



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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A Message from Allison Wagner

National Student Representative
University of Wisconsin - Whitewater

Happy Spring! I hope everyone's semester is going well. The middle of the semester is upon us as schools are enjoying their spring breaks. I wish everyone a safe break and hope you have warm weather if you are traveling. For student teachers, this break is especially nice as things are getting crazy with applying for jobs.

The 2006 NBEA National convention being held in Tampa Bay, Florida, April 12-15 is nearing. I am eager to see all of the projects that chapters have completed this year. The creative ideas and helpful resources are a great asset to beginning teachers. Although it is not a biennial year, I hope to see a few of you there!

As always, please feel free to contact me with any questions or concerns you may have. Don't hesitate in the slightest!

NBEA Conference
New York City
April 4-7, 2007

President's Report

Thelma King
Gamma Phi Chapter
North Carolina A&T State University

Greetings! Spring is in the air. Flowers and trees are starting to bud. Faculty and students are noticing and want to be outside more. But let us all hold on another month and continue to be focused on school.

The NBEA conference is April 12-15 in Tampa, Florida. Pi Omega Pi will host a breakfast on Friday, April 14, from 7-8:30 a.m. at the Tampa Convention Center. We look forward to seeing and networking with chapters there. I hope you plan to attend many of the interesting and innovative sessions and workshops scheduled during the conference.

It has been great reading about all of your activities and the student articles in this publication. We want to encourage all chapters to commit to submitting an activity report and one student article for each publication. You work hard and do many things so why not share it with others through this medium. After all, this is our publication, and it is up to us to provide the information to the editor.

As this school year comes to an end, let us all take a few moments to reflect and begin to plan for next year. Remember that Pi Omega Pi will have its biennial meeting at the NBEA conference that will be held in New York in 2007. It is time to give some thought to topics for your student

presentations. We would love to receive at least one proposal from each chapter.

At this time of year, chapters also elect officers for next year and commence putting together your programs of work. Thought is given to recruiting new members as well as brainstorming the types of projects and activities in which your chapter will be involved.

It is great being a business educator and to know that we have some great pre-service teachers (you) entering the profession. As we end the semester, I want to say thank you for all you do and have a great summer.

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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Chapter Activities

Beta Chapter

Northwest Missouri State University

Pi Omega Pi members of the Northwest Missouri State University Chapter have been very busy during the last few weeks. Members met for sandwiches during February; the purpose of the informal meeting was to get to know some of our incoming members. A date for our spring initiation was scheduled. Members of the Beta Chapter teamed up to grade FBLA events. With everyone working, it didn't take long to complete all of the pre-contest work. Pi Omega Pi members and other business education students helped with the FBLA District I Conference in March, held on the Northwest campus. Individuals were able to volunteer to assist in judging different areas of the business contest.

Five new members joined Beta Chapter in the spring; Emile Euler, Kara Gibson, Sarah Jackson, Ashley Knierim, and Tiffany Whipple. Present at the initiation was a student teacher panel consisting of Beta members currently in their student teaching placement. The panel told about their experiences in their classrooms and answered questions. To conclude the evening, membership awards were given. Beth Wennihan was named 2006 Outstanding Senior Member; Crystal Hart was named 2006 Outstanding Underclassman Member; Mary Jesaitis, 2006 Outstanding Overall member. The NBEA Award of Merit for Outstanding Study in Business Education also went to Mary Jesaitis.

Alpha Beta Chapter

Eastern Kentucky University

Greetings! The Alpha Beta Chapter co-hosted and assisted in the judging of the FBLA Regional Conference held on the campus of Eastern Kentucky University. This chapter has completed and submitted local, regional, and national projects for the Top Ten Competition. Arrangements have been made for the upcoming conference in Tampa.

This chapter has also planned a second induction service for new members for April. Alpha Beta Chapter is looking forward to seeing everyone in Tampa in April!

Alpha Chi Chapter

Eastern Illinois University

The Alpha Chi Chapter of Eastern Illinois has been keeping itself busy this semester. It initiated three new members: Andrew Brown, Andrew Reinert, and Tara Robinson. The chapter has started work on its local and national projects. Discussion regarding the regional project and the spring social has also taken place. Finally, Brittany Manuel and Brad Runnion attended the Eastern Illinois Business Education Association's spring meeting at Olney Central College.

