



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 Allie Holtzer

National Student Representative 2005-2007
Brookfield East High School

I would like to thank everyone for giving me the opportunity to serve as your National Student Representative. I have truly enjoyed my experience and I wish everyone the best of everything.

A Message from Erin Goepfert

National Student Representative 2007-2009
University of Wisconsin-Whitewater

Hello. My name is Erin Goepfert. I am the new Pi Omega Pi National Student Representative. I am a business and marketing education major at the University of Wisconsin-Whitewater. I am currently a junior and plan to student teach in the spring of 2009. I have been part of Pi Omega Pi since my sophomore year in college. I have served as Psi Chapter's historian and currently serve as the president. I now look forward to serving all of you.

There are two people I would like to thank. I would like to thank Allison Holtzer for all of her help preparing me for the position of National Student Representative, and Dr. Marcia James for her guidance and support.

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President's Report

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

Thanks to all of you who attended and participated in the 40th Biennial Pi Omega Pi Convention in New York, NY, and made it a success. We could not have done it without you. The student presentations were outstanding. Congratulations to the top ten chapters listed below and also to those advisors and chapters that celebrated milestones this year.

2007 TOP TEN CHAPTERS

- Beta Kappa (#1) East Carolina University
- Alpha Beta Eastern Kentucky University
- Alpha Pi Mississippi State University
- Zeta Eta Kansas State University
- Psi University of Wisconsin-Whitewater
- Mu Emporia State University
- Beta Northwest Missouri State University
- Alpha Chi Eastern Illinois University
- Chi Indiana State University
- Kappa Indiana University of Pennsylvania

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Distributive Education Clubs of America

DECA, a national association of marketing education students, provides teachers and members with educational and leadership development activities to merge with the education classroom instructional program. DECA chapters attract students who are interested in preparing for entrepreneurial, marketing, or management careers. Working hand-in-hand with the education and business communities, DECA's goal is for its student members to develop a "career success kit" to carry into their business and personal lives after graduation.

<http://nbea.org/aboutorgs.html>

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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National Council 2005-2007

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President's Report**Continued from Page 1**Distinguished Service Awards

Robert Gryder	45 yrs.	Tau Chapter	Northern Arizona University
Larry G. Pagel	25 yrs.	Epsilon Delta Chapter	Northern Michigan University
Ginny Richerson	25 yrs.	Gamma Epsilon Chapter	Murray State University
Connie Forde	20 yrs.	Alpha Pi Chapter	Mississippi State University
William Wilhelm	5 yrs.	Chi Chapter	Indiana State University
Marcia James	5 yrs.	Psi Chapter	University of Wisconsin-Whitewater

Golden Awards

Chi Chapter	75 yrs.	Indiana State University
Psi Chapter	75 yrs.	University of Wisconsin-Whitewater
Zeta Alpha	30 yrs.	Florida A&M State University

The participation award for the chapter that traveled the farthest distance to the conference went to Zeta Eta Chapter, Kansas State University. Ten chapters were recipients of the \$250 participation incentive award.

Congratulations and welcome to the new National Council members for 2007-2009:

President	Dr. Lana Carnes	Alpha Beta Chapter	Eastern Kentucky University
President-Elect	Ms. Darla Stone	Zeta Eta Chapter	Kansas State University
Secretary/Treasurer	Dr. Marcia James	Psi Chapter	University of Wisconsin-Whitewater
Co-Editors	Dr. Wayne Moore	Kappa Chapter	Indiana University of Pennsylvania
	Dr. Connie Forde	Alpha Pi Chapter	Mississippi State University
Student Representative	Ms. Erin Goepfert	Psi Chapter	University of Wisconsin-Whitewater

The school year is about to end and so is my tenure as President of the National Council. It has truly been a remarkable two years.

Thanks to the National Council members for all they do for Pi Omega Pi. Working on the Council is a humbling and rewarding experience. Thanks also to all the advisors and students who make Pi Omega Pi what it is. Thanks for submitting timely articles to this publication and keeping us informed on chapter activities. Thanks for participating in the annual competitions and projects. Thanks for your attendance and participation at the conferences.

Enjoy the rest of the year and I will see you at the NBEA conference and Pi Omega Pi breakfast in San Antonio, Texas, in 2008.

National Student Representative's Report

Continued from Page 1

The combined NBEA and Pi Omega Pi Convention in New York City was amazing. I hope that those of you who went enjoyed the city, but most of all I hope that you learned some techniques and tools to use in your classroom. Please share what you learned at the conferences with your chapter and colleagues. I feel that attending these meetings and applying what we learned makes us better business educators. Next year's NBEA Conference will be on March 19-22, 2008, in San Antonio, Texas.

