



HERE AND THERE

National Newsletter PI OMEGA PI



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

Volume LV

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Number 3

President's Report

Dr. Connie Forde

Alpha Pi Chapter – Mississippi State University

Welcome back to the fall semester! I hope you are all involved in excellent activities in your chapter this semester, and I know you are busy finishing up projects for the 2012 competition year and initiating new members.

The guidelines for the 2012 National Chapter Award Competition can be found on the Pi Omega Pi Web site on the National Competition page. Please remember to submit your Project Reports to the judging chapter, Alpha Pi Chapter, Mississippi State University, postmarked by Friday, February 1, 2013. Your project reports should cover the competition year of January 1, 2012, to December 31, 2012. Your Chapter's annual activity report is mailed to Ms. Darla Stone, Secretary-Treasurer, postmarked by February 1, 2013.

I hope your chapter is also busy preparing for the 43rd Biennial Pi Omega Pi Convention to be held in Atlanta, Georgia, on April 18–20, 2013. The convention will begin with the Pi Omega Pi social on Thursday from 5–7 p.m. General sessions will be held on Friday and Saturday mornings beginning at 7. We look forward to the student presentations scheduled for Friday afternoon from 3:45 to 5:45. The annual NBEA convention program and registration information is on the web at nbea.org.

You will be receiving a *Call for Presentation Proposals* from President Elect, Ivan Wallace, and you will also find that information in this issue of the *Here and There*. As many of you know, Friday afternoon of the Pi Omega Pi biennial convention, the members are in charge of the program. These presentations are an important building block for your professional development and a way to learn new ideas and classroom strategies from your Pi Omega Pi colleagues. We hope each chapter will submit a presentation proposal. Note a change with two due dates for the proposal; this change is to accommodate chapters who need confirmation of presentation acceptance in securing travel funds.

We also hope you will take advantage of the incentive program available to those chapters who meet all of the following criteria:

\$100—Advisor and students register for Pi Omega Pi Convention, attend social (Thursday evening), and attend two general sessions (Friday morning and Saturday morning), **or**

\$250—Advisor and students register for Pi Omega Pi Convention, attend social (Thursday evening), attend two general sessions (Friday and Saturday morning), give a presentation (Friday afternoon), and attend at least one presentation other than their own chapter's (Friday afternoon).

Please remember the ***Stop Hunger Now*** project that Pi Omega Pi has adopted for 2012. Our goal is to raise \$2,500 to fund 10,000 meals to be distributed to schools and orphanages located in third-world

countries. At our biennial convention in Atlanta, all of us in attendance will actually pack the meal packets which including rice, soy, dehydrated vegetables, and a flavoring mix include 21 essential vitamins. Begin planning your fundraising efforts now to be a part of Stop Hunger Now. Please mail your checks to Darla Stone at 2200 Seaton Ave., Manhattan, KS 66502-2040, by December 1. If \$2,500 is raised by that date, I will contact a representative from Stop Hunger Now to arrange the packing event at the Biennial Convention. If 22 chapters of Pi Omega Pi National Honor Society participate, each chapter would need to raise just \$115.00. If only half of the Pi Omega Pi Chapters participated, each chapter would need to raise \$228. Set your chapter goals today and let's stop hunger now.

As you raise money for Stop Hunger Now, please post your successes on the Pi Omega Pi Facebook page so that we can start a barometer to gauge our progress.

Best of luck this semester. I am very proud of each of you, and I do hope you will make your way to Atlanta, Georgia, for our convention. Attending and participating in the National Business Education Association Convention and Pi Omega Pi Convention will contribute to your exceptional growth as a professional business educator. You do not want to miss this opportunity.

Convention Incentives

\$100 – Registration of advisor and students; attendance of Thursday evening social and of general sessions on Friday and Saturday

\$250 – Registration; attendance at social and general sessions; give presentation on Friday; attend at least one other chapter's presentation on Friday

Funds presented at Saturday morning general session

Congratulations! Kylie Miller Pi Omega Pi Scholarship Winner 2012–2013

Kylie Miller, member of Zeta Eta chapter, has been selected as the recipient of the Pi Omega Pi scholarship for 2012–2013. Kylie will do her student internship in the spring semester of 2013.

