



# HERE AND THERE

## National Newsletter

# PI OMEGA PI

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



Volume LIV

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### National Student Representative

Brookes Mayes  
Alpha Pi Chapter - Mississippi State University

Greetings! First, I would like to congratulate the top chapters for the 2009 competitive year! Thank you all for your great effort. I encourage all of you to continue your participation in competition, and I hope those of you who were not able to compete in the 2009 year will participate in the 2010 year!

The year is coming to an end and things are steadily becoming stressful for many of you! I wish you the best of luck as you are closing out this school year!

Those of us who attended NBEA in San Diego all learned so much. I am so glad that some of you were able to attend. The workshops were very insightful. You were able to network with professionals from all over, which is so helpful for those of us starting out in the teaching field. We especially enjoyed the presentation by Dr. Susie VanHuss at the Pi Omega Pi Breakfast on Friday morning.. You were able to hear what has worked for many teachers, which will help you in your future classroom. By going to NBEA you have an advantage that many first year teachers do not. NBEA provides opportunities to hear some very inspirational speakers. In San Diego two well known figures in the world of athletics spoke to us. Jim "The Rookie" Morris spoke in the opening session and Roger Crawford spoke in the closing session. You were able to bring

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### President's Report

Darla Stone  
Zeta Eta Chapter - Kansas State University

The 2010 NBEA Conference was held last week in San Diego where the Top Chapters, sponsor awards and chapter awards were presented. Congratulations to the Top Chapters in our 2009 National Competition who were recognized in San Diego:

### Top Chapters

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

### Sponsor Awards:

25-Year  
Ivan Wallace, Beta Kappa Chapter  
East Carolina University

### Chapter Awards:

70-Year  
Alpha Chi Chapter, Eastern Illinois University  
Alpha Rho Chapter, Wayne State University

80-Year  
Pi Chapter, Valley City State University

Next year will be Pi Omega Pi's biennial meeting at the NBEA Conference, April 20-23, 2011, in New Orleans. An incentive program is available to encourage all chapters to attend and participate in the conference. The following criteria must be met:

(Continued on page 3)

## National Council 2009-2011

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## 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.

October and December articles and news should be sent to:

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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.

### **Brookes Mayes**

*(Continued from page 1)*

home many new ideas for your classroom. We all know as teachers that sharing resources is important, and NBEA is a great place to do this!

I hope that many of you are making plans to attend New Orleans in 2011. We are already planning events for Pi Omega Pi, and I am sure you all will enjoy what we have planned! I hope that if you have not became a fan of Pi Omega Pi on Facebook that you will do so soon. You will be able to see some pictures from NBEA 2010 on the fan page. The fan page will help keep us all connected, so please share your ideas on the discussion board.

Good luck on closing projects for those of you finishing the semester! For those of you who are job searching, I wish you the very best! I know you all will represent Pi Omega Pi well wherever you go!

**Darla Stone**

(Continued from page 1)

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

**OR**

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

Chapters will receive a Call for Proposals in October with the proposals scheduled for submission in January. Now is the time to start brainstorming ideas for what your chapter might want to share with others at the Pi Omega Pi Conference in New Orleans. This is an opportunity to gain important experience as a presenter and as an audience member.

Spring is a time when many chapters focus on recruiting new members. Active members may be undergraduate or graduate students who are enrolled in a school with a Pi Omega Pi chapter and meet the requirements.

The semester will soon be finished. Summer is almost here. Don't slack up now. Finish your semester with a last burst of energy.



Brookes Mayes, POP Student Representative, brings greetings at the NBEA closing session.



Darla Stone, POP President, awards Alpha Pi Chapter certificate during POP Breakfast/Awards Ceremony.

*Additional pictures will be posted on the Pi Omega Pi website during the month of April!*



Dr. Connie Forde, POP President elect, and Brookes Mayes, Student Representative.

## Chapter Activities

### Beta Chapter

Northwest Missouri State University

The Beta Chapter at Northwest Missouri State University (NWMSU) has been very busy these last couple months. On Wednesday, March 3, 2010, the Beta Chapter had the opportunity to help with the Future Business Leaders of America (FBLA) district competition. Along with the competitions that took place by area schools, there were also multiple workshops that were available for students to attend while they were not competing.

