



# 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 Melissa Schram

National Student Representative  
Northwest Missouri State University

Welcome to a new school year! I hope everyone had a wonderful summer. Now that classes have resumed, the papers and deadlines are piling up. It seems very overwhelming at first, but all it takes is some time management.

The NBEA convention in Atlanta, Georgia, went very well. Thank you to everyone that participated and presented. It was my first NBEA/Pi Omega Pi convention and I was very impressed with everything. The workshops and presentations were invaluable. However, meeting so many new people proved to be the highlight for me. To all of you that I had the privilege to meet, "Hello again!" and to all of you that I have yet to meet, I want you know that I am here to represent *you* and cannot wait to meet you. If you have any questions or concerns, please feel free to contact me; I would love to hear from you. I look forward to working with the National Council and representing the students. It is going to be a wonderful year in Pi Omega Pi. Let's work together to make it the best ever!

I hope everyone has an eventful and productive semester. I am sure this semester will fly by just as fast, if not faster, than the rest. So, with that in mind, manage your time wisely, take some time to smell the roses and get involved! Involvement in your school, community, church, and *of course*, Pi Omega Pi are essential and keys to success. Good luck!

#### President's Report

Nancy Zeliff, Beta Chapter  
Northwest Missouri State University

The 2001 Biennial Convention held in Atlanta in April launches an exciting and challenging time for Pi Omega Pi. New council members with fresh ideas and interests are leading our organization. Welcome to Co-Editors Ann Jankovich and Darla Stone from Kansas State University; Secretary Thelma King from North Carolina A&T State University; and Student Representative Melissa Schram from Beta Chapter. Terry Roach was elected Treasurer, but resigned in May due to a position change within his university system. Since National Council members must be local chapter sponsors, Terry's new position moved him out of that responsibility. The Council appointed Clarence White to the Treasurer position for two more years.

A constitutional amendment to alter the membership criteria was defeated. Our membership eligibility requirements remain the same and Pi Omega Pi will remain part of the Association of College Honor Societies (ACHS).

The National Council meets annually and has set the following goals for the next Biennial. We welcome feedback and your input. It is needed **prior** to our convention held every two years. With your feedback, we can present initiatives at the convention with more preparation and offer those that best fit our membership.

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(President's Report Continued from page 1)

Goals for 2001-2003 Biennium:

1. Update the content of the Pi Omega Pi Handbook to reflect changes in the structure of the National Council and place the Handbook and related materials on the national web page to best disseminate chapter information.
2. Evaluate the National Competition in 2001-2002 and investigate the naming of the "Top Five Chapters" rather than ten, due to decrease in chapters and chapter participation.
3. Propose Constitutional and Bylaws changes to reflect current practices regarding chapter participation at the Pi Omega Pi-sponsored breakfast at NBEA in "an off-convention" year and other practices.
4. Consider "competitive" events at the 2003 convention on a trial basis. Suggestions were submission of teaching ideas; "extemporaneous" team teaching; job interview; chapter displays and other ways for chapters and members to share their expertise of teaching.
5. Encourage more chapters to participate in activities sponsored by the National Council.

Have a great Pi Omega Pi year!

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***Here and There***

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Copies of *Here and There* are no longer sent to chapters for distribution to members. Copies can be downloaded from the Pi Omega Pi Website:  
[www.nwmissouri.edu/~oisbe/piomegapi/index.html](http://www.nwmissouri.edu/~oisbe/piomegapi/index.html)

**Chapter Activities****Beta Chapter**

Northwest Missouri State University

Beta Chapter is anticipating the National Convention with eight members attending. A team of five members is presenting a session on speech recognition software. Members have assisted with two FBLA contests and one business contest. An end-of-year picnic is scheduled at the home of the chapter sponsor. Awards will be given to outstanding members. Four members are student teaching this semester. Scholarships will be awarded at the College awards reception in April.

**Beta Kappa Chapter**

East Carolina University

The Beta Kappa chapter has been very busy preparing the National Project. On February 18, members had a meeting to finalize decisions on the trip to Atlanta for the NBEA conference and to continue work on the National Project. Most members traveled to Raleigh, North Carolina, for the Atlantic Coast Business and Marketing Conference and helped the conference organizers with registration. Many members were also presiders at the conference. In March, the Beta Kappa Chapter held many meetings, sometimes for long hours, to complete the National Project. Chapter members also have recently distributed their yearly newsletter.