The end of the semester is coming near. I wish all of you the best of luck with your final exams and projects. I would also like to congratulate all the graduating seniors, and I wish you well as you prepare young people for the world of business.

Although I met some of you at the convention, I would like to hear from one and all. I am here for all of you and will help you in any way that I can. Please contact me with your Pi Omega Pi questions at goepferte13@uww.edu.

Chapter Activities

Beta Chapter

Northwest Missouri State University

The Beta Chapter of Northwest Missouri State University has had a very busy spring schedule. The members started off the semester holding a meet-and-eat for prospective members. Members have also been busy finalizing plans for the trip to the national convention in New York City. They have worked hard to grade national projects submitted by the other student chapters. Beta members also participated in the grading of high school FBLA student contests. Since Northwest is one of the locations for the competition, members have the opportunity to volunteer their time and help. This has been a great way for members to interact and gain experience for their future career. The members have also held a spring induction ceremony to induct new members Brook Schultz and April Miller. After the induction they held a small meeting to share presentations that the chapter members have made to present at the National Business Education Convention. Northwest members are excited to meet other student members from around the country at the convention.

Psi Chapter

University of Wisconsin-Whitewater

The University of Wisconsin-Whitewater Pi Omega Pi chapter conducted a Student Teacher Panel on March 21, 2007. The event took place in Carlson Hall at the University of Wisconsin Whitewater. As an organization, Psi Chapter invited members and any individual that was interested in finding out what student teaching is like.

Fourteen members and our advisor, Professor Marcia James, attended the student teacher panel. The panel consisted of three POP members currently enrolled in their student teaching: Michelle Tamsen, Amanda Loftin, and Laura Dunn. The MC for the event was POP member Jon Welch.

The panel of student teachers was asked a variety of questions about their experiences. The questions asked ranged from how prepared they felt, to questions pertaining to classroom management. At the end of the questions, MC Jon Welch asked each student teacher to give the audience some advice for student teaching. The overall advice given by the panel included:

- Learn the content you will be teaching
- Let the students know that you are the teacher (not their peer) from day one
- Become a part of the WI Business Education List-serve
- Remember that Student Teaching is a LEARNING EXPERIENCE.

Overall, those in attendance gained great insight into what they have to look forward to. The panel of student teachers was very positive and full of stories and suggestions that showed the benefits and opportunities that we all have coming in student teaching. Pi Omega Pi plans on hosting another student teacher panel again next spring.

Alpha Beta Chapter
Eastern Kentucky University

Excitement is building among our members as we prepare to attend the Pi Omega Pi 40th Biennial Convention in New York City. Since many of our members are away from campus completing their student teaching assignments, we look forward to spending time with them as well as other Chapter members during our social and in our meeting sessions.

We also have been busy recruiting new members. What a great time to be a business and marketing educator!

Gamma Phi Chapter
NC A&T State University

Gamma Phi members have been busy preparing for their presentations at the New York Conference. Two members, Shariva Hope and LaShonda Harding, will present. The Chapter has also helped at University Day when high school students visited campus. Members conversed with the NCATE and State Department of Public Instruction (accreditation) teams. We are happy to say that our education programs have been approved for re-

accreditation. Members will judge the Gold Seal Awards for the State FBLA conference to be held in April.

Beta Kappa Chapter
East Carolina University

Beta Kappans have had a busy spring semester so far. In February Beta Kappans attended the Atlantic Coast Business, Marketing, and Information Technology Conference in Raleigh, NC. Beta Kappans assisted in the registration process, presided for speakers, and ensured that conference rooms were properly set up for the speakers. Ten new members were inducted in a ceremony at the conference. We are very excited to be attending the National Business Education Association and Pi Omega Pi biennial conference in New York City in April. Planning has also been started for our annual Spring Banquet at the end of April. This year's theme will be a Mardi Gras celebration.

Zeta Eta Chapter
Kansas State University

Zeta Eta Chapter has had a very busy spring semester! K-State's Open House is in April, and the group has designed an activity in which visitors can participate. Guests will test their keyboarding skills and compete for prizes donated by local businesses. Open House will be a great opportunity for visitors to learn more about Pi Omega Pi and business education. The group is brainstorming additional ways to promote business education to incoming students. In addition, the Chapter is starting to plan a community service project with the Boys and Girls Club.

