



HERE AND THERE

National Newsletter

PI OMEGA PI



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

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National Student Representative

Jared Schelp
Zeta Eta Chapter—Kansas State University

Greetings! I hope all of you had a great Thanksgiving and break from school. Just a few more weeks until the fall semester is over and Christmas is here. I start my semester as a student intern in January and am eager to get started. It seems that my time at the university has gone by quickly. I am sure time has flown by for most of you and it is hard to believe you are that much closer to graduating or maybe graduating in December. As most of you know, the NBEA Convention is in Boston, April 3-7, 2012.

I am sure all of you have been working on your projects for this year's convention. Plans are underway for the Pi Omega Pi social in Boston, and I am looking forward to seeing everyone there as this is a great time to meet other business educators and make new friends for a lifetime. You never know, the people you meet at the convention may end up being someone who is a co-worker or your boss in the future.

This is my first year as student representative, and I am glad to be working with the great advisors and officers involved in Pi Omega Pi. I want to do a good job as your representative, so if you have any suggestions and/or questions do not hesitate to e-mail or Facebook message me via the Facebook fan page. My e-mail is jschelp@ksu.edu. I am a person that welcomes suggestions for changes that need to be made. I want to help your experience be as great as mine has been as a Pi Omega Pi member.

If you are not already a fan of the Pi Omega Pi fan page on Facebook, I really encourage you to like our page. We will begin posting information about the upcoming convention in Boston. We are working to come up with ideas for our Pi Omega Pi social that we have at the conference. This is a great time to meet with other members and current business educators. I would like to receive ideas from members for this year's convention, so do not hesitate to contact me. I am eager to see everyone in Boston as it will be another great experience for all who attend.

Check out
Pi Omega Pi on
FACEBOOK!

President's Report

Connie Forde
Alpha Pi Chapter - Mississippi State University

Our semester and competition year is about to come to a close. Thanks to all of you for the outstanding work that you have done on behalf of Pi Omega Pi and business education at our school and in your communities. Congratulations to the new members who have been initiated this year and who now hold membership in Pi Omega Pi, our honor society for business teacher education.

Please remember to submit your national project reports to the judging chapter, Beta Kappa Chapter, East Carolina University, postmarked by **Wednesday, February 1, 2012**. Your reports should cover the competition year of January 1, 2011, to December 31, 2011. Your Chapter's Activity Report is mailed to Ms. Darla Stone, Secretary-Treasurer, postmarked by **February 1, 2012**.

I am so pleased to share with you our new website www.piomegapi.org that was recently launched. Dr. Ivan Wallace, our president-elect, secured our own URL and has moved the resources from our current website that was created and maintained by Dr. Nancy Zelif for many years. We extend our deepest thanks and appreciation to Dr. Zelif for her dedication to this important function of our society. If you note changes or think of additions that would enhance our website, please send those to Dr. Wallace at w Wallace@ecu.edu. Thank you, Dr. Wallace, for your work in this area as well.

I hope you are all planning to attend the NBEA 2012 Annual Convention to be held on April 3-7 in Boston at the Marriott Copley Place. While 2012 is not a POP convention, Pi Omega Pi members and advisers will meet on Thursday afternoon in the convention hotel. Dr. Wallace is planning a short program and 2011 awards will be presented. Watch your e-mail, the POP website, and Facebook for more details. I do

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Guidelines for Submission of Articles

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

Include a concise, comprehensive article title.

Check for correct grammar and punctuation.

Avoid the use of contractions.

At a minimum, include one reference.

Follow the APA (fifth edition) formatting and writing style.

A minimum word length of 300 words and a maximum word length of 750 words are required.

President's Message

(Continued from page 1)

encourage you to attend the NBEA Convention and reap the benefits of an excellent program and networking with outstanding business educators across the country.