Kylie has worked to pay her college expenses, has maintained an excellent GPA while at the same time taking on a leadership role in Pi Omega Pi for Zeta Eta chapter. She has served as president of the local chapter for two terms. In that leadership role she has organized and carried out fundraisers; she has organized and lead Pi Omega Pi projects; and she researched and wrote a grant to help secure funds for travel to NBEA in the spring of 2011. Kylie is a great motivator and uses her leadership skills to unite people around a common cause, creating a common bond and strong network for members. Because of her strong interest in business classes and technology, Kylie decided while still in high school that she wanted to major in Business Education at Kansas State University.

National Student Representative

Jared Schlep

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 2012 NBEA National Convention and Pi Omega Pi Conference

in Boston, MA. For those that attended, thank you and I hope you all had a beneficial experience. I hope to see those who went this last year again and new members at the 2013 NBEA and Pi Omega Pi National Convention in Atlanta, GA from April 16-20. 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 Atlanta. 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 (jschelpoe@olatheschools.org). 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!

Here and There

Here and There is the official newsletter of Pi Omega Pi, the national honor society in business teacher education. The newsletter 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

President's Report	1
National Council.....	3
Chapter Activities	4
Member Articles.....	5
Chapter Sponsor E-Mail Addresses	11

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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. Emily Hoffman was elected President, Kelly Critten was elected Vice President, Tori Beckman was elected Secretary-Treasurer, and Deyton Thomson was elected Reporter. During this meeting we also discussed holding our "eat and greet" for potential new members and plan to initiate our new members within the first weeks of October.

Psi Chapter University of Wisconsin-Whitewater

The University of Wisconsin-Whitewater (UW-W), Psi Chapter 23 has completed both local and community projects for national project submission, as of the end of Spring 2012 semester. The community project consisted of hosting a business simulation and luncheon event for high school students in area. The local project involved facilitating a Student-Teacher Panel for business and marketing education students to attend. At the first Fall meeting of POP, discussions were held about additional projects to complete for the

national project. As far as social activities, a picnic with another student organization is planned for the immediate future in an attempt to take advantage of the beautiful weather here in Wisconsin. Furthermore, chapter members are eager to plan and attend the annual cultural event, "Dinner with Davis," hosted by the chapter sponsor, Dr. Lajuan Davis. At this event, students are exposed to cuisine and interesting discussions about cultural differences that exist within the U.S. The POP organization here at UW-W continues to grow, recruit members, and provide unique experiences for those members while affording community-

service efforts to the university community and surrounding educational entities.

Beta Kappa Chapter East Carolina University

Members of Beta Kappa Chapter at East Carolina University met during September and elected officers and planned the academic year activities. New members for fall were invited to a "Founder's Day" meeting to learn about Pi Omega Pi and accept an invitation to join. Members discussed projects for the year and set the date for fall initiation and the annual holiday social. Additionally, the members discussed how Beta Kappa Chapter could participate in the "Stop Hunger Now" project and set goals for raising the chapter's portion of the commitment for "Stop Hunger Now."

Finally, members discussed plans for attending NBEA and the Biennial convention next spring.

Alpha Pi Chapter Mississippi State University

Alpha Pi Chapter at Mississippi State University is getting started with a new semester and hitting the ground running. Alpha Pi has been discussing fundraisers for the upcoming biennial Pi Omega Pi Convention to be held in April. The Stop Hunger Now Campaign is still going strong, and Alpha Pi members are working to raise money for the organization. Alpha Pi Chapter had three members graduate in Spring 2012; Kimberly Boyer, Crystal Craven and Brian Gaddie. This semester we have initiated one new member. We welcome Lindsey Eidson to our chapter. Two members and our adviser attended the annual Mississippi Business Educators Association Convention in Raymond, Mississippi, in September with one member presenting on the IC³ certification exam. This was a way to help prepare teachers to take the exam in order to earn their IC³ certification. Two members were elected to positions on the MBEA 2012–2013 Board. Offices included high school representative,

senior college representative, and student representative. Congratulations to these new board members. We are pleased of the excellent representation of the Alpha Pi chapter on the MBEA Board.

