HERE AND THERE

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

A Message from Melissa Schram
National Student Representative
Northwest Missouri State University

I hope that everyone's school year has started well. Believe it or not, it is October already. Where does the time go? I hope that classes are going smoothly for teachers and students alike.

For those of you attending the Eastern Business Education Association's Regional Convention in Portland, Maine, I'll see you there. I am excited about this convention; the workshops look great!

Although the biennial convention will not take place until April, it is time to start thinking about a new National Student Representative. Although it will be a sad day for me, I will be glad to "pass the torch" to allow someone else the opportunities that I have been so lucky to have. As the National Student Representative, I have met many wonderful people. The most obvious, and helpful, are my fellow council members. I would like to thank them all for the support they have given me in my year and a half on the council. It is nice to know that there are a few more people out there pulling for me. Through Pi Omega Pi, I have been able to network, like I never thought was possible. This is a wonderful opportunity for a student. Advisors and professors, please encourage your students to consider running for this position. Students, please consider this wonderful opportunity. If you have any questions about the position, please feel free to contact me.

President's Corner
Dr. Nancy Zeliff, President
National Council of Pi Omega Pi

"Educating for Success in Business and Life" is the theme of the Biennial Pi Omega Pi Convention, held jointly with the National Business Education Association Convention. We will meet in Dallas, Texas, in April 2003. NBEA events begin on Wednesday, April 16, and the Pi Omega Pi convention will kick off on Thursday, April 17. Dr. Ginny Richerson, President-Elect, has a social planned, supported by various professional business organizations. A call for presentations by Pi Omega Pi members and chapters has been distributed. This is an excellent opportunity to share knowledge with other convention attendees and gain valuable professional experience. The National Council encourages each chapter to submit a proposal.

With membership in professional organizations and attendance at conferences, business teachers themselves will have success in business and life. In turn, we can pass on our knowledge and life experiences to guide our students to success. Certainly, one of the elements of business education that drew us to this profession was the evident impact our discipline has on students' lives—in their consumer skills, their computer literacy, and in their career choice. Your attendance at our convention will not only ensure your success, but that of your future students.

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Pi Omega Pi
Biennial Convention
Wyndham Anatole Hotel
Dallas, Texas**

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: April, October, December, and February. Articles and news should be sent to:

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Chapter Activities

Kappa Chapter
Indiana University of Pennsylvania

During the National Business Education Association conference held in Philadelphia, the Kappa chapter of Pi Omega Pi sponsored a fundraiser in conjunction with Dr. William McPherson's "Tinker Toy Project". This project was sold in the form of a packet for teachers attending the workshop "Wake Up Your Classroom." Included in the packet was information on how to successfully reproduce an activity in the classroom using Tinker Toys. This fundraiser was very successful and the chapter would like to thank all of the educators who purchased a packet.

Lambda Chapter
Fort Hays State University

In late April, Lambda Chapter initiated three new members. In May a barbeque was held at our sponsor's house. At that time new board members were elected. This fall the chapter has been discussing plans on how to get new members for the organization. The Chapter President has come up with some really good ideas. He feels that the $50 fee is what turns most people away. The chapter is planning some fundraisers to help pay for part of that. Members are also discussing arrangements for a Lambda Chapter reunion. Lambda Chapter is looking forward to an exciting year at Fort Hays State University.

Mu Chapter
Emporia State University

Mu Chapter held its first meeting for the 2002-2003 school year in September. Members met at a local park to eat pizza and discuss plans for the recruitment of new members, the organization's float in the Homecoming parade, and local projects.

Because majors in Business Education have remained steady this year at Emporia State University, the chapter has started a new process of recruitment. The chapter has initiated a Student meeting Student program in which current officers hand-deliver official invitations for membership and visit with newly eligible business education majors. Before this, letters were sent and phone calls were made. The new approach appears to be more productive

Members also discussed the Watkins fund-raiser that was held over the summer and ideas for future fund-raisers. The chapter has become a sponsor of a fund-raising Watkins site http://www.watkinsonline.com/default.cfm
Take a look at the site. The chapter entered into an agreement to promote student sales.

Xi Chapter
Ball State University

In September the Xi Chapter of Pi Omega Pi welcomed two new members to the chapter. The initiation was held in the business building. A discussion of upcoming events included the Connections Program. Pi Omega Pi sponsors the Connections Program and anyone interested may attend. The chapter brings in a local teacher who speaks to students about their experiences both inside and outside the classroom. Members also discussed a date and time for the annual Christmas/finals get together.