At the advisers' meeting at the Pi Omega Pi Convention last spring in New Orleans, I discussed with the advisers the idea of Pi Omega Pi sponsoring a national community service project that would culminate at the 43rd Biennial National Pi Omega Pi Convention to be held in Atlanta in 2013. The advisers were very positive about the Stop Hunger Now project that I presented. Stop Hunger Now is an international hunger relief agency that coordinates the distribution of food and other lifesaving aid to children and families in countries all over the world. The food is distributed to schools and orphanages located in a third-world country. My vision is for Pi Omega Pi to raise \$2,500 during our next competition year (January 2012-December 2012) and fund 10,000 meals to be distributed. At our biennial convention in Atlanta, all of us in attendance would actually pack the meal packets which include rice, soy, dehydrated vegetables, and a flavoring mix include 21 essential vitamins. I have participated in a similar event and was so amazed at the team work involved and the overwhelming sense of community and satisfaction in being a part of something so meaningful for others. Please see the article found in this issue of the *Here and There* that will answer many of your questions. 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

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.

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Chapter Activities

Beta Chapter

Northwest Missouri State University

Beta Chapter at Northwest Missouri State University held our bi-annual “eat and greet” for potential new members. We discussed the different aspects of Pi Omega Pi and our chapter activities with the prospective members. Later on November 3 we held our meeting to initiate our three new members. At this meeting, in addition to the initiation, we discussed our upcoming chapter activities for the rest of the semester and the major events for the spring semester. We discussed the FBLA contests that will be held on our campus in March.

Beta Kappa Chapter

East Carolina University

Beta Kappans at East Carolina University are excited about the 2011-2012 academic year. In October the Beta Kappans met for elections and chapter bonding. This served as a time where old members could get to spend time with new members and welcome them to the chapter. Elections were held, and James Michael Miller was welcomed as the 2011-2012 Pi Omega Pi Beta Kappa president. James is from Eastern North Carolina. He has outstanding leadership qualities, and the chapter was thrilled to see him take office. The chapter is working to incorporate new emerging technologies into our chapter activities to ensure that all members, including those in distant education can be involved. Some of the activities the chapter are planning are judging at the local DECA Marketing Competitive Events Conference in December, 2011, as well as planning a winter holiday social and induction ceremony

Alpha Pi

Mississippi State University

The Alpha Pi Chapter at Mississippi State University has had one busy semester. The chapter members have recently completed a number of service projects that benefited a numerous amount of individuals. The chapter donated canned goods to benefit the local community food drive as well as the Southeastern Can Food Drive. The local chapter also had the ability to partner with the College of Education at MSU and help secure books that would be donated to two local schools that lost a majority of the library when tornados hit Mississippi in April 2011.

The chapter will soon be wrapping up the semester and has already been planning events and fundraisers to benefit the chapter in the spring semester. Alpha Pi looks forward to the Christmas Party they will be having as a time of fellowship and gathering during this busy holiday season.

Zeta Eta Chapter

Kansas State University

Zeta Eta members have been busy selling quarter zip sweatshirts for a fundraiser. Twelve Kansas State University Business Education students plan to attend the NBEA conference in Boston next April. Chapter members will be seeking other ways to raise money for this trip.

As the semester draws to a close, member are busy with final projects and preparation for exams. In addition, the Chapter is working on writing project report for the National Pi Omega Pi competition.

Delta Omega Chapter Minot State University

The Delta Omega chapter at Minot State University just initiated 10 new members after a period of inactivity since 2003. The new members are: Benjamin Berg, Jared Eng, Kendra Evensvold, Robin Holt, McKenna Larson, Kelsea Nichols, Rebecca Peters, Jacey Peterson, Deann Stanley, Matthew Titus. The new chapter sponsor is Mrs. Jan Repnow.

Newly-elected officers include: President, Jacey Peterson; Vice-President, Ben Berg; Sec/Treas., McKenna Larson; Historian, Kendra Evensvold.

A major project for the chapter this year will be to help coordinate an Energy Economics Seminar for high

ALL CHAPTER PROJECT for 2013 BIENNIAL CONVENTION

What: Stop Hunger Now

What is Stop Hunger Now: Stop Hunger Now is an international hunger relief agency that has been fulfilling its commitment to end hunger for more than 12 years. Since 1998, the organization has coordinated the distribution of food and other lifesaving aid to children and families in countries all over the world.