**Zeta Eta Chapter
Kansas State University**

by a planning meeting to organize for the year and elect new officers. Project topics were discussed and evaluated. Ashley Bowden was inducted into Pi Omega Pi. Members are planning fundraisers to finance the trip to the National Pi Omega Pi and National Business Education Association conferences in Atlanta, GA. Zeta Eta will be participating in several community outreach endeavors.

Zeta Eta Chapter at Kansas State University started the fall 2012 semester with a dinner social followed

Members' Articles

"Student Teaching Experiences"

Beta Chapter

**Emily Frueh
Scott Singleton**

Northwest Missouri State University

Two Beta Chapter members are student teaching in secondary business classrooms in Northwest and Central Missouri. Emily Frueh is student teaching at North Andrew High School, and Scott Singleton is student teaching and ACTUALLY the full-time business teacher at Meadville High School. Read about their experiences in their first six weeks of teaching.

Emily I am teaching Personal Finance, 12th grade; Yearbook/Desktop Publishing, 11th-12th grades; three sections of Computer Applications, 9th-10th grades, and Advanced Computer Application, 11th-12th grades. My favorite class to teach is computer applications, because the freshmen and sophomore students are eager to listen and learn. My freshmen are excited and put effort into the projects on which they work.

Scott: I am teaching grades 7-12 and teach Desktop Publishing, Yearbook, Computer Applications, Keyboarding, Accounting, 7th Grade Keyboarding, and Personal Finance. My favorite class is Accounting. I have a great class that is very interested and curious about the subject. I love being able to see when it information "clicks" with students and they understand the subject matter.

Emily: Two classroom behavior management tips I offer are (1) If you accept it now, be ready to accept it later and (2) Stay positive through the difficult moments.

Scott: Two very important classroom management tips that I would offer is to (1) always have a "Plan B" in case the technology does not work or if you are way ahead of schedule and (2) Have smooth transitions between lessons.

Emily: An "ah ha!" moment I have observed among my students has been with the students who don't take notes during class. When I evaluate their assignments and exams, I am amazed that these students paid attention and did exceptionally well on the exams.

Scott: My “ah ha” moment was in Accounting. We were going over Accounts Receivable and Payable, and my students were having a hard time understanding what the difference was between the two terms. I explained to students that Accounts Payable were like a tab or credit. It was something you needed to pay back. One student said, “So it’s like a bar tab that you have to pay at the end of the night.” Once that was stated, everyone knew what I was trying to explain!

Emily: I wish I had more content background in teaching Web Development, including HTML code and Web design.

Scott: I wish I had more background on how to teach keyboarding and what to have students do for 75 minutes in my keyboarding classes. It took me awhile to gather ideas of what else to teach.

Emily: The interactions I have with students outside of classes includes assisting the junior class with float building, judging homecoming floats, and attending softball and football games.

Scott: I interact with students outside of classes by coaching boys baseball/softball, serving as Junior Class Sponsor, working in concession stands, sponsoring the school newspaper and yearbook, and supervising magazine sells by students as a fundraiser.

Emily: The interactions I have had with parents and community members have included Back-to-School Night, athletic events, Health Expo, and Job Shadowing experiences.

Scott: I have had a lot of interactions with parents and community members as a coach. Coaching allows me to get to know the community, parents, and members.

Emily: I devote approximately 2-3 hours on a “good day” in preparation for my teaching.

Scott: I devote at least 3 hours each night preparing for the next day. That does not include coaching, concession stand work, or sports practices. I am hoping that the number of hours needed goes down once I get more into the swing of things.