Starting a new Trimester at NWMSU means adding new faces to the Beta Chapter. On Tuesday, March 16, 2010, the Beta Chapter held its formal initiation and meeting. There were two new members that met the requirements to become a member of Pi Omega Pi (POP). After these students were initiated, the meeting was moved to a different room in order to learn about a new, free program called Scratch. This program is useful for students at all grade levels and is designed to implement a wide variety of concepts into programming format. The Beta Chapter recommends that all POP member check out the Scratch website at <http://info.scratch.mit.edu/Support> to see if it is something you would be able to implement into your classrooms

### Kappa Chapter

Indiana University of Pennsylvania

The Kappa Chapter from Indiana University of Pennsylvania recently attended the National Business Education Association's conference in San Diego, CA. While there the chapter was awarded 1st place for the awards competition. The Kappa Chapter is in the process of selling Eberly College of Business and Information Technology sweatpants and t-shirts as a fundraiser for the College of Business Student Organizations. Our initiation ceremony is scheduled for April 26, 2010, and will be combined with an appreciation dinner for the cooperating teachers who are hosting the business education student teachers.

### Alpha Beta

Eastern Kentucky University

Two of our members are currently in the middle of their student teaching. They are doing well and are enjoying their experience. In the near future they will make great teachers and we are happy that their experiences are going well.

The members of the Alpha Beta chapter at Eastern Kentucky University have begun the process and plan to induct prospective new members soon. We are excited to bring in some new members so that we can bounce ideas about projects off of them. We look forward to expanding our chapter. .

### 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. Eleven new members were inducted in a ceremony at the conference. Planning has also been started for our annual Spring Banquet at the end of April.

### Mu Chapter

Emporia State University

Mu Chapter members attended the annual ESU Business & Computer Teacher Conference and helped with the state Phi Beta Lambda contest held on the ESU campus February 25 & 26 by serving as door monitors and timekeepers. This spring has focused on inviting new members to join and planning for a speaker to talk to all business education majors at ESU about the process to go through with KSDE when applying for a new Career Pathway in Business in Kansas. Four new members will be initiated in early May when we recognize our outgoing members.

**Zeta Eta Chapter**  
Kansas State University

February and March meetings have focused on the trip to San Diego for the NBEA conference. Members discussed the flight, rules for conduct and the dress code while in San Diego and rules for attending the conference. With nine members attending the conference this year, it is quite costly. The chapter discussed continued fundraising efforts to help with the costs. Members discussed ideas to sell the remaining inventory of shirts, bags, and blankets and to hand out coupons at Panda Express to raise money.

**Psi Chapter**  
University of Wisconsin—Whitewater

The Psi Chapter of Pi Omega Pi has enjoyed a busy semester of work. Instead of focusing on the completion of projects and reports, the students have planned a course of action to ensure success as an organization.

The first phase of planning is membership. The Psi Chapter over the past few years has noticed a decline in the amount of students affiliating with the organization. The new focus this past year has been on increasing membership and making sure the new members know what being a member in Pi Omega Pi entails. To increase membership, the Psi Chapter plans on having a formal initiation on April 14.

The Psi Chapter has also focused on making sure all article reviews and reports are turned in on time. To help do this, the group has improved the definitions of what each board member's role is within the organization.

The future plans of Pi Omega Pi involve planning the University of Wisconsin-Whitewater Business and Marketing Education banquet. Pi Omega Pi is in charge of planning the menu and organizing the Student Teacher Panel. Both of these planning phases have begun.

The final plan for Psi Chapter is to elect a new executive board and an outstanding member for the year. The executive board must be a decisive group that truly understands the goals of the organization. These elections will take place in early May.

**Alpha Pi**  
Mississippi State University

Alpha Pi Chapter of Mississippi State has been very busy during this spring semester. We have initiated four new members into our chapter. After the initiation, we had snacks and briefed the new members on Pi Omega Pi competition, operations, officers, etc. Then we brainstormed ideas for our national, local and community projects for this year. We also discussed fundraiser ideas to help fund next year's Pi Omega Pi national conference. Alpha Pi chapter is planning to take as many members as possible since the conference is so close to home. One fundraiser idea suggested was selling Boston Butts. Boston Butt sales have been successful in our area in the past. This fundraiser planned, implemented, successful for Alpha Pi raising \$900!