Sigma Chapter
Southeastern Oklahoma State University

Sigma Chapter began the 2002-2003 academic year with two September meetings, one on campus and one dinner meeting at a local restaurant. At the first meeting, members voted to invite two potential members to join Pi Omega Pi. Agenda items at the second meeting, held at a local restaurant, included discussion

regarding the new member initiation in October, selling candles for a fall fund-raiser, service at the Dr. Linnie Ruth Hall Lecture in October, Homecoming activities, Christmas community service activities, and plans to attend the national convention and the NBEA convention in Dallas in April.

Chi Chapter
Indiana State University

Chi Chapter of Pi Omega Pi at Indiana State University initiated four new student members this fall. In addition, Dr. Chia-An Chao, Assistant Professor, was initiated as a new faculty member. At the chapter meeting in September, Chi Chapter members made plans for the local, community, and national projects. Dr. William Wilhelm is Chi Chapter's new advisor.

Chi Chapter held a combined year-end banquet and farewell party in April to honor retiring advisor, Dr. Mary Ellen Adams. Over one hundred attendees enjoyed dinner and the series of speakers who expressed heart-felt thanks to Dr. Adams for more than thirty years of faithful service.

Psi Chapter
University of Wisconsin-Whitewater

The word exciting may best describe Psi chapter's experiences since last April. Our chapter was excited to be the winner of the 2001-2002 national project competitions. In addition, we had an exciting trip to the WBEA Convention in Fond du Lac. Twelve of our twenty-one members were able to attend many of the workshops offered. What better way to get excited about becoming a business educator?

The coming semester is sure to be a busy one for Psi chapter as plans are under way for a variety of activities. Communication is this semester's theme, and members are moving forward with plans to update chapter bulletin boards on campus, to produce a brochure explaining and promoting Pi Omega Pi, to recruit new members, to update the chapter's web site, and to organize their annual, local, and community projects.

Psi chapter will have members in attendance at the upcoming WBEA fall conference in Wausau. Members will also be the judging chapter for this year's national project competition. Therefore, members look forward to a challenging, successful, and exciting semester.

Alpha Beta Chapter
Eastern Kentucky University

In September, the Alpha Beta Chapter of Pi Omega Pi held an organizational meeting to start the 2002-2003 academic year. Officers were elected and tentative plans for projects were discussed.

The Alpha Beta Chapter initiated nine new members in September. Following the traditional ceremony, special duties of the officers were discussed. Several Pi Omega Pi members who have special relationships to the new members were present and participated in the ceremony. Members are now looking forward to working on chapter projects and having a great year.

Alpha Delta Chapter
Bloomsburg University

Officers of the Alpha Delta Chapter met over the summer to discuss upcoming plans for the fall and spring semesters. The officers and members held the first meeting of the year in September, and invitations to join Pi Omega Pi were sent to prospective members. Several members participated in a car wash fundraiser with Phi Beta Lambda, and the chapter is also considering a candy bar fundraising activity beginning in mid-October. Project submissions were discussed, and timelines were given to those serving on the committee.

Alpha Pi Chapter
Mississippi State University

The Alpha Pi chapter of Pi Omega Pi initiated three new members. After the initiation ceremony, refreshments were served. The members have held three meetings. The chapter discussed community, local, and national project ideas. Fundraising ideas were also discussed to help support the chapter's trip to Dallas, Texas, to attend the NBEA Convention and the Pi Omega Pi Biennial Convention. Over the next month the chapter will continue to discuss project ideas and implement fundraising projects.

Alpha Psi Chapter
Bowling Green State University

The Bowling Green State University Alpha Psi Chapter has increased its activity this fall. The chapter's goal this year is to successfully complete the national, state, and local projects. The national project members are working towards the creation of a web site for the Business Education National Hall of Fame. The officers recently chosen by the students include:
President, David Hronek
Vice President, Veronica Hooper
Secretary, Karen Hoffman
Treasurer, Deborah Dieringer

Members are all very excited to partake in this honorary society experience and look forward to bettering the BGSU Psi Chapter for years to come!

Beta Kappa Chapter
East Carolina University

Beta Kappa Chapter held its first meeting in September and elected officers. Possible project ideas for the national competition were discussed, and an article for *Here and There* was finalized. Beta Kappa Chapter members are excited about another successful year.

Beta Sigma Chapter
Montclair State University

Last May initiation of the new members of Beta Sigma Chapter was held at a Business Education Open House, which was designed to recruit members as well as prospective Business Education majors. At the initiation a past student was the guest speaker who shared her experiences from the work world. New officers were elected. The Beta Sigma chapter has scheduled its first meeting for the 2002-2003 year for this month. At this planning meeting, activities for the year will be outlined.