“What Students Would Do If They Did Not Do Their Homework” _____
University of Wisconsin-Whitewater

Sara Richmond
Psi Chapter

This article, written by Dorothy Suskind (2012), asks practicing and future educators to question the validity and purpose of homework in schools today. Suskind asserts that teachers should only assign homework when a reasonable likelihood exists that it will benefit most of the students. The article continues by encouraging teachers to review the research compiled about homework so that an educated decision can be made when using homework in the classroom.

Suskind stresses that research shows a limited correlation between homework and achievement but that educators continue to use homework to improve achievement levels. The article asks teachers to review other factors that may contribute to achievement levels, such as student motivation and engagement in the classroom. Research presented in the article indicates that the top-performing nations’ teachers do not assign nearly as much homework in school as United States educators do. To drive her point home, Suskind uses this analogy: Most adults work eight hours a day and use the remainder of their time to complete household chores and relax; students, however, must attend eight hours of school and then complete homework. Suskind emphasizes that

while adults get their “work free” time, students are not receiving the same luxury when they are required to complete hours of homework.

The article closes by drawing this conclusion: Homework does not adequately prepare students for a 21st century workplace in which employees are required to be creative problem solvers. Suskind believes that doing homework prepares students for more assembly-style work for which they must merely be able to know how to do what they were taught in a designated manner, and for which an emphasis is placed on obedience instead of on thinking. The author poses the question, “If the research has consistently failed to link homework with achievement, as narrowly defined by school culture, what would the future hold if children were allowed to move freely after school as they discovered tomorrow’s world?” (p. 55).

Reference

Suskind, D. (2012). "What students would do if they did not do their homework." *Kappan Magazine*, pp. 52–55.

Academic Search Complete

“Touch Typing: Why Students Should Learn to Type Correctly”

East Carolina University

Jackie Tyndall
Beta Kappa Chapter

As I observe two MSITA classes for my Senior I internship, I cannot help but notice the lack of student adherence to typing correctly. Most students type slowly, pecking the keyboard one letter at a time as they stare at their hands. The assignments take longer to complete because the students do not know how to touch type. This article focuses on the importance of teaching kids how to type correctly with both accuracy and speed.

Why Students Need to Know

Those who type correctly can attest to the fact that being able to touch type enables a person to key more words per minute (wpm). It is a given that the faster a person can type, the faster he/she can complete a task. When students cannot type correctly they spend more time keying words, and in turn, use more instructional time to complete an assignment. If students are taught the proper technique for typing teachers would have more instructional time.

When to Begin

According to Theresa Tovey, an occupational therapist, “Most research supports starting students on formal keyboarding around grade 4” (Hopkins, 2012). Before this grade, students lack the eye-hand motor coordination required to learn keyboarding skills. However, Tovey also states that it is a good idea to expose children to keyboarding before grade four. According to Vic Jaras, a technology coordinator for Michigan schools, “If you combine keyboarding with letter-recognition and hand-eye coordination activities in grades K-3, then you provide a developmentally appropriate skill that helps reinforce classroom learning and develop fine motor skills” (Hopkins, 2012). The school system I was raised in did not teach keyboarding until middle school (grades 6-8); however, students were exposed to computers before reaching middle grades as the technology was being utilized throughout elementary school.

Tips for Teachers

One of the most challenging aspects of keyboarding for students is keeping their eyes on the monitor rather than their hands. Some strategies that help prevent peaking are putting a cloth over students' hands to cover the keyboard while they are typing or attaching a piece of construction paper to the keyboard to prevent students from being able to see the keys as they type. There are also special covers that can be purchased to cover the keyboards to prevent looking. [One type](#) of cover rests over a keyboard to hide the students' hands and the keyboard. [Another type](#) is an opaque cover that fits onto the keys like a keyboard protector. I think covering the keys so students cannot peak is a great way to teach the proper typing technique; that is how I learned how to key correctly, and I average about 80 wpm now.