Our chapter is also planning to have its annual Pi Omega Pi banquet. This banquet will be held at a local restaurant. At the banquet we will honor our two student teachers, Brookes Mayes and Morgan Watkins. Also at this banquet we will have a meeting further discussing our projects and plans for this year.

Alpha Pi is also very excited about its top four finish in the National Pi Omega Pi competition. Alpha Pi was very proud and work very hard on the projects this past year. We are excited about the coming year of competition and hope to do just as well.

## Member Articles

### Financial Literacy

#### What is the problem?

As educators we are required to prepare our student's ultimately for one thing, the real world. We do this by preparing them for college or giving them basic life skills. In support of the preparation of our nation's students the Jump\$tart Coalition has not only encouraged teaching financial literacy but has also declared April as Financial Literacy Month. In 2008 the Jump\$tart Coalition conducted a survey designed to measure the financial literacy of high school seniors. According to this survey the financial literacy of high school students has fallen to its lowest level ever (Mandell, 2008). In addition to this information the survey also concluded that 75 percent of young American adults are likely to lack the skills needed to make beneficial financial decisions. It is a scary thought knowing that educators are sending their students out unprepared for the realities of personal finance.

Ashley Smith  
Alpha Beta Chapter  
Eastern Kentucky  
University

#### Now that we know it is a real problem, how do we fix it?

Teach it! Not only should you incorporate financial literacy in your lessons, you should also have your fellow teachers try to incorporate it into their lessons no matter what subject. We need to ensure that all students are at least exposed to these personal finance concepts. If you teach in a school that does not require a personal finance class for the students take the initiative to implement one. The concepts students learn in these courses are going to be applicable everyday of their life, so one class every year for each grade level shouldn't be too much to ask.

#### What knowledge should students have upon completion of this type of class?

Students' need to know that what they decide upon completion of school will affect their income and they need to be shown the difference between the life of someone with higher education compared to someone who immediately joined the workforce. They also need to know about money management, credit and debt, savings and investing, and being a good consumer. Not only do they need to know these concepts but the student's need to understand them. It's our job as educators to ensure they walk away with these basic and essential skills.

#### How to start teaching?

The Jump\$tart Coalition is one of many non-profit organizations dedicated to improving financial literacy in education. Websites such as this one provide many online resources that can be incorporated into the classroom to ensure effective teaching of financial literacy. Not only should you use online resources but contact other teachers or schools to see what kind of financial literacy programs they have in place and if they don't encourage them to join you in starting one.

In conclusion there is an issue with our student's not being financially literate. You are encouraged to look at the following report from the Jump\$tart Coalition to assess just how bad the damage really is. And you are strongly encouraged to take the initiative to help your students which will ultimately help our nation.

## References

- Mandell, L. (2008). *The financial literacy of young American adults: Results of the 2008 national jump\$tart coalition survey of high school seniors and college students*, 10. Retrieved April 1, 2010, from <http://www.jumpstart.org/index.cfm>

## Reforming Middle Schools with Technology

With the current reform of America's school system to create more middle schools in districts across the nation comes the need for technology consideration and evaluation, along with curriculum, designing programs, and instruction. America's school system is moving towards a more complex and reasonable idea of separating the different levels of students, therefore, creating a more focused concept towards middle level children with middle schools. As these reforms progress, educators should be asking questions (Whitaker, 1996). The question I am asking you is: are you prepared to introduce the proper technologies in your classroom that will not only enhance student learning but motivate students, too?

What should you see when you walk into a middle school? You should see students working in small communities, exploring their interests and the world around them, which is the philosophy of the middle school concept (Whitaker, 1996). What is the best way to do so? Technology! Technology is a great way to introduce new concepts without overwhelming students. With technology, students can seek out the beliefs of the middle school system by working together in collaborative groups, exploring interests with games and programs, and learning more about the world around them by utilizing the Internet. Technology in a middle school may address curriculum and instruction, media services and information, administration, and most of all, instruction (instructional use of technology and the use of technology to support learning) (Whitaker, 1996). The idea of using technology in your classroom is not to replace your curriculum and teaching strategies but instead to enhance them and use them as tools for delivering the curriculum.