**Chi Chapter**

Indiana State University

Chi Chapter members have been making plans for the annual spring honors banquet. The banquet provides an opportunity to recognize program area scholarship awardees and to give recognition for other student accomplishments. Also, plans are being made to conduct the Chapter's annual fund raising project. This project involves obtaining orders for carnation bouquets, which are assembled and delivered on campus by Chi Chapter members.

**Lambda Chapter**

Fort Hays State University

Lambda Chapter has been busy these last few months with initiation of three new members on February 21, 2001. Lambda had a small panel discussion at the meeting by the three members who are student teaching in area schools. The month of March has been spent scoring national projects submitted by other chapters. Lambda Chapter will also have three members attending the NBEA conference in Atlanta, so the chapter has had travel arrangement meetings and met with other organizations to gain funding.

**MU Chapter**

Emporia State University

Mu Chapter has been busy planning for the annual NBEA Conference that will be held in Atlanta, Georgia, in April. Four members will attend. Members are very excited about this trip. Mu Chapter has also sponsored and introduced speakers at the Annual Teacher's Conference at Emporia State University. On Valentine's Day, members were hard at work selling flowers and valentine gifts on campus in a fund-raising effort to raise money for the trip to Atlanta. The fundraiser was a success.

Mu chapter has also been working on competition projects. Members decided to try something different this year, so the chapter newsletter to alumni was published on the Mu website, instead of mailing. Also, the Mu website received a makeover in order to improve it and bring it up to date. In March, Mu met at Carlos O' Kelly's to initiate new members. Mu Chapter would like to congratulate all new members and wish them luck. Lastly, Mu members will be attending the School of Business Honors Banquet.

**Psi Chapter**

University of Wisconsin-Whitewater

Psi Chapter conducted an open meeting to allow all Business Education majors to attend and participate with guest speaker, Dr. Ruff, who is the Assistant Dean of the College of Education and campus Licensing Officer. She spoke on two topics: the changing of state requirements for professional licensure, and the College of Education changes in its entrance requirements.

Four main events are still to happen for the Psi Chapter. The chapter will have one member attend National Business Education Association Conference in Atlanta, Georgia; many members will attend Wisconsin Business Education Association Convention in Milwaukee, officers will be elected for the next academic year, and an end-of-the-year social event will be held.

**Sigma Chapter**

Southeastern Oklahoma State University

Sigma Chapter held monthly meetings on February 13 and March 6 and discussed a service activity at the annual Massey Family Lecture-ship in April; applications for new education scholarships; Teacher Education Portfolio requirements prior to student teaching; graduation honor cords; and a spring fundraiser. Members enjoyed dinner together after the March meeting. Members submitted information during February for the Annual Activities Report.

**Zeta Eta Chapter**

Kansas State University

Zeta Eta chapter initiated one new member. Club members are preparing a keyboarding contest for the K-State All University Open House on April 7. In addition, members presented a session on resume building at the Manhattan Emergency Shelter and taught a lesson to Flint Hills Job Corp students on personality traits and how these traits influence learning styles.

## National Chapter Competition

The 2000-2001 top ten Pi Omega Pi chapters were announced April 14, 2001, at the National Pi Omega Pi Conference in Atlanta, Georgia. The top ten chapters, based upon activities and accomplishments during the preceding year were:

Beta Kappa	East Carolina University
Psi	University of Wisconsin-Whitewater
Beta	Northwest Missouri State University
Alpha Pi	Mississippi State University
Chi	Indiana State University
Zeta Eta	Kansas State University
Kappa	Indiana University of Pennsylvania
Epsilon Epsilon	Rider University
Mu	Emporia State University
Beta Sigma	Montclair State University
Lambda	Fort Hays State University

**Pictures of National Convention**



**Melissa Schram giving speech at  
NBEA convention in Atlanta, GA**



**Golden Award to Gamma Epsilon Chapter at  
University of North Dakota**

**Nancy Zeliff NBEA Award**

**Motivating, Leading, and Achieving**

*Shawna Koger Arlington High School, Arlington, NE  
Former National Student Representative, 1993-1995*



Shawna reported on her successful years as an FBLA Advisor and gave tips on electing officers, selecting committee chairs, planning chapter events, communicating with members and parents, and encouraging membership participation. Her FBLA Chapter recently received a Tobacco Education Grant for over \$100,000 and Shawna shared what led to their receipt of this grant and their plans to carry out the grant.