Zeta Eta Chapter
Kansas State University

Zeta Eta chapter elected officers in April for the 2002-2003 school year. Chapter members met in September to plan activities for the coming year and discuss ideas for community, local, and national projects. Members brainstormed for fund-raising ideas to raise money to attend the Pi Omega Pi Biennial Convention and the NBEA Convention held in Dallas, Texas, next April.

2003
Pi Omega Pi Biennial Convention
Wyndham Anatole Hotel
Dallas, Texas

Dr. Ginny Richerson, President-Elect
Pi Omega Pi National Council

The Pi Omega Pi Biennial Convention will be held in Dallas, Texas, April 17-19, 2003. To give chapters time to plan, a tentative schedule for the convention is printed here:

Thursday, April 17	5:30-7:30 p.m.	Pi Omega Pi Social at Anatole Hotel
		Food will be served
Friday, April 18	7:45-8:30 a.m.	Pi Omega Pi Opening Session
	8:30-2:00	Attend NBEA sessions and visit exhibits area
	2:00-6:15 p.m.	Pi Omega Pi Concurrent Sessions by Chapter members
	5:15-6:15 p.m.	Sponsor Gathering in Pi Omega Pi President's suite
Saturday, April 19	7:00-8:30 a.m.	Pi Omega Pi Business Session
	8:30-10:30 a.m.	Attend NBEA Continental Breakfast and
		Closing Session
	11:00-noon	National Council Meeting

Registration fee for Pi Omega Pi plus NBEA is $90 and for Pi Omega Pi only it is $40.
All Sponsors MUST register for NBEA separately and then pay the $40 fee for Pi Omega Pi in addition.

Call for Papers
Chapters are encouraged to submit student-led and student-delivered presentations for the Pi Omega Pi concurrent sessions on Friday, April 17. Please submit the proposal via email, fax, or mail by **February 15** to:

Dr. Ginny Richerson, President-Elect
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Nominations
for
National Student
Representative

Chapters are asked to nominate a member for National Student Representative. Melissa Schram's term expires April 2003 at the convention in Dallas. A new student representative will be elected at that time.

Member Articles

Junior Achievement in the Classroom ———————————

Hilary Morris
Beta Chapter

Northwest Missouri State University

Junior Achievement is a non-profit organization that Rhode Island is using in their schools to help turn kids on to careers. Teachers and volunteers in the program believe that their visits are better than having the children learn about careers from a book.

Junior Achievement creates a connection between businesses and educators by positioning volunteers into their area schools. These volunteers help introduce career options to the younger audience. This program is seen all over the United States.

The volunteers of the program teach lessons that are fitting for their line of expertise. The program ranges anywhere from five to eight weeks, depending on the program taught. The younger students concentrate on the basics, such as filling out job applications. The older students do more in-depth assignments such as finding ads in the classifieds, creating a resume, and also performing actual interviews.

Not only is this program good for the students, it also gives members of the community the chance to work with the younger generation. It helps show the older generation what is actually going on in the classroom. Sometimes it's the taxpayers that need to see how important the educational system is, and for some it helps them to not be so narrow-minded. In the lower level schools, parents are able to be a part of the classroom as well. The program has also had an impact on local, state, and national evaluations.

Business educators should look to outside resources, such as Junior Achievement, to connect students to business opportunities. It definitely is a win-win situation for all parties involved.

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    Academic.   InfoTrac. A73274737. Owens Lib., Maryville, MO. 29 September 2002
    http://web5.infotrac.galegroup.com/itw/infomark

Annotated Bibliography ———————————

LaTrisha Flax
Lambda Chapter

Fort Hays State University

Mount Diablo Unified District in Concord, California, was an under performing, minority school prior to 1995. At that time they received an Integration Grant. The grant was to integrate vocational and academic education. The school created the Digital Safari Multimedia Academy that is now nationally recognized.

The Academy is a two-year program for juniors and seniors. Included in the curriculum is a skills-based multimedia elective. (Students have to take required multimedia classes also.) It is run like a multimedia business. The students work with outside clients in a realistic business environment.

The multimedia classes are taught by integrating academic courses into projects. The tools they use for multimedia are as follows: Director 8.5, Dreamweaver 4, Flash 5, Fireworks 4, Freehand 10, and SoundEdit 16.

This article is important not only because of the multimedia concept, but because of the integration factor. The statement was made that you can't change the curriculum, but you can change how you teach it. That is a very powerful statement!