The Zeta Eta Chapter looks forward to seeing everyone at the National Conference this month!

Member Articles

Making A Lasting First Impression

Kara Gibson
Beta Chapter

Northwest Missouri State University

As graduation draws near, you may be asking yourself “will I get a job?” After at least four years of college, you know that you are qualified to be a business education teacher; but the real chore is trying to convince potential employers that you are a quality applicant. Although many different factors play a role in the job application process, don’t ever underestimate the power of first impressions! Most of the time, the first impression that an administrator gets of a job applicant comes from his/her resume. Since most resumes contain similar information and experience, it is important to find the minute details that will set you apart from the rest of the field. If you want to stand out, there are some easy steps that you can take to ensure that your resume makes its way to the top of the pile.

According to Quest Career Services, it is important to treat your resume as a tool to market yourself to administrators. The following simple resume tips can help you to effectively market yourself to potential employers:

- Structure your resume to a specific objective
- The goal of your resume is to obtain an interview, not a job
- Use action words and buzzwords throughout your resume
- Use abbreviations and bullets to condense skills and experiences
- Construct your resume to be easily read
- Always lead with your strengths and display the positives
- Show what you know and who you know in your resume

These are some easy ways to make sure that your resume will make you stand out in the crowd. Another important thing to remember is that professionalism is key when writing your resume. Check, double-check, and check again to make sure that your resume is free of spelling, grammar, and formatting errors. Also be sure that your resume presents the same qualities that you possess as an applicant. After all, the first impression is the lasting impression! For these and more resume tips, check out www.questcareer.com.

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SCANS and CTE Go Hand in Hand

Tricia Banwart
Psi Chapter

University of Wisconsin Whitewater

SCANS, Secretary’s Commission on Achieving Necessary Skills, was developed in 1990. The Secretary of Labor appointed a commission to find out what necessary skills young individuals need in order to be able to succeed in the world of work. The purpose behind such research was to help encourage a high performance economy characterized by high-skill, high-wage employment. This knowledge was gained by SCANS through interviewing individuals and leaders in businesses and industries.

SCANS main objective through their research was to determine the skills needed by employees in order to become employed. Also, SCANS wanted to know what the acceptable levels of proficiency were and how to

assess those levels. Finally, through the research, SCANS worked to come up with a strategy that could be incorporated into the nation's schools, businesses, and homes.

The implications for Career and Technical Education overall are very positive. SCANS has similar goals and objectives to CTE programs. Both CTE and SCANS aim to create the well-rounded student that is prepared academically and has the skills to enter the world of work. CTE is able to take the research and recommendations of SCANS and easily integrate them into CTE programs to better prepare students for the real world. CTE works to bring into the classroom other content areas along with real-world experience and that is primarily what SCANS promotes.

SCANS Foundations and Competencies have a positive affect on cooperative education because they take what co-op has been incorporating for years and put it into action. The foundations and competencies work to build up students' knowledge and abilities in order to make them well-rounded individuals. The foundations and competencies build on students' skills within and outside of the classroom to prepare them for the world of work. This is precisely what co-op aims to do by educating students within the classroom and then within the work environment. This builds a student's self-esteem and image along with ability to think critically and problem solve. All of these are prime components in the success of any student, whether entering the work force or post-secondary education after high school. This helps to add value to CTE programs.

SCANS fits directly in the flow of CE curriculum and programs. SCANS helps to layout a format that CE curriculum can fill in throughout a student's life span in a program. CE programs can take the recommendations of SCANS and incorporate them into how they build students up from base knowledge to skill/applied knowledge. SCANS is beneficial to the overall curriculum of a CE program and they can work hand and hand together to better prepare students to be well-rounded and equipped for the real world. This is a goal of both CE and SCANS.

SCANS recommendations are alive and well in schools across the country to this day because of the promotion of integrating curriculum and the push to create a well-rounded student. Today, a major goal of education is to have students think critically, and that is exactly what SCANS promotes through their recommendations. Similarly, building up a student that is well rounded is a goal many schools aim to achieve by integrating curriculum. SCANS promotes showing students how the knowledge they gain can be applied in the real world. Overall, business and marketing programs especially incorporate SCANS recommendations to this day because of their endless push to stay up-to-date with business and industry standards. Business/marketing programs are continuously pushing to develop their programs to meet business and industry standards. One of the ways they achieve this is through active advisory committees. By being in constant contact, business/marketing programs are better able to prepare and educate students for the world of work as SCANS recommends.

