to some school districts' and students' budgets. The Echo smart pen comes in three different sizes; 2GB for \$99.95, 4GB for \$149.95, and 8GB for \$199.95 (Livescribe Store, 2011). Smart paper and ink are additional costs in using a smart pen. The paper will cost about \$17.95 for a four pack of single subject notebooks, and ink costs \$5.95 for a five pack (Livescribe Store, 2011).

The smart pen is very handy for students in lecture classes, since it will record the lecture. The pen has the capability to replay recorded audio when a handwritten recorded word is "clicked" in the smart notebook. The pen also has the capability to download applications. Some of the applications that can be downloaded include a dictionary, translator, calculator, piano, and games.

Other smart pens are available if the Echo and its prices are prohibitive. Refurbished 1GB Pulse pens sell for \$49.95 (Livescribe Store, 2011). A 1GB smart pen will serve students well if few apps are downloaded to the pen and notes are synced from the pen to one's computer frequently.

The benefits of a digital note taking device are well worth the investment to both school districts and students. Students will have a significant advantage in their classes with experience and a working knowledge of smart pens. With technology changing frequently, prices will decline and technology will improve, making today's smart pens affordable and available to many school districts and students (Livescribe Store, 2011).



Joseph Green  
Gamma Phi Chapter  
North Carolina A&T  
University

## What Is Good Teaching?-----

Good teaching encompasses a variety of strategies, techniques, and philosophies that allow students to learn and grow as individuals. The first indicator of good teaching is learning. Have the students learned from their experience in the classroom? Have the students retained the information and gained knowledge from the teacher? Has the teacher gained new knowledge? Are teachers learning from their students about how they responded to teaching strategies and techniques? When thinking about good teaching, one should focus on enhancing learning, incorporating learning theories, teaching philosophy, and being a lifelong learner for career development.

Learning is defined as a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views. Learning as a process focuses on what happens when the learning takes place (Wikipedia, n.d.). Good teaching showcases the ability of connecting the student's skills with their prior knowledge to continue their learning process and growth. As a teacher, one must know how to give constructive criticism in a way that does not discourage the student concerning making mistakes. The information given to the student should promote improvement on the next subject, while correcting the mistakes made in previous lessons. It is also important that the teacher's feedback is motivating the student to recognize what they are capable of, and not what external factor kept them from knowing the material.

Good teaching should incorporate learning theories to help guide students through the course of the school year, utilizing strategies effective for each student, enabling them to learn and retain information. The learning theory is a model of psychology that explains human responses through the concept of learning (Wikipedia, n.d.). The theories involved include behaviorist, constructivist, and cognitivist. Good teaching encompasses these theories and creates an environment for the students that develop positive attitudes and perceptions about learning, acquiring and integrating knowledge, extending and refining knowledge, using knowledge meaningfully; and developing productive habits of the mind (Eric, ). Good teaching also includes being a facilitator, a coach in the classroom, and a mentor to the students.

Good teaching involves having a philosophy that helps each student gain a better understanding of what they are being taught, as well as stating what a teacher believes when teaching in the classroom. A teacher's philosophy should be centered on the students learning environment and understanding what they are being taught. A teacher should focus on building on ways to keep students engaged, with different ways to motivate each of their students. A teacher's philosophy should be flexible to the classroom, as each experience will be different. The philosophy should have core ideas and plans for the course, while implementing creative ways to present to their students. In order to accomplish the right philosophy behind teaching, an individual will need to take what they have learned, as well as continue research on how to develop their craft and create a steady learning environment for the students.

Good teaching includes professional development activities which are important to a teacher's career development in the classroom. Through lifelong learning, a teacher can adapt to different classroom environments they will experience throughout their careers. There are a lot of resources available to teachers to hone their craft as a professional, and evolve from a beginning teacher to an experienced teacher. The need for ongoing professional development has increased due to the changes in information and technology, and the educational standards for different subjects. Lifelong professional development for teachers includes some combination of the following major components: undergraduate teacher education, graduate teacher education, professional literature reading, peer relationships, in-service training, work-experience placements, professional licensure or certification, professional travel, development leaves, retirement-years activities, and membership in professional organizations.