REFERENCE:

Maddock, Ted & Depew, Randy. "Mount Diablo High School Discovers Success with the Digital Safari Multimedia Academy." THE Journal Online, January 2002, Vol. 29, Issue 6. http://www.thejournal.com/magazine/vault/articleprintversion.cfm?aid=3845

The Business Teacher I Want to Be ———————————————————

Cheryl Stanley
MU Chapter

Emporia State University

    Mrs. V. is my favorite high school teacher because of her lasting influence on me. She has just retired, but taught business classes when I was in high school. Business has always been of interest to me, and even in high school I worked in business offices after school instead of fast food restaurants. We prospective teachers should be encouraged to model the best business teachers who taught us during our school years.

    One of the classes that Mrs. V. taught me was Office Procedures. This was a small, advanced class that worked like a real office. There was no textbook, just a packet of assignments that was like actual secretarial documents. This was a few years ago, and computers had not been adopted in our high school yet, so activities were done on typewriters! We had to use correction film, as these typewriters did not have correction built in. There were deadlines in the class just as if we had real bosses who wanted the work done by a certain time. The packet of learning materials was interesting as the work resembled real business content and the documents were related to each other. We learned many skills in the class from Mrs. V. including proofreading, attention to details, and respect for others and for deadlines.

    This business teacher was also one of the two sponsors of Future Business Leaders of America. My high school had a large group of students participating so our two sponsors were busy. The group met monthly and received a newsletter about what was happening in FBLA at the local, district, state, regional, and national levels. I was the corresponding secretary for one year and the fundraising co-chairperson for two years. Our group raised operating funds by doing merchandise sales. Each year the group took a trip by bus to the Regional Conference. We traveled to Dallas, Texas, and Omaha, Nebraska.

    During my senior year of high school, I qualified for FBLA Nationals in Machine Transcription. Mrs. V. was very supportive of me as I advanced at each level. The sponsors made sure that I had practice time with the machine and was ready for the next competition. Whenever a student needed more practice, it was never a problem for my favorite teacher.

    The FBLA District Conferences were held locally each year. This meant even more work for the sponsors, but that also meant there were more opportunities for the students to be involved. The event always went well. The hard work was very evident as hundreds of students and sponsors attended this event.

    Mrs. V. was not only active in school but also in the community. She held leadership positions in 4-H and supported other events she found worthwhile. Mrs. V. was a very good role model in and out of the classroom. I learned a great deal from her, and I hope I can be as influential to some of my students as she was to her students. Make notes, and record the ways your business teachers excel in the classes in which you enroll. Imitate them.

After Graduation ────────────────────────

Bart Jochim
Chi Chapter

Indiana State University

Business Education has a broad application in the education world today, covering many different areas such as accounting, personal finance, entrepreneurship and computing applications. It is our job as Business Education majors to not only inform today's youth on how big a role business has on our everyday lives, but we must stay prepared in order to inform tomorrow's youth as well. Therefore, the necessity to stay well informed as educators does not end after graduation.

During undergraduate study, the Pi Omega Pi National Business Teacher Education Honor Society involves students in professional development activities and in their communities in different business projects. At the same time, Pi Omega Pi membership promotes the university and the Business Education major to the community. This active participation in such a professional society can serve as a stepping-stone for future involvement in professional organizations and active involvement in the community after graduation.

After graduation, Business Educators can continue their professional development through membership in their local, state and national Business Education associations. At the national level, the National Business Education Association (NBEA) provides members with many benefits (www.nbea.org). NBEA conferences and publications focusing on Business Education provide insights for new teachers as well as veterans. Also, Delta Pi Epsilon, the National Honorary Graduate Society for Business Educators, provides a series of publications and conferences focused on promoting excellence in research and teaching for business (www.dpe.org). Delta Pi Epsilon has affiliated chapters at many colleges and universities throughout the United States, Canada, and Puerto Rico.

NBEA and Delta Pi Epsilon, along with other state and local professional organizations, not only provide a source for continuing education and professional development for Business Educators after graduation, they also provide a network of like-minded professionals with whom Business Educators can find ongoing assistance and camaraderie.

Great Schools Initiative ────────────────────────

Emily Hetzel
Psi Chapter

University of Wisconsin- Whitewater

For 12 consecutive years, Wisconsin students have scored first or second on the National ACT exam. In addition, 90 percent of Wisconsin high school students graduate. These statistics give many people great confidence in Wisconsin schools. Nevertheless, we know our schools are not perfect, and the Wisconsin Education Association Council (WEAC) is calling for improvement.