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Business Educators: Can We Be Leaders in Critical Thinking? _____

Donna Rogers
Alpha Beta Chapter

Eastern Kentucky University

Accrediting agencies, legislators, and advisory boards often provide the impetus for examining the quality of instruction to improve student learning. Recently, such accountability measures have focused on developing

students' critical-thinking skills. What is critical thinking? The Foundation for Critical Thinking (2005) defines critical thinking as a process students use to improve the quality of their thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. Nosich (2006) identifies three parts of critical thinking: (1) Asking good probing questions—being aware there are questions to be asked, (2) Trying to answer questions by reasoning it out deeply rather than superficially, and (3) Believing the results of reasoning and applying the results to change behavior.

Why is critical thinking at the center of many discussions on improving student learning? When teachers stand before classes delivering a lecture to cover content they believe is essential, they often see a glazed expression in students' eyes. In fact, 90 percent of what a student remembers from an hour lecture was presented in the first 10 minutes of the lecture (Nosich 2006). The didactic, traditional model of classroom instruction encourages students to be passive recipients of knowledge. They listen to the teacher cover content, memorize the content, dump the content onto a test, and promptly forget most of what they "learned" after the semester ends. This method of instruction does not promote the transferability of learning that employers and teachers are seeking because true learning does not occur.

Instruction designed using critical-thinking strategies challenges students and teachers alike. Students must take ownership of mastering the thinking that defines the subject and teachers must design activities and assignments that require students to think actively within the concepts and principles of the subject (Paul and Elder, 2003). Business courses seem ideally suited for using critical thinking methods of instruction because of their applied nature and principle-based content.

Business educators can lead institutions in developing students' critical-thinking skills if they are willing to design instruction so that students engage in routine practice internalizing and applying the concepts they are learning. Assignments and in-class activities would be built around the elements of thought including purpose, problem, information, interpretation, concepts, assumptions, implications, and points of view. These concepts would then be evaluated using the Universal Intellectual Standards of clarity, accuracy, depth, and significance. Active learning strategies should be present in each class that is held.

Can business educators be leaders in integrating critical thinking into instructional strategies for improved student learning? I believe the answer is yes.

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I Do Not Get It! _____

Emily Roberts
Alpha Pi Chapter

Mississippi State University

I do not get it. I am not able to count the number of times I heard or said this phrase during my education career. Through my own experiences and observations in schools, I am amazed at how many students do not understand certain concepts. Over the years, I realized why this phrase continues to ring throughout the classroom.

In many cases, the way teachers present material only reaches certain children. As a teacher, we must teach each student, not the class. We learn throughout education courses the different ways students learn, and how to teach to each individual student. Even in our lesson plans, the objectives are centered on the student, not

what the class will accomplish. So, why does a student excel under one teacher and have trouble under another? I have concluded that teachers become comfortable in certain ways and stick to their one teaching style. The student may not connect with the teaching style of one teacher as much as another.

In the classroom, the learning styles of students vary. There will be auditory and kinesthetic students, and everything in between. Each teacher should ask him or herself how the student can be reached individually. This may mean a little extra work on the teacher. But, think of how smoothly the class will go if no one has a question because every student understands the concept. As a teacher, read and explain everything aloud, write on the board or have a handout, and prepare an activity relating to the lesson. If all teaching styles are covered, the teacher taught to every student in the classroom.

During the first weeks of school, observe each student. Find out the way he or she learns best. You could even have them fill out a survey! Then, center the lesson plans on the learning styles of your classroom. With this way of teaching, all students have an equal opportunity to do well in the class. You are teaching to the individual student, and the well known phrase, I do not get it, may gradually vanish in your class.

Integrating Myspace and YouTube as Classroom Resources

Susan Glenn & Amanda Hall
Beta Kappa Chapter

East Carolina University

Teenagers are swayed by fashions and trends. One trend that has made an impact on students recently is Myspace and other similar social networking web sites. Everyone has heard of Myspace and many people probably have their own webpage on it. When teaching business, you have to be aware of all the new technology, so why not Myspace? This can catch your students' attention and also be beneficial to their learning.

Myspace is a way of networking with friends. Users have the ability to share videos, pictures, and journals with friends. Each personal page is made with HTML codes that you can copy and paste from the Internet. The content on these pages can include information about yourself, your friends, and individual interests. Teens can keep up with their friends and family by accessing Myspace.