Where: 43rd Biennial Pi Omega Pi Convention in Atlanta, Georgia

How: Raise at least \$2,500 as a Pi Omega Pi National Honor Society to be able to distribute 10,000 meals.

What can I do: If all 32 chapters of Pi Omega Pi National Honor Society participate, each chapter would need to raise just \$78.00. If only half of the Pi Omega Pi Chapters participated, each chapter would need to raise \$156.25.

What does my money pay for: Each meal (packet) for the Stop Hunger Now can be made with just 25 cents. These packets include rice, soy, dehydrated vegetables, and a flavoring mix include 21 essential vitamins. These packets have a self-life of five years.

Who does my packet go to: Packets will be distributed to schools and orphanages located in a third-world country.

How is providing food aid to developing countries sustainable? Addressing hunger is a key strategy to increasing education rates and providing a way out of poverty in developing countries. Providing meals in schools increases enrollment. As education levels rise, birth rates and disease rates fall, and communities begin to sustain themselves. The food resources needed to eradicate life-threatening malnutrition are sustainable and hunger experts agree that school feeding programs are the most effective tool for increasing access to education and improving the nutritional status of children.

Additional Information:

<http://www.stophungernow.org/site/PageServer>

http://www.stophungernow.org/site/DocServer/Frequently_Asked_Questions.pdf?docID=2021

Congratulations

to

Tori Rehahn
Eastern Illinois University

2011-12
Pi Omega Pi
Scholarship Recipient

Mu Chapter

Mu Chapter will congratulate two members, Rachel DeLay and Zach Douglas, as they receive their diplomas on December 16, 2011. Both are looking for a job, but will substitute teach until that "just right" position is found. No new members were initiated in the fall 2011 semester; however, there are several potential members eligible for membership in spring 2012, so hopefully, they will join Pi Omega Pi.

See president's article for information about Stop Hunger Now project for all chapters with culmination at 2013 convention.



Member Articles

Mixed Feelings Toward a Continuum of Inclusive Pedagogies

Keith Wartzluft
Psi Chapter
University of Wisconsin-
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“This paper presents approaches to inclusion taken by primary teachers and discusses the institutional contexts in which these are located. Focusing on the development of enabling practices for the inclusion of children accredited with ‘special educational needs’ (SEN), a continuum of approaches is identified, ranging from inclusive to integrationist and exclusionary orientated stance” (Wilde and Avramidis, 2011, n. p.). Inclusion has been interpreted in a number of very different ways, creating a spectrum of approaches to the phenomenon. Many schools have improved access, allowing full-time attendance for children with special needs at their different stages. Other academic experts see dual placements as the best answer for some students with disabilities. Still others have addressed this issue through part-time placements of special needs students in regular school classrooms, i.e. mainstreaming.

The article goes on to discuss Baroness Mary Warnock’s ‘new look’ at inclusion: the assertion that bullying is inevitable in mainstream schools moves the focus away from how schools can become more inclusive to how individual children can feel included. Furthermore, the article references a study by Kauffman and Hallahn that suggests that it is easier to maximize some children’s self-esteem, pride, and feelings of belonging in segregated schools.

Finally the study begins with seven schools in the UK. Teachers were interviewed for the study. The following information is the study findings: All teachers felt that inclusion is of positive value but very few recognized that all students deemed to experience SEN should be included in mainstream schools; only in a few cases were barriers to learning and participation addressed in terms of a whole class or whole school issue; consequently, social integration was less apparent.

In dual placement schools, teachers were quoted to have “forgotten” to include accommodations for special needs students in their lesson plans. Because these students came into the classroom on a part-time basis, disruptions to the class often occurred. These teachers did not feel the inclusion program was working well for the students or the teachers.