Alpha Pi Chapter

Mississippi State University

The Alpha Pi Chapter has one member student interning this semester. The Chapter initiated three members this spring. Five member attended MBEA in Booneville, MS, and six members are planning on attending NBEA in Tampa, FL. These members are very excited and have worked hard to make this trip possible. The members have been carrying out many fundraisers along with other projects this semester. One fundraising project members have enjoyed is planning and preparing lunch for the monthly faculty meetings in the Industrial Education building. Members also look forward to the Pi Omega Pi breakfast at NBEA. The Chapter plans to finish the semester with an Honors Reception for the graduating members.

Beta Kappa Chapter

East Carolina University

Beta Kappa has had a busy semester. The members attended the Atlantic Coast Business and Marketing Information Technology Education Conference that was conducted by the Business, Career, and Technical Education Department at East Carolina University. The Beta Kappans helped with the registration process as well as ran errands to help with the conference operations. Also, eight members are looking forward to attending the NBEA National Convention in Tampa in April. Members are planning the Spring Honors Banquet that will be held at the end of the semester.

Kappa Chapter
Indiana University

The Kappa Chapter firmly believes in the importance of professional development and many members have been busy during the Spring 2006 semester with such activities. During February, Indiana University of Pennsylvania held the Pennsylvania High School Computer Fair, sponsored by ARIN Intermediate Unit – 28. Numerous members were in attendance to get new ideas about technology and to help out. Later in the semester, three senior members traveled to Tampa, Florida, to participate in the National Business Education Association Conference held from April 12-15. The Pennsylvania State Future Business Leaders of America Conference will be held in April. Approximately 15 Kappa members volunteered their time to help with this event. Each of these experiences proved to be very beneficial towards the development of these future business educators.

During this semester, President Christopher Carnahan arranged to have the Human Resource director of the Armstrong County School District come talk to members of Kappa. A lot of valuable information was given at this presentation concerning the district's hiring process and what most districts look for in teachers. This discussion proved to be very beneficial to those in attendance.

The Kappa Chapter is pleased to announce its new members for the Spring 2006 semester: Kellin DeMaster, Alisha Fleming, Michelle Mahouski, Jessica Schneider, Stephen Schoenfeld, and Amanda Winfield. These members will be initiated into the organization in April. With the gain of new members, Kappa will also be losing quite a few due to graduation. Members who will graduate on May 13, 2006, are: Kristen

Alexander, Kevin Dorsey, Juliette Golden, Kevin Long, Abra McClure, Adam McGraw, Florence Prato, and Adam Whisel. Best of luck, graduates!

Zeta Eta Chapter
Kansas State University

Zeta Eta Chapter has been involved in a couple of different activities this semester. In February, Zeta Eta Chapter of Pi Omega Pi and Business Education Club co-hosted with Phi Beta Lambda the students coming to visit K-State from Junction City during FBLA week. The members of Pi Omega Pi discussed what is required to become business education teachers and some of the fun activities available on campus.

In February, Zeta Eta Chapter scored National Projects from other Pi Omega Pi chapters around the country. As the number one chapter for the year 2005, we had the honor of grading the projects this year.

During the months of March and April, Pi Omega Pi will be collecting books to replenish the books lost in Louisiana. We are collecting the books with Marlatt Elementary School. There are boxes placed around campus and town.

On Saturday, April 8, Pi Omega Pi and the Business Education Club will be holding a timed keyboarding contest during K-State's Open House. The winners of each contest will spin a wheel to see what prize they have won.

Members of Zeta Eta Chapter will be attending the NBEA conference in Florida this month. Members have been working on fund raising since last fall.

Pi Omega Pi has been very active this semester and plans to continue throughout the rest of the year.



1st place: Beta (Northwest Missouri State University)

2006 Pi Omega Pi National Top 10 Chapters

1. Beta (Northwest Missouri State University)
2. Beta Kappa (East Carolina)
3. Alpha Pi (Mississippi State University)
4. Psi (University of Wisconsin-Whitewater)
5. Alpha Beta (Eastern Kentucky University)
6. Zeta Eta (Kansas State University)
7. Chi (Indiana State University)
8. Mu (Emporia State University)
9. Alpha Chi (Eastern Illinois University)
10. Kappa (Indiana State University)

Member Articles

Multimedia Instructional Tools

Chris Eckert
Beta Chapter

Northwest Missouri State University

Multimedia programs offer opportunities to increase student learning by creating personalized training modules, lectures, and movies that can be viewed on a computer. These programs can be used for a variety of situations where the student and teacher is not able to meet face-to-face.