Conclusion

Because improper typing techniques can greatly slow down students and take away from instructional time, it is imperative that students are exposed to keyboarding at an early age. Research indicates the optimal time to introduce students to keyboarding is in the fourth grade; however, it is also suggested that students be exposed to this technology at an earlier age to get them accustomed to working with computers. Providing students with the knowledge they need in order to type correctly will help not only in the classroom but also in the world students will enter upon high school graduation.

References

- Hopkins, Gary. (March 5, 2012). *Keyboarding Skills: When Should They Be Taught?* Retrieved September 29, 2012 from: http://www.educationworld.com/a_curr/curr076.shtml
- Hunt, Ben. (n.d.). *Why All Web Designers and Web Developers Should Learn to Type*. Retrieved September 29, 2012 from: <http://www.webdesignfromscratch.com/blog/learn-to-type/>
- Starr, Linda. (June 14, 2011). *Teaching Keyboarding: More Than Just Typing*. Retrieved September 29, 2012 from: http://www.educationworld.com/a_tech/tech/tech072.shtml

Resources for Keyboard Covers

<http://bepublishing.com/Nopeek/Default.htm>
<http://www.protectcovers.com/keyboard-typing-tutor.html>

“iPad Applications for Classroom Management”—————
Mississippi State University

Brian Gaddie
Alpha Pi Chapter

The capabilities of an Apple iPad in the classroom are endless. Since the iPad's release more and more teachers have discovered new and innovative ways to incorporate the iPad into their classrooms. Educational games, communication, and textbooks are just a few ways the iPad has changed the landscape of the traditional classroom. There are thousands of applications available in Apple's app store that are geared toward educators but which ones are the best and most useful for managing classroom duties such as taking attendance, grading, and presenting? The iPad has many excellent applications available for managing a classroom.

Taking attendance is a daily duty that is required of most teachers. Wouldn't it be nice if there were some type of technology to streamline this task and make it more efficient for the teacher and the student? Very simply named, Attendance; this application allows the teacher to put a face with the name and keep up with attendance right from their iPad or iPhone. One of the greatest features of this application is the amount of options the user has for completing a number of tasks. Student info can be uploaded one of three ways. The first way is to use Attendance in conjunction with your Dropbox application (which will be discussed later). This enables the teacher to import student information already stored on that application to their Attendance application. A teacher may also import student information from an address book on their iPad or they can enter the information manually. Attendance also allows the teacher to import a photo of the students that will be displayed next to the students name in the attendance list. This is a great tool to help teachers remember a student's name by having a visual aspect as well as text. Today's high school classroom is much different than it was ten years ago. Students are much more technology savvy and prefer an alternate to the traditional method of communication with the teacher. Attendance makes this possible by allowing the teacher to send out a mass e-mail to all students in the roster or individual emails to certain students right from their iPad. There is no doubt that this application creates numerous opportunities for teachers to improve the way they conduct daily attendance.

In today's society with all of the negativity around social networking when it relates to students and teachers, many have strayed away from using this a learning tool or classroom management tool, but it really does not make since not to use this outlet of communication because most students are very active in social networking. Edmodo is a newer type of social networking that has an application made just for Apple device users. Edmodo is a social networking site that is geared specifically toward teacher and students without all of the excitement that Facebook has today. Teachers can use this application during, before, or after school hours to send assignments to students, answer student questions, and even network with other teachers all in real time. Edmodo is also able to be used in conjunction with Dropbox. This application really makes communication with students and teachers much more efficient and up to date.

Finally, the application that I believe ever teacher should have is Dropbox. Dropbox is one of the most useful applications available for use by teachers. Those pesky flash drives and CDs are impossible to remember to bring to class all of the time but Dropbox has solved all of those problems and more. With Dropbox a teacher can upload any document into the application and then retrieve it from any computer or other mobile device with an internet connection. It was mentioned earlier that Attendance and Edmodo could be used in conjunction with Dropbox. A teacher can have his or her class roster uploaded into Dropbox from a file already created and very simply transfer that roster directly to the Attendance application. Information from Dropbox can also be transferred directly to Edmodo for easy uploading. Never having to remember another storage device could be one of the greatest things since sliced bread.