If you watch any public news channels or listen to public radio in Wisconsin, you may be familiar with this adage: Every Kid Deserves A Great School. This message is part of a media campaign promoting the Great Schools program, which was initiated by the WEAC in 1999. This program has three major premises: quality of schools, involvement of citizens, and support of citizens and elective officials. WEAC calls Great Schools a grassroots effort in making schools meet the needs of all children. Great Schools hopes to form committees in every school in order to turn more responsibility for school quality over to the local communities. The media campaign is also a part of the program. This involves advertising in order to draw attention to the fact that Wisconsin has one of the best educational systems in the nation.

Many statistics, such as those stated above, suggest that Wisconsin does indeed have great schools, at least in comparison to the rest of the nation. However, there are plenty of areas that need improvement, and the

Great Schools program hopes to make Wisconsin's educational system even better. Some goals include smaller class sizes, better approaches to classroom management, better approaches to students with special needs, more professional development for teachers, and more technology in classrooms. The list goes on and on. Hopefully, with active involvement of the legislature and individual schools, Great Schools can help to enhance the quality of a Wisconsin education.

Teachers' Perspectives on Technology in Classroom Instruction: ——————
   Implications for Business Educators

Resa Hersel
Alpha Beta

Eastern Kentucky University

Introduction

Since the introduction of the personal computer in the early 1980s, the number of people using computers has steadily increased. For those last 20 years, educators, public officials, and business leaders have argued that to keep ahead, American children need to be computer savvy from early childhood onward. Between 1984 and September 1997 alone, the number of computers in America's K-12 schools has increased elevenfold to more than eight million units (US Bureau of the Census, 1998). Despite these facts, Cuban (2001) found that students and teachers use the new technologies far less in the classroom than they do at home and that most classroom use is unimaginative.

A 1998 study by the National Center for Education Statistics found that only one teacher in five felt "very well prepared" to integrate the computer into their curriculum. Another 37 percent said they were "moderately well prepared" to do so, 34 percent were "somewhat prepared" and nine percent were "not prepared at all" (MacPherson, 2000).

A decade ago, when schools around the country first started using computers, many teachers weren't sure how to make the best use of them. At first, students simply learned how to use a computer. Now learning has evolved to the next stage, and teachers face the challenge of using technology to transform the curriculum and revamp instruction (NEA, 1999).

Teachers may struggle to find simple ways to include technology in the day-to-day lessons or planned curriculum required of them. Many software programs are interesting and may be effective in what teachers present, but it is not at all clear how to integrate them into everyday learning (King, 1997).

The Internet offers a wealth of information on just about every conceivable subject. Many teachers like to share their teaching ideas by placing lessons online that can be used by others (Mitchell, 1999). The Internet also allows individuals to access a global network of computers to gather information on practically any subject, send e-mail, and obtain products and services (Shelly, 2002).

Using technology in the classroom can be motivational. Computers can also provide many unique, effective, and powerful opportunities for teaching and learning. These opportunities include skill-building practice, real-world problem solving, interactive learning, and discovery learning (Shelly, 2002).

The lack of teacher training continues to be a major obstacle to the push for computer-assisted learning (MacPherson, 2000). Cuban (2001) believes that computers can be useful when teachers understand them, believe in their power to enhance their students' learning, and have the power to shape their own curricula.

Although computers are not quite ready to be thrown in the educational scrap heap, a danger exists that, unless a new direction is found, the use of computer related technologies as effective instructional devices will continue to bypass many schools (Lare, 1997).

The data for this article were collected by mailing a questionnaire to 25 teachers. Each teacher answered a questionnaire consisting of 18 items. Sixteen teachers responded to the questionnaire, for a 64 percent response rate. The objective of this study was to (a) determine teachers' perceptions of what aspects of computer technology are beneficial to overall classroom instruction and (b) review the resulting implications for educators. This article will answer the following specific questions: How is computer technology relevant to implementation of classroom instruction; what type of training is necessary to utilize computer technology for

classroom instruction; what type of resources and administrative support are available to use computer technology for classroom instruction; and what are the implications of this research for business educators?

Conclusions

The following conclusions are based upon the analysis of teachers' perceptions concerning what aspects of computer technology are beneficial to overall classroom instruction:

Computers in the Classroom

1.   Teachers use the classroom computer for class preparation.
2.   Teachers use the classroom computer for research of content area, record keeping, and lesson plan ideas.
3.   Teachers believe the computer is very important to classroom instruction.
4.   Students use the computer in the classroom for word processing and Internet research.
5.   Students use the computer in the classroom for remedial or tutorial purposes.
6.   Students use the computer in the classroom for PowerPoint presentations.