The study also found that special needs students feel the most comfortable playing with mainstream students at recess, lunch, or other social breaks in the school day. When it came to being included in the classroom, however, inclusion students were bullied by other students or ignored completely.

In conclusion, from the study interviews with teachers, members of the special educational needs team, and observations in the schools, a “complex continuum of practices described as ‘inclusive provision’, which interestingly contains segregate practices within provision that has been designed to integrate children on an assimilative basis” (Wilde and Avramidis, 2011, n. p.) Basically no one set way to deal with special needs students and inclusion in the classroom has been developed. Only one of the participating schools in the study had a whole school inclusive, appearing to be fully committed to implementing inclusion in fuller terms, and every school seemed to have a wide variety of attitudes towards inclusion in the classroom.

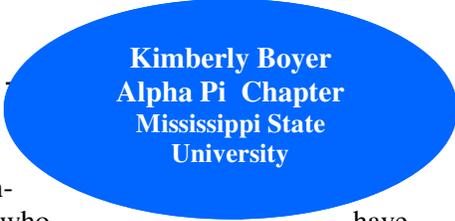
Reflection

I am very conflicted with the idea of inclusion in the mainstream classroom. This article reiterates that no on set way to deal with the idea of inclusion has been established. I personally feel that the implementation of inclusion should be on a case-by-case basis. Every school district is going to be different and have completely different students that need or do not need inclusion in the classroom.

I am involved in an inclusion classroom right now in my field study. I am told by my cooperating teacher that we have more special needs students in our classroom than she has ever had before. Like one of the teachers referred to in this article, my cooperating teacher also forgets to make accommodations for the special needs stu-

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Master of Teaching Economics Certification in Mississippi -----



Kimberly Boyer
Alpha Pi Chapter
Mississippi State
University

The Mississippi Department of Education has offered quite a unique opportunity for business education majors at Mississippi State University. The Master of Teaching Economics Program (MTE) has been offered previous years for those teachers who have already begun service in the world of education; however, this year business education majors at Mississippi State have been given the opportunity to experience the program as enrolled students and gain the MTE certification upon graduation to teach economics at the secondary level.

Through the MTE program offered by the Mississippi Department of Education and the Mississippi Council on Economic Education, preservice and current teachers are allowed to gain certification to teach economics, a half-credit graduation requirement in Mississippi. Through the MTE program, teachers and preservice teachers gain the knowledge, ability, and credentials needed to teach economics.

The MTE program features five modules with a pretest and posttest to test previous knowledge as well as knowledge gained throughout the program. The modules include the following: Fundamentals of Economics, Macroeconomics, Microeconomics, International Business, and Personal Finance. Fundamentals of Economics assesses previous knowledge of students and an overall understanding of economics in the world. Macroeconomics and microeconomics tended to be an overall review for a majority of the business education students enrolled in the MTE program as these two classes are part of the business education curriculum. International business offered many opportunities for students enrolled in the program to learn about the purpose the United States serves in trade and the value of exports and imports as well as currency in our world. Personal finance was the favorite of all the modules for those enrolled in this program. Personal finance offered the importance of credit cards and the debt ratio in the United States.

Overall, the students at Mississippi State University have enjoyed the MTE program. The students also completed 20 practicum hours which allowed additional experience in the classroom. Not only will students in the business education program at Mississippi State University graduate with their business education license, but TTE majors will also receive the economics certification and will be eligible to teach economics resulting in increased job opportunities in business.

Mixed Feelings...

Continued from page 5

dents in her lesson plans. Altering these lesson plans often takes valuable lesson time figuring out how these students should be accommodated. At first I was disappointed in how the cooperating teacher handled her special needs students. I later realized that these students were not going to be able to comprehend the topic at hand, e.g. database design, because these students were barely capable of typing and comprehending what they just wrote. My views on inclusion are still being developed but currently I am leaning away from inclusion in the classroom.