As future business educators, we have the skills and experience needed to be able to properly introduce and instruct with technology in our classrooms, but do you think that is true for all? How about the teachers out there that have taught for forty or fifty years, the ones that taught not only you, but your parents, and maybe even your grandparents? Those teachers are not as qualified as recent graduates to teach with technology; therefore, schools need to insure that all teachers are prepared to use the new technologies that are being introduced in their districts. This is an essential step to reforming middle schools with technology. Along with reformation, comes a plan; a plan that allows districts to implement the best possible situation for all teachers and students. Educators and administrators should be working together to link and support the educational programs and practices with technology (Whitaker, 1996).

Every school is different, which means that every school should have its technology plan in place. Although the middle school reform began in the 1990s, districts across the nation are still debating on whether or not to expand and separate the different age levels; along with this decision comes the consideration of technology in the classrooms at those schools. Middle schools are created to implement technology in all classrooms with computers for teachers and labs for students. Interdisciplinary teams are created to integrate education concepts and ideas between the four core areas. Grades are separated to enhance student learning environments. Most of all, technology plays an important role for all students and teachers alike. Funding is an important part of this process and needs to be made available for schools to properly implement the Middle School belief system. Support from business leaders, teachers, students, administrators, school board members, and others from the community is crucial.

As future educators, we need to be asking ourselves, "What is the most effective and efficient way to allow our students opportunities to use technology?" For myself and many others that are particularly interested in middle school education, continuing to evaluate the use of technology to meet the needs of middle level students is vital.

## References

- Whitaker, T. (1996). Linking Technology with the Middle School. *Middle School Journal*, 8-14.

Danielle Zastrow  
Beta Chapter  
Northwest Missouri State  
University

## Implementing Content Area Literacy Instruction in ----- Business Education

Katrina Williams  
Beta Kappa Chapter  
Eastern Carolina  
University

Misulis (2008) defines content area literacy instruction as adjoining content instruction with literacy skills instruction. This method is all-inclusive of communication skills: reading, writing, speaking, listening, and viewing which includes the ability to think or reason at a higher-level. Content area literacy instruction parallels content instruction with its focal point being on vocabulary development, comprehension development, utilization of study skills and study strategies, and writing (Misulis, 2008). Students must learn “how to learn” in order for them to become independent and take ownership of their educational process.

According to Allen (2007), there is a strong association between vocabulary knowledge and comprehension. Students often lack background knowledge to assist substantially with their comprehending new content; consequently, teaching only content for comprehension is inadequate. Students must be taught vocabulary in order to know the language inside the content (Allen, 2007). Vocabulary building should occur in three phases (Misulis, 2008): preparation/pre-reading portion of lesson; during instruction/during reading portion of the lesson; and final part of instruction/post-reading portion of lesson. This process is critical in students successfully remembering and learning new vocabulary in a structured environment.

One strategy for developing content area literacy is a “word wall” that is created by affixing a group of words to the walls of a classroom. These words can be directly related to the course content or words that will help enhance students’ knowledge and comprehension of the course content. Each day several words can be introduced from the word wall by pronouncing the word and having students practice by repeating the word several times so they can practice speaking and hearing the words as well as seeing the words. Students can also maintain portable word walls by recording new words daily (original; Allen, 2007). The word wall can also be used as a review tool by playing a game similar to jeopardy.

Adjunct Displays are instructional strategies used outside of the textbook such as concept maps, circular maps, decision trees, flow diagrams, matrixes, or shape maps. They should be used in teaching new content to strengthen the text. This strategy activates two areas of memory; verbal which is the text, and spatial (the arrangement of information in relation to additional facts). The graphic organizer should be blank or partially completed when given to students to increase their comprehension of the text. Students must use the organizer to change main ideas and themes taught by the teacher into verbal or written form using their own words. For example, there are nine steps in the accounting cycle that continuously evolve. A circular map with arrows would be a perfect demonstration of this cycle. Students could be given a blank map and then instructed to complete the cycle. They could then add additional notes to help them understand the cycle. Students must learn specific details regarding classifying business transactions. For example assets, liabilities, and owner’s equity are all classified by certain characteristics. In the larger circle the word “assets” would be written with characteristics in each smaller bubble such as “things of value owned”, “increased by debits”, “decreased by credits”, etc. Adjunct Displays can be very effective because they allow students to break down concepts into bite size nuggets.