Microsoft Producer is an add-on to Microsoft PowerPoint that can be downloaded for free from <http://www.microsoft.com>. It can be used to help students and the teacher reinforce ideas in the classroom through the use of instructional audio with PowerPoint slides to emphasis points or use screen shoots. Students can view the Producer presentations several times after an initial lecture to help them complete a challenging problem on their own or to answer their questions. This will allow the teacher to offer individualized instruction in face-to-face or online environments. Producer presentations can benefit students by having students take responsibility for their learning. Producer modules could be used to remediate students and allow them to “catch up” on knowledge or skills. The teacher would not have to teach concepts that some class members already know. When a teacher is absent, a substitute teacher can use the Producer presentation as the instructional delivery system.

Online classes and other methods of distance learning would benefit greatly from multimedia technology. Macromedia Captivate is another tool to use to illustrate procedures or software features to students. Captivate takes snapshots of mouse clicks allowing the user to make training modules for students. These modules will be more effective than a description of the process in writing, especially for those students with low computer literacy ability. Captivate is an excellent tool in creating modules that can help advanced students accomplish more challenging tasks or to use the modules to review ones they have already accomplished. This allows students to customize their own education after completing the basic goals set forth by the instructor. Classroom management problems can be reduced by keeping idle

students busy on something else besides busy work and allows for the students to have more choice in their education increasing their satisfaction in the class.

These programs are just a few available that can be used to enhance business classes. For more information on the Captivate program check out the article in the February newsletter by Mary Jesaitis or the Macromedia website. Producer download and information can be found at this web address:

<http://www.microsoft.com/office/powerpoint/producer/prodinfo/default.mspx>.

Teaching Business with Technological Aid

Seth Griswold
Chi Chapter

Indiana State University

Teachers are constantly seeking new ways to improve their teaching strategies, methods, and effectiveness. Sometimes, something very simple can change the way students view a subject or topic. In order to spark interest for some, all it takes is a slight change in methodology. Perhaps the addition of technology implemented into the lesson can derive new interests in student learning.

I experienced the effects of such a change this past March during my week-long Early Field Experience. Indiana State's EFE is a section of a required course for all secondary education majors who attend the University. My EFE experience took place in a high school junior/senior setting; I taught a Sports and Entertainment Marketing class for five days. The following describes the attitudes and behaviors I observed from two different teaching perspectives and strategies.

First, I believe it is necessary for any teacher to attempt to use technological aid. During my first observation of the class I was assigned to teach, I realized that technological aid was rarely used in the classroom. Perhaps a TV and VCR were used every once in a while, but other than that, there seemed to be no evidence of the use of technology to aid instruction. Therefore, on my second day of teaching, I brought in a simple PowerPoint presentation that displayed professional athletes, famous singers, and famous actors in order to represent endorsements. The students fully absorbed the meaning of the word and were able to name all sorts of endorsements I had not even thought of. They enjoyed the PowerPoint, as simple as it was, and asked if I would be doing anything like that again.

On the third day, I attempted a different approach to technological aid. My lesson objective was for the students to recognize the similarities and differences between past and present sports and entertainment marketing strategies. In order for them to grasp the history of sports and entertainment marketing, I brought in clips from Seabiscuit and Cinderella Man. I used media software to edit the films and showed the class different segments which displayed multiple marketing strategies used in the 1930s and 1940s. Once again, the class was focused and gained a better understanding of the objectives I had set.

I did not fully realize the impact that technological aid had on the students' learning until I assigned the chapter test. The last question asked the students to write what they liked or disliked about their experience with me. The majority stated that they were able to stay focused and involved, because they were not required to sit back in their chairs and listen to me lecture the whole time. Many of them said they usually tune teachers out after a few minutes of listening to a seventy-minute lecture.

In summary, technology, as I observed, facilitates the ability to ignite new interests in students. The students in middle school and high school today are growing up in a technological age and are delighted to experience even more technology at school. Therefore, if you feel standard lecturing is not reaching your students and you sense boredom from your students, attempt to implement technology into the lesson and try to document any changes in student behavior and learning.