In conclusion, good teaching is important because it allows the teacher to build a student's character and shape their students' to be a lifelong learner.

## References

**Chapter Sponsor Email**

As of October 2011

Please notify the National Editor of corrections and additions.

<b>Chapter</b>	<b>Sponsor</b>	<b>School</b>	<b>E-mail Address</b>
Beta	Dr. Nancy Zelif	Northwest Missouri State	nzeliff@nwmissouri.edu
Gamma	Dr. Dianna Briggs	University of Northern Iowa	dianna.briggs@uni.edu
Kappa	Dr. Lucinda Wills	Indiana University of Pennsylvania	willsl@iup.edu
Theta Chapter	Dr. Glen Bailey	Illinois State University	gabaile@ilstu.edu
Mu Chapter	Dr. Barbara Railsback	Emporia State University	brailsba@emporia.edu
Xi Chapter	Dr. Betty Brown	Ball State University	bbrown@bsu.edu
Sigma Chapter	Dr. Georgia Hicks	Southeastern Oklahoma State	ghicks@se.edu
Chi Chapter	Dr. William Wilhelm	Indiana State University	wwilhelm@indstate.edu
Pi Chapter	Dr. Tim Schilling	Valley City State University	tim.schilling@vcsu.edu
Psi Chapter	Dr. Lajuan Davis	University Wisconsin-Whitewater	davisv@uww.edu
Alpha Beta	Dr. Faridah Awang	University of Eastern Kentucky	faridah.awang@eku.edu
Alpha Delta	Dr. John Olivo	Bloomsburg Univ. of Pennsylvania	jolivo@bloomu.edu
Alpha Iota	Dr. Robert Gryder	Arizona State University	gryder@asu.edu
Alpha Pi	Dr. Connie Forde	Mississippi State University	cforde@colled.msstate.edu
Alpha Rho	Dr. Patricia Arneson	Wayne State College	paarnes1@wsc.edu
Alpha Psi	Dr. DJ Kern-Blystone	Bowling Green State University	djkern@bgsu.edu
Alpha Sigma	Dr. Diane Fisher	University of Southern Mississippi	diane.fisher@usm.edu
Alpha Chi Chapter	Dr. Julie Chadd	Eastern Illinois University	jachadd@eiu.edu
Beta Zeta Chapter	Dr. Clora Mae Baker	Southern Illinois University	cmbaker@siu.edu
Beta Kappa Chapter	Dr. Ivan Wallace	East Carolina University	wallacei@mail.ecu.edu
Beta Lambda Chapter	Dr. Tara Horst	Shippensburg University	TLHorst@ship.edu
Beta Phi Chapter	Ms. Bernice Craft	Eastern Michigan University	Bernice.Craft@emich.edu
Gamma Epsilon	Dr. Sandra Braathen	University of North Dakota	Sandra_braathen@und.nodak.edu
Gamma Upsilon	Dr. Ginny Richerson	Murray State University	ginny.richerson@coe.murraystate.edu
Gamma Phi Chapter	Dr. Betty Chapman	North Carolina A&T Univ.	kingt@ncat.edu
Delta Omega Chapter	Dr. Jan Repnow	Minot State University	jan.repnow@minotstateu.edu
Epsilon Epsilon	Dr. Michael Curran, Jr.	Rider University	curran@rider.edu
Zeta Alpha	Dr. Dawn Holley-Dennis	Florida Ag & Mech. Univ	dawn.holleydennis@famu.edu
Zeta Delta	Dr. Emma Faulk	Alabama State University	efaulk@alasu.edu
Zeta Epsilon	Dr. Nancy Hicks	Central Michigan University	nancy.hicks@cmich.edu
Zeta Eta	Ms. Darla Stone	Kansas State University	djstone@ksu.edu