Exit Slips (Brozo et al., 2007) is a comprehension strategy used to increase students’ learning capacity for the next topic being introduced. Exit slips or Tickets Out the Door are written reflections at the end of a class period responding to prompt(s) from the teacher such as what was learned, prompts that reflect on “the process of learning” or prompts that reflect on which part of instruction helped or confused the student. Reflections can be written on slips of paper which can be their “ticket out the door” as they leave class each day (Brozo et al., 2007). Exit slips can be used on a daily basis to receive immediate feedback after each lesson.

Study skills/study strategies (Brozo et al., 2007), are those techniques that help develop a system for learning. Teachers’ help students develop their own system for learning by teaching variant study skills/strategies in our classes; we as educators should never assume students already know how to study. Business teachers must teach these skills/strategies on purpose and reinforce the use of such in our business classes. The use of properly using reference materials, how to take effective notes, outlining, and how to use the table of contents or index should be basic for any student, as well.

Williams—(Continued from page 8)

Writing can also enhance content learning (Brozo et al., 2007). Some writing activities that might be used in content instruction are note taking, outlining, written rules/procedures, journals, blogging, and completion of forms or documents. Teachers' have a tendency to give students too much information or the answer; consequently, these strategies allow students time to think through concepts by putting thoughts into written form.

Applying content area literacy strategies and promoting communication skills such as reading, writing, speaking, listening, and viewing are crucial skills for all secondary students. It is important to teach our business students "how to learn" and never assume they come pre-packaged.

## References

- Allen, J. (2007). *Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12*. Portland, ME: Stenhouse Publishers
- Brozo, W.G., Fisher, D., Frey, N., & Ivey, G. (2007). 50 Content Area Strategies for Adolescent Literacy. Upper Saddle River, NJ: Pearson Education, Inc.
- Misulis, K. (2008). Handout 1, Topic 6: *Vocabulary Development Activities and Options*. Greenville, NC: East Carolina University
- 

## Decorating the Classroom

Who wants to be in a boring classroom? As students, we know we do not want to sit in a boring classroom all day. So why not spice it up with decorations? We all know how it was when we were younger: bright classroom, visuals everywhere, open windows, maybe even a plant or two. Why are classrooms not like this anymore? Maybe it is because teachers feel that it is non-beneficial to have visuals in their classroom. However, we believe there should be decorations in the classroom for every age student.

Classroom decorations can be very beneficial to a learner. For the visual learner, decorations such as posters about the class subject or even pictures on the wall would help engage that student in the learning process. Other decorations like plants, flowers, etc. make a student feel more comfortable than having nothing on the walls. Some students even say that school feels like a "prison" when decorations are not present. Also, by putting decorations in a classroom, especially decorations about what you are going to teach will connect the lesson to the students allowing them to gain more knowledge about the subject.

An easy way to decorate a classroom is by decorating for the holidays. Most everyone decorates his or her house for holidays, so why not decorate the classroom the same way? Some teachers use holiday decorations as learning techniques. For instance, you can use Memorial Day decorations to describe why Memorial Day is celebrated. Another simple way to decorate the classroom is by placing work of the students on the walls. This lets the student feel accomplished, important, and successful which is good for self esteem.

In short, we feel that decorating a classroom would be beneficial to the students. In the end, students will gain more out of the subject being taught and you will not feel boxed up all day. It is not hard to decorate your room. All it takes is a little bit of time and effort.

## References

- Decorating the classroom*. (2006). Retrieved from <http://www.homeroomteacher.com/infodecoratingtheclassroom.html>.