Computer Training

7.   Teachers receive computer training each school year.
8.   Teachers would like further training in Web Quest, creation of a web page, and video editing.
9.   Teachers would like further training in PhotoShop and database applications.

Resources

10. One to two computer labs are located in the teachers' schools.
11. Software or hardware requests are filled if the funds are available in the school system.

Administrative Support

12. Response to technological problems in the schools is slow.
13. A district technology person is responsible for correction of problems in each school.
14. A lack of computers in the classroom is a barrier to computer usage.
15. A lack of technical support by a certified staff member is a barrier to computer usage.
16. A lack of updated hardware is a barrier to computer usage in the schools.
17. Insufficient computer training is a barrier to computer usage in the schools.

Implications

Based on the above conclusions, the following implications are made for educators. Educators should:

1.   Conduct an in-depth analysis of technology needs for the classroom, the whole school, and the district.
2.   Develop clear statements for the school district about what is expected from the implementation of technology in the school setting.
3.   Provide each teacher with at least one state-of-the art computer and each school with at least one state-of-the art computer lab.
4.   Set aside funds for the yearly purchase of software programs for the classroom.
5.   Realize that by using computers, students can learn different skills and information at different depths based on their individual needs and interests.
6.   Realize technology has great potential for making education far more meaningful and productive for students but only if they are allowed to become active learners involved in real tasks.
7.   Realize technology does not replace the good teacher but instead enhances his or her abilities and creativity.
8.   Realize technology's major purpose is to improve learning and not to create a new content area.
9.   Provide yearly technology training and recognize the importance of a well-trained teaching staff who are using technology in their teaching.
10. Provide a certified staff member trained in technology to correct problems with computers or the network.

Additional implications specifically for business educators to consider include the following:

1. Provide leadership and direction to faculty who are struggling with computer usage in their classrooms.
2. Collaborate on team projects assuming the role of computer consultant.
3. Assist faculty in developing computer assignments through checklists and/or guidelines designed to provide overall continuity and variety of activities across the curriculum.
4. Serve as trainers to facilitate faculty whose primary content area is not computer applications.
5. Conduct workshops, retreats, and/or seminars covering computer applications and multi-media opportunities for the classroom.
6. Monitor students' progress through informal discussion with faculty and students and through formal evaluation measures.
7. Lobby administrators for hiring business educators as technology coordinates for school systems.
8. Develop a matrix to determine what computer skills are used in various classes to eliminate redundancies and maximize classroom opportunities.

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Understanding the Importance of Business Education Standards ——— **Marietta Kotch**
Alpha Delta

Bloomsburg University

Business educators play an important role in preparing students to make informed decisions that will benefit both their personal and professional lives. By using *The National Standards for Business Education*, teachers help students understand the basics of many business subjects including personal finance, consumer decision making, international marketplaces and business operations. In addition, these standards help prepare students to further their education in college programs. Simply put, these standards guide business educators to what students <u>should know</u> and what students <u>should be able to do</u> in business situations.

According to the National Business Education Association, *The National Standards for Business Education* are essential for all students because:
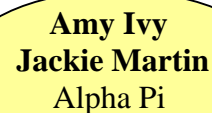
- All students will participate in the economic systems; therefore, all students need to be literate in business and economics.
- All students will encounter a business environment that is characterized by diversity – both domestic and international – and all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- All students will use technology as a tool for managing information, and they will need to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
- Technology has accelerated the pace and frequency of change not only in business, but also in life. Today, life and work activities tend to overlap. This trend is likely to continue and will require more sophisticated decision-making.

Business education standards have been written for disciplines such as Accounting, Business Law, Career Development, Communication, Computation, Economics and Personal Finance, Entrepreneurship, Information Technology, International Business, Management and Marketing. A quality education in business offers students the opportunity to grasp the fundamental knowledge and skills necessary to succeed in business and gives them an equal opportunity to succeed in life.

REFERENCE:

NBEA Online – Business Education Standards http://www.nbea.org/curriculum/bes.html

Catch the NBEA Experience ────────────────

Amy Ivy
Jackie Martin
Alpha Pi

Mississippi State University

In the spring of 2002, two Alpha Pi chapter members were privileged to attend the NBEA convention in Philadelphia, Pennsylvania. They were very energized because this was the first NBEA Convention that they had experienced.

The first day the chapter members attended a daylong workshop for new teachers and gained much valuable information. They were given a three-ring binder complete with useful and interesting ideas to use when they begin student teaching and again later when they actually have their own classrooms.