Though these are not the only applications for classroom management they are some that I find to be the most useful for use inside and outside the classroom. The 21st century classroom is highly technologically inclined it would be in our best interest as educators to keep up with all of the latest technology and the uses of that technology.

References

Apps For Teachers. (2012). Retrieved October 2, 2012, from AppAdvice:

<http://appadvice.com/applists/show/apps-for-teachers>

Attendance. (2008). Retrieved October 2, 2012, from App Shopper: Attendance (Productivity):

<http://appshopper.com/productivity/attendance>

“Can Business Be Taught?: A reflection”*Kansas State University***Drew Proctor**
Zeta Eta Chapter

The article, “Can Business Be Taught?” published in *The Economist* was based more on the importance of business at the post-secondary level. However, it got me thinking and really got me to make a few connections with a couple of other articles I had recently read. The point of this reflection is not necessarily a call for reform, but really a call for expansion. Also, this is not a bashing, but a sort of idea of enlightenment upon an existing program. Please try to bear with me through the first couple paragraphs as I give the basis or substance of my ending.

“Can Business Be Taught” is written as a parallel to another article from the New York Times about how students are now just “Skating through B[usiness]-School.” They are, in short, discussing how un-engaging business classes are at the post-secondary level. Students tend to just slide by without going to class and without preparing themselves for class. With that, the only things being taught in the classroom are basic knowledge and what’s written in the book. This is at the post-secondary level! According to some of the students interviewed for the article, “What’s the point of going to class when I can just learn it from the textbook?” The entire time I have been in the College of Education at Kansas State, I have heard the word “engagement,” for the lack of a better phrase, repeated over and over, yet college professors tend to stand up and just listen to themselves talk? It’s incomprehensible, to be honest.

So what should we, as teachers, do to change this? Can we really teach business or are we just a facilitator for learning? Here’s my outlook: What I really noticed about these articles, that I completely agree with, is that students are not going to learn by teachers standing up and lecturing to them and telling them what they need to know. As a point in fact, I’m writing this article in class as a professor talks the entire class to sleep. I think what the authors are trying to get at is that business cannot be taught, but it must be *learned* by the individuals to make it useful and relevant to their lives. The question is how are we going to provide this to our students?

I think my favorite memories from high school were the times when I was involved with something real; even semi-real. My senior year, our high school started a bank inside our school that was open during lunch as well as before and after school. Already in existence was a “cookie shack” that was open during lunch along with the bank. They just recently started a coffee shop that is run before and after school, and a FACS class teamed with a business class to start a snack shop that was open during “open hours.” Now, I know I’m just bragging on what my alma mater did, but these projects were student run and provided a sense of *realness* to the students’ learning! How more authentic can you get to provide them with experience in their lives?

The main point of my reflection is that as teachers we cannot expect to just tell students what they should know, but provide them with the tools to discover it on their own. I tend to teach the same way I coach soccer, and I have noticed that players will not be able to apply something until you actually let them discover the success of what you show them once they use it in a game-like situation. This reflection is really a calling to us, as teachers, to use our resources by talking to colleagues, searching the Internet, and becoming more creative in finding ideas that will help us use different projects in our classroom. By creating new projects and incorporating them with other subjects to provide relevance, we can reach out and provide these students with those tools to discover the true meaning of business and hope to enlighten them with a desire to pursue a future in business.