The Changing Student

Amanda Loften
Psi Chapter

University of Wisconsin-Whitewater

The No Child Left Behind Act was set up by President Bush to make sure students are all learning the same information at one given time. This act requires testing of students on their knowledge of the basic subjects before moving on to another grade level. The school continues to receive funding or not based on the overall scores of the students. In order for the student to do well on these standard tests, it is important for the teacher to be teaching effectively. One of the items mentioned in this article regarding business education is that high school students need information that is relevant to their future. The information we teach in business education is very relevant for all students in their future, whether they continue on for post secondary schooling or not.

Some techniques that would work to get students excited for business education classes would be to let them know the benefits of taking business education classes and promoting the idea of business in their futures. By letting the students know the benefits of the business education classes, they will then be able to learn the concepts of saving money and dealing with loans, both dealing with the idea of college. Many students when going to college do not understand the idea of saving money and repaying loans. By taking this type of business education class, they will be one step ahead of the others and be able to stay on top of their money situation.

A great number of students who leave high school do end up pursuing a career in business. By taking business education classes in high school, they will again, be one step ahead of others when entering college, or the workplace. Taking such classes as Personal Finance, Accounting, or Keyboarding will allow the student to get a grasp of the subject and allow them to determine if they would like to pursue that subject or not.

Business education is a content area that more students should be getting excited about. It is becoming more and more popular among the changing trends of students. As far as dealing with the No Child Left Behind Act, it may someday be a part of those tests that will then require the student to obtain some sort of information dealing with business. If business education does become a required course, it will enhance the students' knowledge of a subject they will deal with the rest of their lives.

Having the "Right Stuff" to be an Educator

Treva Macy
Alpha Beta Chapter

Eastern Kentucky University

To teach, to learn, to help others to teach and learn has long been the motto and mission of Eastern Kentucky University's Teaching Program where effective pedagogical skills, content, and disposition that encourage a lifetime of growth and learning are fostered and integrated into classes on a daily basis. But, what does "disposition" for teaching really mean? Does having a "disposition" to teach determine whether or not a student becomes a teacher or an educator?

One's basic values, beliefs, and attitudes can and do influence personal actions and the perception of the actions of others. According to Wasicsko (2005), an educator who identifies with others may experience an "oneness" with all people. This educator has a perception of self as being deeply connected in a meaningful way and being able to relate to people from every walk of life. An unidentified educator feels apart from others. This educator's feelings of "connective ness" are reserved only for those who share his/her similar beliefs. The ability to connect and care for and identify with others is a key step in determining whether or not a student becomes a teacher, or if he/she becomes an educator.

Although students in teacher education may have content knowledge and even pedagogical skills, if they don't have a disposition to care for others, to empathize with their students, and a deep desire to help students achieve their personal best, they may not be successful educators who truly make a difference in students' lives. Educators who connect with their students know the joys of teaching as the "highest calling" of service to others.

Meeting the Needs of Learners

Jacqueline Brown

Alpha Pi Chapter

Mississippi State University

As teachers endeavor to know their students, a desire should be present to provide effective and engaging instruction for learning. Students learn through a variety of preferences. By recognizing visual, aural, print, kinesthetic, interactive, and haptic student learning preferences, teachers can effectively plan instruction that can assist in reaching each student.

In the classroom, visual aids should accompany lesson instruction for the visual learner. If PowerPoint is used as a visual aid, the teacher could include pictures, charts, diagrams, or other items that can stimulate visual interest. The same PowerPoint can be used as a guide to lecture for the aural learner who needs to listen and take notes. The words on the PowerPoint will give the print learner something engaging to read. A supplemental handout, as well as having the learner read aloud, can spark additional enthusiasm for the print learner.

To ensure that the basic three preferences are enhanced and included for the student who may not have grasped the concepts, the teacher can provide an assignment or problem for the kinesthetic learner. The kinesthetic learner craves to work through what has been shown, read, and heard. An interactive learner will enjoy games such as jeopardy, and the haptic learner wants to be doing something with or applying the information given.

It should be the goal of every teacher to make the learning experience relevant and engaging for all students. Through planning and preparing, the teacher can include multiple strategies to reach diverse learning preferences. If several strategies are utilized during lesson instruction, the goal of providing effective and engaging instruction to students will be accomplished.