They also attended other workshops that were offered throughout the convention. Some of the workshops attended were on topics such as Changing Technology, Synergistic Ideas for the Classroom, and Business Education in 2010. During these various workshops the chapter members had the opportunity to mingle with new teachers, other pre-service teachers, and veteran teachers. They were given beneficial advice about teaching and even made a few contacts with veteran teachers with whom they continue to stay in contact. Also at the convention, the chapter members were given a chance to visit different vendors' booths, where they were able to obtain free materials.

The chapter members left Philadelphia with a lot of valuable information that they shared with their methods class and gained a greater respect for their profession. They learned that it is imperative to give back to the profession of teaching. If anyone gets the opportunity to catch NBEA in Dallas in April of 2003, go for it. You will not regret it!

Review of Curriculum Model: Technology, Methodology, and Business Education.

Deb Dieringer
Alpha Psi

Bowling Green State University

This book addresses the accelerating technological advancements that the business world is undertaking and their impact on business education instruction. Curriculum developers must acknowledge these technological advancements in the global marketplace and incorporate them into classroom instruction. Teachers must consider the roles of technology, how they will change, and how they relate to many subject areas.

In order to be prepared for the workplace, students must be well versed with the Internet. Students are becoming increasingly proficient with technology at earlier ages. Upon entering high school, students should have keyboarding and software applications skills; knowledge of formatting techniques and technical skills; a solid basis for learning advanced software, web design, desktop publishing, and network administration; and hardware and software knowledge and research skills to locate and analyze electronic data. Research supports the need to incorporate technological instruction at younger ages. Research also indicates that keyboarding, word processing, and document-formatting skills will be a necessity in the future workplace. Voice recognition, multimedia technologies, and other advancements will also be encompassed by business education in the future.

Business and special educators must also accommodate special needs learners by previewing lessons, posing frequent questions to learners, and providing guided practice instruction. Teachers should also utilize variations in instructional strategies, implement changes in classroom management techniques, and study students' IEPs to be familiar with student needs and goals.

Cultivation of customer service skills is also vital to student success. Customer service skills include business and phone etiquette, listening, and problem solving skills. As technology advances, modes of communication are more abundant. These communication skills must be integrated into course curricula.

As global business competition increases and e-commerce becomes more commonplace, business educators are required to teach cultural consciousness. Instruction should be student centered and foster research and analytical skills.

Since technology increases students' access to a multitude of information, legalities must be taught regarding the use of this data. Copyright, free speech, privacy and safety issues are among the essential discussion topics. Students will also need to know the details involved in online investing and shopping, and how to do so legally and safely. Students will first need a background in consumer knowledge and skills, finance, economics, and investing.

Research studies on teaching strategies reveal that student directed, collaborative approaches are the best situations for student learning regarding technology. As technology continues to evolve, the need for continuous retraining and learning are evident. Technology commands that the future workplace be committed to lifelong learning.

Exceptional Students in Business Education

Holly Heath
Beta Kappa

East Carolina University

In today's schools, it is very common to have exceptional children, children with disabilities, and many other special students in the regular classroom. However, it seems that little time is devoted in our general education preparation for learning about exceptional students. Business educators must know some of the issues surrounding special education and how this pertains to the world of business education.

There is a lot of federal legislation surrounding special education that has taken place in recent years. The first is the Individuals with Disabilities Education Act (IDEA); in short IDEA is a federal law that governs all special education services in the United States. This guarantees that every child with a disability is entitled to a Free Appropriate Public Education (FAPE) designed to meet his or her individual needs. There are 13 categories of disabilities identified in the law: autism, specific learning disability, speech or language impairments, emotional disturbance, traumatic brain injury, visual impairment, hearing impairment, deafness, mental retardation, deaf-blindness, multiple disabilities, orthopedic impairment, and other health impairment. Students that are proven to fall under these categories are assured the right to related services such as speech and language therapy, occupational or physical therapy, transportation, etc. to help them receive an appropriate education. The schools pay for these services.

IDEA is very specific in that it has 13 categories, but there are also other problems that students may have that could inhibit them from having a proper education. These things are covered under Section 504 of the Rehabilitation Act of 1973. Section 504 is a civil rights statute, requiring schools that receive federal financial assistance for educational purposes not discriminate against children with disabilities. To be eligible for services under Section 504, the existence of an identified physical or mental condition must substantially limit a major life activity. Eligibility is usually much broader than in comparison to IDEA.