**College Prep for Business in the High School**  
*Mu Chapter      Emporia State University*



**Angela Conley, Darcy Tice, Amber Collins, and Kelly Klover**

Although in 1999 degreed wage earners earned almost twice what the high school graduate earned, a great number of high school graduates a) had not attempted college or b) had attended college but failed to graduate. Business is also the most popular field among entering freshmen at US colleges (18%). What can high school business teachers do to prepare their graduates to enter business in college? The college preparatory program can be modified to include an "understanding business" course. Secondly, present high school business programs should be changed to include a "college prep for business" course. And finally, development for professional business careers should be included in the high school curriculum.

**Unspoken Words**  
*Zeta Eta Chapter      Kansas State University*



Zeta Eta Chapter presented a workshop based on unspoken words. A person can convey quite a bit of information through dress, mannerisms, and body language. It is important for business teachers to present themselves in a positive manner and teach this skill to their students as well.

**Gloria Gepner & Tara Schlessener**



**Tackling the To Do List**  
*Denise Herbers      Lee's Summit High School  
 National Student Representative, 1997-1999*

Denise shared her insights as a "rookie" teacher and management techniques that have helped her in her first two years of teaching. Some of her tips include:

- "Overplan" your lessons
- Ask questions of people around you
- Keep complete records
- Learn school policies
- Dress professionally
- Be at your door to welcome students
- Say please and thank you to students
- Have high expectations

**Speech Recognition--It Works**  
*Beta Chapter      NW Missouri State University*



**Nikki Starlin, Melissa Schram, Jamie Gaston, Shannon Flinn, and Jennifer Hardison**

Speech recognition is an input device that business teachers of tomorrow will need to be teaching their students. Beta Chapter members reported on the growth of speech recognition software, software available, hardware requirements, curriculum materials available, and teaching strategies.

## Member Articles

### PowerPoint Presentations--Are they Useful? \_\_\_\_\_

Lesley Hostetter  
Beta Chapter

Northwest Missouri State University

For those students who do not like lectures based on PowerPoint, Thomas A. Stewart is the man to talk to. He has several different arguments against PowerPoint and why it should not be used.

1. PowerPoint is a monopoly. There is almost no other method to use.
2. People expect PowerPoint with lectures; therefore, presenters will just use it without prior thought.
3. PowerPoint is dull and repetitive. Students go to class and sit and listen to lecture after lecture done in PowerPoint.
4. Users try to make PowerPoint presentations simple, and they should not be simple at all. The more complex the presentation, the more likely the audience will pay attention and focus on the presentation.
5. PowerPoint presentations are ignored by many in the audience. Stewart compares the presentations to television where people don't really think about what is shown, they just watch it.
6. PowerPoint presentations discourage questions. The audience is less likely to ask questions when ideas and concepts are displayed.

Stewart's overall point, one that future teachers should remember, is that if PowerPoint is to be used, it should be used effectively.

REFERENCE: Stewart, T. S. (February 2, 2001)143. Fortune.

### Banking Within the School System \_\_\_\_\_

Jeremy Monroe  
Chi Chapter

Indiana State University

A local bank in Indiana teamed up with a local school system to start a new and interesting program for students. Who are these people and what is the program? The bank is Fifth Third Bank and the school system is Riverton Parke. Fifth Third Bank in Rockville, Indiana, a former Civitas Banking Center, followed the Civitas initiative and continued to work out a program with Riverton Parke to help students better understand the banking world.

The program, which was carried through by Fifth Third Bank, involves students in daily banking activities. The students have positions just like the ones found at one of Fifth Third's Banking Centers. The students also have a board of directors that helps make decisions for the in-school bank.

Students in the program are involved in operating for a few hours a day as a bank where the student body can come in and open a savings account and make deposits to these accounts. Students can also get a loan for books, school supplies, and extra curricular activities such as dances.

The program was developed not only to give students insight into the banking world, but also to give them skills that will allow them to be more effective in keeping financial records. This is extremely important in preparing students for their personal and professional business activities. Managing a checking account is a

fundamental skill that everyone will need to master at some point in his/her lifetime. Unfortunately, most people learn the consequences of not managing a checking account by experiencing bounced checks and hefty fees. Fifth Third offers class presentations to local schools on managing a checking account.