Assistive Technology—The Touch Free Switch

Caitlin Allen

Beta Kappa Chapter

East Carolina University

In recent years there have been technological advances that have created numerous opportunities for people with disabilities. One device is particular is the Touch Free Switch. The device is activated by motion. It works with computer programs than scan over the different menus and options. If a person wanted to click on a certain option, they would have to wait for the program to highlight that option and then use their selected motion to activate the device to select the option. The speed in which the program scans through the different options can be adjusted to move at a slower or faster rate. A person can use their finger, head, foot, or any other part of the body to create motion to activate the device.

In order to use the device, a person must open the program for the device. The user then has to capture a motion that allows them to click specific options in programs. To capture motion, the user has to record the motion in front of the device. For example, a person could place his/her index finger in front of the device and tap it up and down for less than 30 seconds. This is done so that the device can recognize the motion. There is a square in the middle of the screen that is initially yellow. The color changes to green once it has captured the motion that the user plans to use. The user can then open up a program that scans over pictures or menu items and wait until the option that is desired is highlighted and make motion with their body to select it. It makes a clicking sound, similar to the sound a mouse uses when the user clicks on an icon. A device such as the Touch Free Switch could be beneficial to someone who has limited mobility.

The Touch Free Switch can provide many opportunities for someone with a disability to work with computer technology. It could allow them to operate a computer with little assistance from someone else. As long as the computer has programs that scan through the different options, the person with the disability can perform many activities. This device could also allow someone that could not write with a pen or pencil to type out words on a computer. The program would scan through the letters of the alphabet and the person could use motion to select the letter that was needed. According to the Synapse Adaptive Website, the Touch Free Switch is beneficial for people that have trouble using

regular switches and that have some type of motor disability (n.d.). Having a device such as this could help give someone a sense of independency.

Synapse Adaptive. (n.d.) Touch Free Switch. Retrieved October 5, 2005, from <http://www.synapseadaptive.com/edmark/prod/tfs/features.html>

Job Searches for CTE Students

Brittany Manuel
Alpha Chi Chapter

Eastern Illinois University

When teaching career education it is very important to cover job search. All of our students, going on to college or not, will need to know information regarding job searches. Students need to know that it takes planning to look for a job. Not everyone is blessed by knowing the right people or being at the right place at the right time. For this reason the Illinois Career Information System has developed “10 steps to a Successful Job Search”. Each step is explained in detailed and even more information on other job search related material is available. This information can be found at <http://cis.ilworkinfo.com>. This website also offers information on occupations and employment, education and training, and also assessments. I highly recommend visiting this website before you begin your lessons on career education.

Sometimes Less Is More: Teaching Presentations Skills to a Large Class

Jessica DeForest
Zeta Eta Chapter

Kansas State University

Students that are entering the business field or profession from college need good communication skills. As they continue moving up within a business, they need to improve their communication skills. Students that attend graduate school take a communication class and that communication class is hard to teach the same way other business classes are taught. Something new was needed to teach this class effectively—a three-part solution was developed: 1. a strategy, 2. a process to evaluate students’ presentation strengths and weaknesses, and 3. an instructional method to help develop their current skills. The first part of the solution was a strategy to divide the large class into small groups of about twenty students. The second part was the design of a presentation skills assessment program. This program had the students give a presentation that would answer one of the questions asked in the textbook. The third part was an instructional design that would maximize learning. Students break up into small groups and attend breakout sessions to give them instructional design to make them better presenters.

This three-part solution will really help students become more effective speakers. Breaking down into smaller groups is a good idea because it gives students the chance to really get involved.

Phi Beta Lambda

Phi Beta Lambda is the collegiate division of the national association, Future Business Leaders of America-Phi Beta Lambda, Inc. (FBLA-PBL).

In 1958, the first Phi Beta Lambda chapter was chartered in Iowa. In 1940, the National Council for Business Education (now known as National Business Education Association) accepted official sponsorship of FBLA, and in 1942 the first high school chapter was chartered in Tennessee.

Social events are certainly a part of PBL activities, but the mission is to bring Service, Education and Progress to the community together through leadership and career development programs. Phi Beta Lambda helps develop competent business leaders, increases self-confidence, strengthens business skills, assists in setting professional goals, encourages efficient money management, offers chances to travel and make new friends, promotes civic pride and responsibility, stimulates scholarships, and eases the transition from school to work.

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As of April 2006

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