Today's parents and teachers tend to see the negative aspects and the controversy with this site—but there are certain elements of using Myspace that can be used as a tool in the classroom. Teachers can incorporate Myspace in the classroom in several ways. It also provides students the opportunity to be connected outside of the classroom. Through Myspace, students can communicate with teachers and parents from their homes or other locations. Through Myspace teachers can post homework assignments and send group emails to inform the students of quizzes or other information. Students can learn to create and edit video content, create and crop photos, and prepare grammatically correct text for their sites.

Many of the schools in the United States have completely blocked the use of Myspace and other social networking sites. But if used correctly, these sites have the potential to be a very beneficial tool in the classroom. With the changing advances in technology, students should be taught how to use these pages correctly. Shouldn't it be the schools responsibility to teach students the appropriate way to deal with Myspace in their business education classes and use it as a positive resource?

Many students are not aware of the repercussions regarding inappropriate content included on their personal pages. Certain information that is made public could potentially have a detrimental affect on their future education or career. The number of colleges and employers viewing individual pages is increasing greatly. These pages, however, can be used as a positive marketing tool for the students. Consequently, students should be aware that their content is very public and should be informed of appropriate information that could be displayed on these pages, such as resumes and community service information.

YouTube is another popular Internet site among young adults. This site is also controversial due to the content of some of the videos available that can be viewed by everyone. However, YouTube also has a wide variety of educational videos that can be incorporated in the classroom and used as a tool to increase student learning.

YouTube can be used as a project in a business education class. This site can be used to post educational videos that you or your students have created. Students can learn how to film and use editing software on their computers in preparing content for YouTube. Since YouTube is a vast repository of video content, links from YouTube can be incorporated into PowerPoint presentations or collected for use when they can supplement classroom material. It is important to keep in mind that today's students are the MTV generation and multimedia materials are very necessary to gain and maintain their attention. So why not tap into a wealth of material that is available for everyone's use.

While controversial, there are several benefits to incorporating websites such as YouTube and MySpace into classes. The controversy of the educational benefit and the use of these websites will continue to develop as the popularity of using such sites grows. Nevertheless, it would be great for students to learn how to use these sites in a responsible and positive manner since they are a vast resource that could supplement business education courses.

Technology in the Classroom

Maria O'Halloran
Zeta Eta Chapter

Kansas State University

Throughout the course of history, technology has played an important role in the teaching and learning process. Available technology has evolved greatly over the past few decades. Back in the 1960s, for example, the overhead projector was on the cutting edge of educational technology (Wikipedia). Just forty years later, however, it has been relegated to the background now that Elmos and digital projectors have entered the scene. Since technology is constantly changing and improving, it will make the teacher's task of selecting which technologies to use in her classroom very difficult. However, if the teacher considers the item's level of importance, the desired outcome of having the technology, and budget constraints, the decision should become much more manageable.

The first factor a teacher should consider when selecting technology for the classroom is the importance of that piece of technology and how useful it will prove to be. When making these considerations, it is important to consider how the technology can fit the curriculum that has been set, not vice versa (Kaestner). In other words, new teachers need to establish the content they wish to cover first and then consider which types of technology would be necessary or helpful in presenting the chosen material.

In today's business and technology classrooms, choosing which software programs to use is especially important. Ideally, teachers want to use software comparable to that which is used in the business world. The goal of secondary education is to ultimately prepare students for college and future careers. In order for them to be successful in future endeavors, they need to be familiar with the technology that will soon be available to them. In a computerized accounting class, for example, the software should be fairly representative of the programs used by accounting professionals.

This leads to the importance of considering the needs of the true stakeholders—the students—when making these decisions. In addition to familiarizing students with the technology they will be facing after high school, Andy Mann, instructional technology coordinator for a Michigan school district, suggests considering the following question: "How can we use technologies that students are already using?" (Summerfold) According to Mann, therefore, it could be extremely beneficial for the teacher to consider what types of technology students are already using outside of the classroom in order to build upon these uses and capitalize on their expertise with a given technology. For example, in an accounting class, a teacher could have the students put their Internet navigation skills to use by having them look up the financial statements of various companies.

Another area of technology that can be used to enhance instruction is web-based learning. The Internet has divulged a multitude of tools for both teachers and students, and many of these come at little or no cost. For example, many textbook packages include teacher and student websites with additional tools and activities. These websites can be extremely helpful and include supporting tools like puzzlers, flashcards, chapter reviews, and Internet enrichment activities.