Reference

Wilde, A. & Avramidis, E. (2011). Mixed feelings: Towards a continuum of inclusive pedagogies, *Education 3-13*, 39(1), pp. 83–101. Retrieved from <http://dx.doi.org/10.1080/03004270903207115>

Technology as a Tool in the Classroom

Josh Oldenettel
Zeta Eta Chapter
Kansas State University

Using technology in the classroom has become a necessary skill for every twenty-first century educator. Over the last sixty years the amount of available technology at our fingertips has grown at an exponential rate. It is said that there is more technology in the average cell phone today than there was in the space shuttle that sent two men to the moon in 1969 (Michio, 2011). While the rapid growth in technology is astonishing, it must be used responsibly and ethically. Technology in schools is a privilege that students earn, not a right which they are free to abuse.

Determining how to implement technology in the classroom can be a difficult proposition. The major question that must be addressed with the use of any classroom technology is whether that technology is being used for the sake of technology or whether it provides some benefit that cannot be achieved without its implementation. A teacher who initiates a reading program that supplies students with their own e-reader is not harnessing the power of technology. This teacher is merely providing the same learning as a tangible book provides in a more sophisticated, aesthetically pleasing manner. While one could make the argument that an e-reader causes students to read more because they can take many books with them at once and it is socially more acceptable, all that has changed is the channel or method of learning. The quality or quantity of information students learn has not dramatically shifted.

Implementing technology in a productive manner is one of the biggest challenges I face. Using technology as a research tool is one way that schools can exploit the benefits of technology. Utilizing search engines, students can discover information about every conceivable topic no matter how trivial or significant it is. For students or assignments that require peer reviewed, scholarly articles, databases formed solely on the Internet exist. Taking advantage of technology, and specifically the Internet, for research purposes creates an operationally excellent research process once unattainable prior to the Internet. In my opinion, technology should only be used in the classroom when a distinctive advantage for its use is evident.

Allowing students to use technology and the Internet as a research tool creates an opportune time for teachers to educate students on the ethical use of technologies. Unfortunately, technology enables students to effortlessly plagiarize another's ideas and words. With a few simple clicks of a mouse, students can steal someone else's work and claim it as their own. To prevent students from engaging in this unethical behavior, a few things can be done. First, ethics and responsibilities concerning technology should be taught from a young age. When students are first allowed to access computers or other technologies they should be taught how to use them properly. Learning how to use the technology and how to use it ethically must be one proactive movement. If students learn how to properly use technology from a young age, then it becomes engrained in them and second nature when they use electronics. Another way to integrate ethical behavior into technology is model its ethical use. Teachers should always cite their sources on presentations and handouts, never fidget with their cell phones during class, and stop condoning illegal pirating of music, videos, and software. Students are young and impressionable; it is up to teachers to model ethical and responsible use of technology for them.

Technology, when used correctly, enhances a student's education and facilitates experiences that would have been unthinkable a few years ago. It allows for information and communication to be freely shared across the globe and brought into the classroom. Task and computations that previously were long and tedious have become almost instantaneous. With all the benefits that technology creates, it has often allowed teachers to become over reliant on it. As a future teacher, I have to determine when using technology is beneficial, and when I am merely using it as a crutch to support my teaching out of habit. Furthermore, technology has to be implemented and taught in an ethical manner that promotes responsibilities to students. While it is easy to dismiss technology for all the negative problems it causes, without it, education would suffer and students would fail to be prepared for the twenty-first century workplace.

References

Kaku, Michio. *Your cell phone has more computing power than NASA circa 1969*. Double Day Publishing. March 2011. <http://doubleday.knopfdoubleday.com/2011/03/14/your-cell-phone/>

Rachel Willis
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One-to-One Computing in Schools

The use of technology has been growing rapidly since the 1980's. Computers in the classroom were at first very rare, and now it is very uncommon to not see computers in a classroom. Some schools are now moving to one-to-one computing so that all students have access to a computer during the school day and when they go home. The question is whether or not this is a good idea. Do personal computers help or hinder student learning?