While it seems that some schools, reinforce the old thought that only reading, writing, and arithmetic are the foundations of education, businesses recognize real world business experiences are also very necessary to prepare youth to survive and be successful as adults. There is hope that more businesses will choose to be involved in the education of the future leaders and company presidents that our schools are currently educating.

## PRESIDENTIAL CAMPAIGN

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Integrated Class Project  
Lambda Chapter

Ft. Hays State University

*(This article by Lambda Chapter is an Integrated Project written by a group of students for Mrs. Barton's Principles and Philosophy of Vocational Education class. Contributing members of the project are Pi Omega Pi members.)*

**Purpose:** The goal of PRESIDENTIAL CAMPAIGN is to create more awareness among high school students about selecting the President of the United States. This project would be ideal during the year of a presidential campaign, but could be simulated during an off year. Every subject area in the curriculum could be integrated into this project.

**Background Information:** Prior to the start of PRESIDENTIAL CAMPAIGN, it would be ideal to have a local politician come to the school to visit with all students about the presidential race, parties, democracy, and important issues to constituents throughout the country and in the local area.

**Student Roles:** After a brief background in the presidential race, a few students will divide into teams and work together to market a candidate, political party, and issues. Team members will be from different classes but will meet during seminar or homeroom to plan their strategies. Students from accounting, art, debate, desktop publishing, family and consumer sciences, music, and political science will collaborate to promote their candidate.

Students not involved with a team of candidates will be known as the constituents. Their primary responsibility will be to prepare questions on topics (e.g. healthcare, education taxes, foreign trade, etc.) that are important to their class. These students will also be able to choose the candidate and party they wish to support.

**Culminating Project:** This project will occur during the course of several months. Ideally, it would start at the beginning of an academic year. The campaign process would begin after completing the background information and student roles listed above. Ultimately, there would be a debate between two to three candidates that are assuming the role of an actual candidate. Example: One student would imitate the democratic nomination for president and his/her team would research and present the topic to the public. Prior to the election, the entire school would meet for the mock debate between candidates. Constituents will have the opportunity to have their questions answered by each candidate. In November on the actual Election Day (if possible), the school would actually go to the polls and vote.

The school will be divided into an Electoral College based on population just as the United States is. The vote will be based on population in five major areas—seniors, juniors, sophomores, freshman, and faculty.

**Classroom Roles****Agriculture:**

Research topics that relate to farming and international trade. Discuss the issues and prepare questions to ask candidates at the debate. Find out candidates viewpoints on increasing income for farmers, foreign trade, and regulations of fertilizer and pesticides.

**Art:** Design campaign posters, buttons, etc. that coordinate with the marketing plan of each candidate. The art instructor will select a class to be divided into a team that will campaign for a candidate.

**Business:**

**Accounting:** Prepare a simulation where students determine how campaign money is raised and how it is spent during an election. Determine the cost of debates, travel, lodging, and food. Discuss the ethical issues related to raising funds for candidates. This class will provide recommendations on campaign spending to each marketing team.

**Computer Applications I:** Create spreadsheets and charts based on the polls and surveys taken by the math class periodically throughout the campaign. Publish the results throughout the school.

**Desktop Publishing:** Create pamphlets for each candidate on his/her viewpoints.

This class will be divided into the team who campaigns as part of the team.

**General Business:** Students will organize the debate and Election Day as well as register the student body to vote.

**Family and Consumer Sciences:** A nutrition class will prepare the menu and ingredient costs for a campaign supper. This information would be useful to the accounting class as they formulate campaign spending. The teacher may choose one class to participate in the team role that will market each candidate. Creativity among group members will allow students to promote their campaign.

**Language Arts:** An English class will research popular topics (e.g. healthcare, education, taxes, and foreign trade) in politics and write persuasive papers about their opinions. The forensic or debate class will participate on the campaign team. Mock candidates will be selected out of these classes (ideally someone who is in this class and political science will be selected). They will simulate an actual political debate.

**Math:** Periodically students will randomly select members of the student body and faculty to choose their favorite candidate and compute margin of error. During the actual election, they will calculate the Electoral College and popular vote and compare the differences.

**Music:** Vocal and band classes will be involved during the debate and will play political or historical music. The teacher will select a group of students to join the campaign team and they will create lyrics or songs for the candidates.

**Science:** Students enrolled in science classes will review issues on topics such as healthcare, legalization of drugs for medicinal purposes, animal rights, and ask these questions at the debate and express their concerns to candidates.