Students that are eligible for services under IDEA must have an Individualized Education Program (IEP) designed to fit their needs. An IEP can be any combination of special education and general education. Classroom inclusion is growing in popularity, and more of these students will be coming into business and technical education classrooms. As teachers, we may be required to attend IEP meetings for our students to help design their education plan. If students qualify under Section 504, a plan must also be developed to fit their specific needs.

Things that may be seen in business education classrooms are students with disabilities who may have to have special accommodations with computer equipment. These accommodations may include speech recognition software, specialized keyboards, or touch screens. Some students may also require assistance to help them in their school activities. Students with certain disabilities may be required to have tests administered to them in different formats such as a longer time limit or a verbal test.

While special education classes are required of general education majors, there is more to learn. Business educators must be prepared to accept students in the regular classroom that may need some adjustments or special services. It is especially important to pay attention to our students and any needs that they may have as well as be aware of the federal legislation that protects students with special needs.

Incentives in Business ———————————————— **Krystal Kolman**
Zeta Eta

Kansas State University

When a prospective employee is searching the job world for the perfect job, the employer is also searching for the perfect job. Many companies must compete for that employee. How is the employer going to make their company seem more enticing? Incentives! Just what are incentives? Incentives are the entities that motivate or stimulate hard work, efficiency, and loyalty in their employees. There are different reasons a business uses incentive programs. These reasons could be to attract future employees or to retain current employees.

One such incentive that is used to attract employees is the sign-on bonus. The sign-on bonus is a specified dollar amount that is given to employees if they agree to work for the employer. For instance, Memorial Hospital Los Banos offers a sign-on bonus of $3000 to prospective employees. Another initial incentive that is

used to attract new employees is assistance during relocation. Relocation assistance may include an employee's moving expenses. Moving expenses vary from rent of the moving truck or van, mileage if your own vehicle is used, hired help, and possibly meals during the move. Some businesses may help with the search for a new home or even provide the house.

Once a company has hired a hard working, efficient employee, they want to retain him/her. Incentives are used to motivate hard work and efficiency, but also to maintain the loyalty of their employees. The employer may reward the loyalty of their employees by giving a pay raise after a certain number of hours, months, or even units have been reached. There are many other incentive programs used to keep employees working hard. Some companies may give the employee who has been the most productive over a certain period of time a special parking spot for the month. Perhaps this special parking spot is next to the company president or vice president. This may give the employee a sense of accomplishment and recognition. Another reward example happened right here in Manhattan, Kansas, at Flint Hills Beverage. Flint Hills Beverage had an employee that was one of the top salesmen in the district sales area. The employee earned a 2002 Chevrolet Camaro for achieving a top salesman position. The incentive of a new car increased the beverage company's overall sales as well as company morale for Flint Hills Beverage.

Shift differentials are also used as an incentive program. This is a very popular method that is used to attract new employees or current employees to work shifts that usually do not consist of "regular" work hours. If a business is using the shift differential method they may pay more per hour for working the night shift or weekends instead of the day shift.

Certification pay is an incentive program that is used at Memorial Hospital Los Banos. This program compensates employees who are required by their job description to take classes that allow their employees to keep their certification current. Memorial Hospital Los Banos also uses an incentive program that encourages their employees to obtain their Bachelor of Science in Nursing or Master of Science in nursing degree. The hospital is ready to offer more pay per hour if an employee has one of the two degrees.

Another type of incentive program is aimed towards the family members or dependents of the employee. The Dell Computer Company has two different scholarship programs. One of the scholarship programs is a merit program to benefit dependents of employees. The second is a scholarship program in which Dell contributes to Texas Ex's, a program that encourages Texans of all races and ethnic backgrounds to attend the University of Texas at Austin. This program would be very enticing to employees who want to continue their own education or those with children ready to go to college.

An attractive incentive used by businesses is the chance to earn a trip. This trip could be to an exotic, relaxing, remote island or the fresh, cool, speedy slopes of the mountains. The best part is it is an earned gift from the employer to the employee.

A business may choose to use group incentives. Group incentives reward an entire workforce, not just one individual. The group may receive a short, weekend trip to the casinos, or a night on the town at a fine dining establishment. This incentive motivates to keep the entire group working together in a positive environment.

Incentives are additional attractions to wages and benefits when an employee is searching for a job. Businesses must keep in mind the importance of incentives when competing for employees. I have discussed two types of incentive programs, those used for retaining employees and attracting employees. In the end, the employer and the employee must determine which, if any, incentive needs to be used to best fulfill their needs for job performance satisfaction.

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Dell Computer Company, http://dellapp.us.dell.com/careers/diversity/community.asp

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