Some teachers may argue that the computers will distract the students. I agree that this can pose a problem, but the teachers should all be flexible and creative enough to think of a new discipline and plan that includes the use of computers. As a student observing computer classrooms, I have observed several ways to control students' attention while lecturing, working through activities and holding discussions during class. One easy solution is to have the students close the laptop. This does not harm the computer and is a simple way to direct the student's attention to the place of the teacher's desire. This method of directing the student's attention is also a great way to know that the students are paying attention because the teacher can watch each student close their laptop, and will know if a student does not do what they are asked.

The main question is will the students benefit from having a personal computer to use during class? Most people believe that computers will benefit the classroom in the same way they have been a beneficial factor in industry. Yes, computers allow students to take notes, organize files and find information quicker which makes business more efficient. Learning becomes more efficient so that the students are able to learn more and learn more on a higher level of thinking. Higher thinking leads the students to better problem solving skills, and a better chance of succeeding in higher education. Much research has been completed on this subject so that teachers and administrators can decide whether or not they believe that one-to-one computing is a good idea for their school and classrooms. Many schools are moving to this kind of instruction so this is a new issue that educators must take into consideration.



*Mississippi State University Pi
Omega Pi delegates attending the
2011 Biennial Convention.*

Ashley Smith
Alpha Beta Chapter
Eastern Kentucky
University

Rigor, Relevance & Relationships

Through our extensive preparation for teaching we have learned about so many theories and acronyms that had to do with ways of learning or instructional implementation, and just when we thought we had the hang of them something new came up. This can be a little overwhelming especially with all the unknowns of the classroom we have due to lack of experience. While student teaching is not the same as having your own classroom it certainly is a learning experience.

Beyond the basic classroom functions I expected to learn like: how to use infinite campus, school rules and policies, and the joys of hall duty. I have taken one thing away from student teaching that fell into that long list of acronyms I learned in my preparation classes, the three R's: rigor, relevance, and relationships.

In my methods class one of our assignments was first, to figure out what the three R's were and then we had to decide which was most important. I remember this assignment well and I remember that I picked relationships as the most important although I felt like it was probably a trick question and that my professor would tell me they are all equally important. While they are all important it came to be that only after relationships are established with students in the classroom can real learning based on the other two essential R's, rigor and relevance, begin to accelerate (McNulty & Quaglia, n.d.). Multiple times throughout my student teaching experience has this proven true.

How then do you establish relationships with students that help them see the relevance in what they are doing and allow you to provide them with rigorous instruction? First, create an appropriate environment for learning. And this starts with establishing rules. I know that sounds crazy when you are trying to establish a relationship with a teenager but they honestly do crave stability and guidance and they will respect you for your efforts to provide that. That is not to say they will not try to rebel at some point but being consistent with all students is key. Your rules should include aspects of quality teaching, such as respect, responsibility, honesty, civility, and tolerance.

Secondly, get to know your students. Whether you use a questionnaire to find out their interests, hold interviews for the first few days of school, or just lead daily discussions that eventually tell you more about them students feel valued when you show that you care and will put forth more effort to make you happy. This part of forming relationships helps with making content relevant to the students. If you know what they are interested in or what they spend their time doing you can almost always find a way to incorporate that in the content or take their questions or misconceptions and put it in terms of something close to them.

Finally, communicate high expectations of all students. This does not mean expect the same from each student. This means get to know your student and be able to determine what they are capable of. With this knowledge you and your students can set attainable goals and this gives them some accountability in what they should expect to know by the end of the lesson.

The relationships I built with my students through student teaching helped me in so many ways as an educator and helped them learn so much more. It was very difficult to initiate the relationships with my students but once I did I learned so much about them individually and on multiple occasions was able to relate the content of the courses to those students. Once the relationship and relevance were established I was able to create more rigorous instruction to benefit the students.

References

McNulty, R. J., & Quaglia, R. J. (n.d.). *Tips for using rigor, relevance and relationships to improve student achievement*. Retrieved from http://www.education.com/reference/article/Ref_Rigor_Relevance/

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As of December 2011

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