**Social Studies:** Students will study the history of political parties, the vice presidency, and previous elections. They will be able to answer questions concerning issues that were pertinent in the past and how they are important today. The political science class will be divided into the campaign team, which will work with others to promote the issues of their political party and candidate.

**Completion:** Upon completion of PRESIDENTIAL CAMPAIGN, students should have a strong understanding of their role in a democracy. Students across the curriculum will have the opportunity to practice skills in leadership, communication, cooperation, critical thinking, creativity, problem solving, and decision-making.

**College of Education Makes Changes**

Jacque Long  
Deborah Dunaj  
Psi Chapter

University of Wisconsin-Whitewater

The State certification for Wisconsin is changing in 2004, thus the College of Education at the University of Wisconsin-Whitewater decided to also change its entrance requirements. Many criteria must be met to become eligible for admission to professional education. The demands imposed on teachers to keep current with the transforming technology age and standards also necessitate changes to the eligibility requirements for admission to professional education.

The current eligibility requirements to be admitted into the college of education include a 2.50 grade point average, passing scores on all three sections of the Pre-Professional Skills Test (PPST), attending a professional education orientation meeting, and completing a minimum of forty credits or hold a baccalaureate degree.

To stay current and competitive with educational standards, changes have been implemented that will be put into practice in 2004 creating positive changes to the state certification. One eligibility change, going into effect January 2002, includes raising the cumulative grade point average to 2.75 based on the current minimum forty-credit requirement. Also, if an individual has a 3.5 grade point average or higher, they will automatically be accepted to the College of Education. The requirements of passing scores on the PPST, attendance at a professional education orientation meeting, and completion of a minimum of forty credits remain the same.

The College of Education is making these changes to compliment and improve the accountability of professional educators. The State also believes these modifications will improve the quality and level of standards for education.

**Group Work – Good for Both Students and Teachers**

Elizabeth Padilla  
Mu Chapter

Emporia State University

We all tend to cringe when the teacher tells us there is a group project as a requirement for a class. Our palms start to sweat and we start thinking of all the things we would rather be doing than working on a project with others. The fact is that working in groups has become a required skill in the business place. As organizations continue to decentralize decision making, there is a greater reliance on teams.

In college we have noticed that it seems like every class has a group project. Some of the people we work with are good group members; others are not. As secondary education teachers, it will be our job to help our students prepare for college and the work force by giving them the opportunity to work in groups in the learning environment of a classroom.

There are many reasons why group work is important for today's students. It helps the students practice interpersonal skills including conflict resolution and interpersonal communication techniques. Students also learn time management skills that are essential in both the workplace and in education. Group work also allows students to take a look at multiple perspectives of a situation since nobody sees things exactly the same. Groups also provide a social support system for the students in which students can discuss course content and study techniques.

From the teacher's perspective, groups allow teachers to assign more complex and comprehensive projects. It also results in the reduction of the time it takes to evaluate the projects so that you may provide feedback in a timely manner. So even though students seem to complain endlessly about working with each other, remember, you are doing them a favor in the long run by introducing this important concept to them at an early age.

**Intranets in Business and Educational Setting**

Gloria Gepner  
Zeta Eta

Kansas State University

Recently, businesses and educational settings have begun to use the Intranets for office collaboration and school projects.

The term Intranet has become a commonplace term in technology literature. As with all technology terms, it is easy to assume the meaning is known. The concept of Intranets can be defined as "using Internet availability and advanced functionality to establish local communication and organization." It works well in business and educational settings.

Most high schools, colleges, and universities have access to the Internet and, therefore, communications can be electronically facilitated by a structured Intranet with little difficulty.

The possibilities seem endless with instant and convenient transmission of information through the World Wide Web while sitting at a computer in the comfort of an office or classroom. This can enhance the awareness of students in the nation and world, giving easy access to global news and activities. In addition, students and workers gain experience in conducting and collaborating in research using Intranets.

As with all technological changes, there are problems. Three problems are the amount of time needed to set up such a classroom, the limitations posed on class size due to availability of equipment, and funding for equipment and teachers. The primary consideration when implementing the Intranet is the initial cost to set up an Intranet and the cost of maintenance and expansion as the needs of the school or business grow. These are alleviated as technology becomes more common place and as individuals become more comfortable with equipment.

We will see variations of Intranet technology as it evolves. For good or bad, Intranets are here to stay.

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As of February 2001

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