Once the teacher has set the curriculum, decided which pieces of technology are either necessary or preferred, and determined the desired outcome of this technology, it is time to consider budget constraints. Obviously, if money were no object, teachers could outfit their classroom with cutting edge technology and replace it as soon as something new and improved emerges on the scene. However, this is most definitely not the case. Teachers must instead work with tight budgets, carefully comparing prices of similar items and making the most of what they already have. Once a teacher has established a wish list of items for the classroom, it is time to put a price tag on each item and determine whether or not it will be affordable. If necessary, the teacher can make adjustments to the list until a plan has been created that will most efficiently utilize available resources in order to meet the needs of students.

Technology plays a vital role in today's classroom—especially in the business and technology classroom—by increasing efficiency, improving instruction and evaluation, and providing hands-on experience for the students. However, technology can also complicate matters and bring up ethical issues. It is therefore extremely important that the teacher carefully considers the options when selecting the technologies to be used in the classroom. By determining the desired outcomes of various pieces of technology and designing a reasonable budget for these items, a teacher can enhance instruction in an efficient and practical manner.

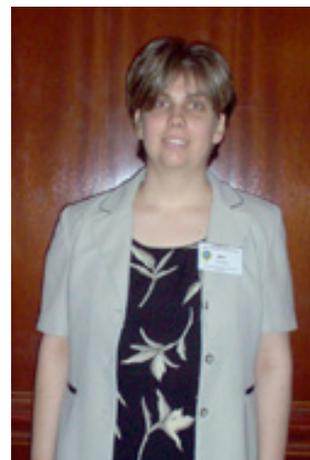
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Pi Omega Pi Biennial Conference, April 6-7, New York City



Janet Treichel, Executive Director, greets Pi Omega Pi members at The View at the top of the Marriott Hotel



Erin Goepfert, the 2007-2009 National Pi Omega Pi Student Representative

Chapter Presentations at Pi Omega Pi Concurrent Sessions



Beta Chapter, Northwest Missouri State University
Captivate Your Classroom!
Tammy Reynolds, Nathan Uthe, Joel Guenther



Beta Chapter, Northwest Missouri State University
How to Maintain Your Creativity!
Emile Euler, Crystal Hart, Ryan Johnson, Jamie Smith



Mu Chapter, Emporia State University
*Ben Franklin & Business Ethics: A Curriculum for Teaching
Ethics in the Business Education Classroom*
Kenneth Simmons, Megan O'Dell



Kappa Chapter, Indiana University of Pennsylvania
The E-Portfolio Advantage
Mike Snedden, Kellin De Master, Amanda Winfield



Chi Chapter, Indiana State University
Social Networking: What Business Educators Need to Know
Matt Lutton, Lisa Lewis



Chi Chapter, Indiana State University
Preparing Students for Competition
Amanda Willis, Becky Milner



Chi Chapter, Indiana State University
Teaching Business Ethics Using Case Studies
Mallory Bannon, Emily Bromm, Ranielle Moore



Alpha Beta Chapter, Eastern Kentucky University
Employers' Expectations for Entry-level Employees
Nicholas Sutherland



Psi Chapter, University of Wisconsin-Whitewater
Is Financial Education Needed at the High School Level?
Tricia Banwart, Erin Goepfert



Gamma Phi Chapter, North Carolina A&T State University
Strategies for Teaching Using Alternate Input Methods
Shariva Hope, LaShonda Harding



Zeta Eta Chapter, Kansas State University
Learning Styles
Carl Brown, Jessica DeForest, Nola Miller



Betta Kappa Chapter, East Carolina University
The Future of Education with iPods and Podcasts
Kurt Garner, Caitlin Allen



Alpha Pi Chapter, Mississippi State University
Social Networking Websites and Business Classes
Bethany Walker



Alphi Pi Chapter, Mississippi State University
Creating Producer Movies to Enhance Learning
Emily Roberts, Lindley Simpson, Marcus Henley



2005-2007 National Council

Psi Chapter Celebrates 75 years

The University of Whitewater's Pi Omega Pi, the Psi Chapter, celebrates its 75th anniversary this year. The Psi Chapter began in 1932. The first person to sign our membership book was Paul A. Carlson, after whom the College of Business and Economics building was named. He established Whitewater's reputation in business education. Although some things in Pi Omega Pi have changed over the years, such as religious rituals, the idea is still the same. Pi Omega Pi has helped and continues to help students become the best business educators that they can be. The Psi Chapter plans to celebrate its anniversary by creating a 75th anniversary newsletter for their alums. A special banquet is planned at the end of the school year.

Chapter Sponsor Email

As of April 2007

Please notify the National Editor of corrections and additions.

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