References

- A.S. "Can Business Be Taught?" *The Economist*. April 19, 2011; Accessed September 23, 2012. <http://www.economist.com/blogs/freeexchange/2011/04/education_1>
- Glenn, David. "The Default Major: Skating Through B-School". *The New York Times*. April 14, 2011; Accessed September 23, 2012. http://www.nytimes.com/2011/04/17/education/edlife/edl-17business-t.html?pagewanted=1&_r=3

Guidelines for Submission of Articles to Here and There:

- Include a concise, comprehensive article title.
- Check for correct grammar and punctuation.
- Avoid the use of contractions.
- Include a minimum of one reference.
- Follow the APA (6th ed.) formatting and writing style guide.
- Submit a minimum length of 300 words and a maximum length of 750 words for each article.

Chapter Sponsor E-mail

October 2012

Please notify the National Editor of corrections and additions.

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POP Convention April 18–20

**National Pi Omega Pi
Facebook Page**

Visit the national Pi Omega Pi Facebook page for continuous updates, news, and information.

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What Have You Been Doing Lately? Business Teachers Speak

Please join the Psi chapter of POP on the new Facebook page created to *highlight* the accomplishments and hard work of business teachers and teacher candidates all over the world.

Include a short description, photos, or videos of interesting, fun, innovative

- Activities
- Events
- Accomplishments
- Projects
- Etc.

<https://www.facebook.com/WhatHaveYouBeenDoingLatelyBusinessTeachersSpeak>

**Pi Omega Pi
Scholarship Information**

Requirements:

- U.S. Citizen or eligible non-citizen under state residency statutes
- Pi Omega Pi membership
- Student-teaching experience within one year of scholarship award
- Full-time student in a graduate or undergraduate degree-granting program for 2 years
- *Full requirements, instructions, and applications can be obtained from Dr. Ivan Wallace; wallacei@ecu.edu

Amount:

\$1,000 to one individual or \$500 to two individuals

Call for Presentation Proposals Pi Omega Pi Concurrent Sessions

43rd Biennial Convention

Friday, April 19, 2013

3:15 p.m. – 6:05 p.m.

Atlanta Marriott Marquis

Atlanta, GA

Chapter members are encouraged to submit proposals for student-led and student-delivered presentations for the Pi Omega Pi concurrent sessions that will be held on Friday, April 19, 2013. These presentations are excellent professional development activities. Presentations will be 15-20 minutes in length. A computer projector, overhead projector, screen, and Internet connection through a Verizon HotSpot will be provided. If other equipment is needed, it must be provided by participants. Attendees appreciate handouts.

To allow more flexibility for chapters in submitting proposals, two rounds of Proposal Reviews will be conducted – **December 7, 2012**, and **February 15, 2013**. Chapters may submit more than one proposal.

Round 1 - Submit a proposal using the format described below by **December 7, 2012**. Chapters will be notified via email by **January 11, 2013** of the acceptance or denial of the proposal.

Round 2 - Submit a proposal using the format described below by **February 15, 2013**. Chapters will be notified via e-mail by **March 8, 2013** of the acceptance or denial of the proposal.

Submit the following items in a one-page, single spaced proposal, 11- or 12-point font. Remember that Pi Omega Pi members-prospective business teachers are the intended audience.

- Proposal Title
- 20-word description of the proposal for the program
- Outline of major points of proposal

- Presenter(s) name(s), e-mail address(es), mailing address(es)
- Chapter Name and Number
- “Signature”/Endorsement of Chapter Sponsor, sponsor email, and phone number
- Equipment you would provide if additional items are needed than those described above

E-mail, in an attachment, the above items in the proposal format to the National President-Elect on/before the deadlines indicated above. Please put Pi Omega Pi Proposal and your chapter name in the email’s subject line.

Ivan Wallace
BITE Department
Bate 2318A
East Carolina University
Greenville, NC 27858

Note: All printing costs of handouts are the responsibility of the presenters. This professional activity is your reward for presenting. No compensation or registration waiver is provided for presenters.

Note: There is a \$250 incentive for chapters to do a presentation in conjunction with attending other convention activities. (See the Biennial Convention webpage at the Pi Omega Pi website) <http://www.piomegapi.org>