Chelsea Rushing  
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## Computer Ethics? Right vs. Wrong -----

Computer ethics is a grey area to most people. The problem is most people don't understand what the rules are and why they were put in place. "Ethics is more than just the 'Golden Rule,' it is what is right and wrong." Some people do not understand it is wrong to copy a game or an application and give it to a friend so they can use it on their computer. Educators need to know what is right and what is wrong when it comes to computers. Educators need to model what is right and wrong when it comes to computers. We have to do what is right as well as teach what is right.

Sarah Chew  
Zeta Eta Chapter  
Kansas State University

Technology has grown faster than society's ability to set clear-cut rules about what is right or wrong. Technology has outpaced the laws to make it clear what is legal and what is not. Most issues only require a person to use their common sense but some need a little more thought to determine what is right. An example of this is if someone were to steal your personal items and then place those personal items all around school or your place of work. You would feel very hurt and violated; you would have the same reaction if someone looked at your files or read your email.

Ethical situations occur everywhere for people of all ages. Copying software and giving it to others is not only illegal, but it also causes software creators to lose millions of dollars in sales. This not only causes loss of money to programmers but it also increases the price of the software for the ones who do pay for it. We have people who create viruses, which can destroy all the content on a computer. They are taking something that a lot of people use for productive activities and are ruining it for everyone else. These two examples are some of the more common problems that are a form of computer ethics.

When we go to a store to buy things, we expect to pay for it. We then own those items and can use them. We wear the clothes or eat the food and we can share these things with others. However, with software we have purchased the right to use the software, but not the right to allow others to put it on their computers.

Is it right to read someone else's electronic property? Is it okay to buy a game and then copy it and give the copies to your friends? If you answered "no" to these questions, then you are on the road to doing what is ethical in this vast world of computers. It is a simple question of what is right and wrong and if you think things through you should be able to come up with the correct answer.

As educators we will be faced with enforcing the laws of our nation and the rules of our schools in the use of computers in the classroom. We need to know and understand copyright laws and have a clear idea of what is ethical in computer use.

## References

Rod Hames, "Computer Ethics? Right vs. Wrong" and Part II "Software (Is it really yours?" <http://www.ollnet.com/school/faculty/DonRoque/article3.htm> Retrieved April 5, 2009.

## Academic Content Integration Resources for Business Education (or all!) Teachers

### [www.writersworkbench.com](http://www.writersworkbench.com)

Writer's Workbench provides immediate and unbiased feedback for writers who are moderately proficient with Word. These analyses, which address increasingly more specific issues within an essay, are arranged into six categories: Content, Characteristics, Verbs, Clarity, Words, and Punctuation. Helps students improve writing and teaching them writing principals.

### [http://www.mymoney.gov/pdfs/moneymath\\_lesson.pdf](http://www.mymoney.gov/pdfs/moneymath_lesson.pdf)

This resource provides four lesson plans integrating with financial education. The approach taken makes this a hands-on experience for the student. These lessons plans are very detailed and extremely well organized for the teacher.

## Who is College For? -----

A major debate in public schools across America is whether or not everyone should be prepared in a manner that promotes college success. One side of this debate feels that college is for everyone, and schools need to prepare students so that they can make America proud and graduate with an undergraduate degree. The other side of this debate focuses around those students who have no interest in attending college, and wish to enter the workforce. How should these students then be educated? Is it more important for those students to receive an education to enter directly into their careers, or should they be educated like everyone else who has college plans?

In the article, "Should Everyone Go to College," written by Catherine Gewertz of *Education Week*, both sides of this debate are presented. The author instead states that both sides have fair arguments that should be debated in a safe and open environment. Gewertz further focuses on the new administration in the White House, saying that their stance is to ensure every student who wants to receive a college education should be able to. This means all students should be educated as if they are to enter into an university. Finally, the author ponders which side will win this debate. In Gewertz' opinion, the side that will win this debate is the one who is more politically correct. This seems to hint that the side that thinks all students can be college educated will be victorious because this argument makes everyone look intelligent, and rules no single student out.

What this article does not focus on is what Career Education can do to help all students faced with the dilemma of college or career. Career Education helps students find a path for their life. Instead of educating students to ensure that all kids can solve an equation for "x," Career Education allows for students to be flexible with their strengths and weaknesses, and take an active approach to plan their future. Because of this, Career Education should be the leading force that drives the American education system in the future. When all students are given the chance to evaluate their own skills and compare their skill set to careers and universities, teachers, professors and employers will benefit. Instead of finding a young adult who questions whether or not they made the right decision, future bosses and professors will see a student with a plan and the motivation to succeed.

## References

Gewertz, Catherine. "Should Everyone Go to College?" *Education Week*. 21 Sept. 2009. Web. 1 Apr. 2010. <[http://blogs.edweek.org/edweek/high-school-connections/2009/09/should\\_everyone\\_go\\_to\\_college.html?qs=business\\_education](http://blogs.edweek.org/edweek/high-school-connections/2009/09/should_everyone_go_to_college.html?qs=business_education)>.

Vinny Daniels  
Sarah Flenz  
Psi Chapter  
University of Wisconsin-Whitewater

## Video Clips & PodCasts for Student Learning

### Financial Literacy Video Clips

<http://www.bankrate.com/finance/financial-literacy/archive-of-financial-literacy-video-clips.aspx>

These 2-3 minute videos sponsored by Bankrate.com are short in nature. They provide concise information on a variety of archived topics. The website itself also has savings calculators, checking and savings account information and much more.

### Drive Away Happy (Podcast)

<http://www.buckthenorm.com/empowerment/podcasts>

This is a neat little podcast on things to consider prior to purchasing a vehicle. Things to consider include down payment, size, mileage, etc. Do you want to make payments or pay cash? Where should you get your loan? Should you buy new or used car?

## National Education Standards: Another Hurdle for Educators?

Since the inception of “No Child Left Behind,” there has been controversy about the validity of state assessment scores, especially when compared to those all important profile rankings: proficient, exemplary, meets standards, etc. Does every state have similar standards so that if a child moves from Ohio to California in the middle of 7th grade, the testing (and results) are similar? Do states have similar “cut” scores—the score at which a child is found to “meet the standards” versus being below standards or above standards? In Kansas, the “cut scores” for a high school student being tested for the “math” assessment is a 50%—meaning the student has to get at least 50% of the questions on the test correct in order to “meet standards” or “be proficient.” High school reading assessment scores require a 68% or higher: 68-80 qualifies a student for “meets standard,” 81-88 means the student “exceeds standards,” and 89-100 means the student is exemplary (Kansas Department of Education, pdf file). Does every state have the same requirements, and even if every state does have similar “cut score” requirements, are the tests “testing” the same material?

Early in 2010 it was announced that 48 states are “on board” for the initial phase of compiling national standards; and hence national assessments. According to <http://www.corestandards.org>, the purpose of these “national standards” is to align K-12 education with college and work expectations; to make testing clear, understandable, and consistent; to build upon strengths and lessons of current state standards; and to ensure that the data reported by the states is evidence-based. Although 48 states (all except for Alaska and Texas) (Stateline.org Staff) initially indicated a willingness to at least “look into” the possibility of participating in a program of national assessments, some of them have now indicated that they will not adopt the national standards and assessment if the standards are lower than those already in place. For example, Massachusetts state standards are considered the toughest in the nation and the state has indicated that it is not willing to “lower their current standards” to meet national standards. According to Stateline.org Staff (retrieved March 23, 2010), Florida, Illinois, Indiana, Kentucky, Maryland, Maine and New York are among the states willing to adopt the national standards quickly. However, it is likely to be several years before students are tested using national standards because teachers may have to be retrained and textbooks updated to reflect the changes.

Ryan Norton, a Mu Chapter alumnus is currently teaching in a middle school in southwest Kansas. This school is currently under “state control” versus “local board of education control” because it has had two consecutive years of not having class averages at the “proficient level.” Ryan indicates that changing his instructional style and the constant integration of math, reading, and writing into his computer applications curriculum is a struggle, yet rewarding, especially when 95% of his students this year scored proficient (meets standards) or above (Ryan Norton, 2010).

As business educators, it is imperative that we continue to integrate core academic content/principles into our classrooms. We must keep data showing what we have integrated, how we have integrated academic content, and look for trends on state assessment reports showing that our interventions utilized in our classrooms are making a difference.

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