



HERE AND THERE

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Member of the Association of College Honor Societies

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A Message from Taya Moore

National Student Representative
Northwest Missouri State University

Greetings! I hope your first month back at school wasn't too stressful with all new classes and reports to write and turn in before January 31.

I would like to thank all the chapters for working hard in the shortened competition year and remind them that the new competition year is set from January to December. I am excited to hear about all the plans for the upcoming year and the unique ideas that chapters have for new projects whether it be local or national.

As always I would like to wish good luck to all of the student teachers this semester! Feel free to contact me with any questions or comments. I am always happy to help out in whatever way possible.

Good-bye for now, until next time, when I will be writing from Chicago!

Attention: 2004 Competition Year

Beginning January 2004, the *Here and There* due dates are Feb. 1, April 1, Oct. 1, and Dec. 1.

President's Report

Ginny Richerson, Gamma Upsilon Chapter
Murray State University

It is really hard to believe that spring is just around the corner. The weather has been unpredictable as usual – 20 degrees one day and 70 the next. Along with this wonderful weather comes spring conventions. By now I do hope that you have read the December issue of the *Business Education Forum* and registered for the NBEA Convention – April 7-10. If not, there is still time to have this task completed before the March 12 deadline for early registration.

The Pi Omega Pi breakfast will be Friday, April 9, at 7:00 a.m. The Top 10 Chapters will be announced at this time. East Carolina State University Pi Omega Pi Chapter has been diligently scoring the reports. By now you should have received emails from the POP National Secretary-Treasurer – Dr. Marcia James, National Co-Editor – Mrs. Darla Stone, and National President – me indicating the points each chapter has earned for the 2003 competition year. Once I have received the point status from Dr. Ivan Wallace, I will be tallying all of the points to determine the Top 10 Chapters for 2003. Due to the bylaws change last April, the 2003 competition year was shortened. The 2004 competition year began January 1, 2004 and goes until December 31, 2004.

Looking forward to seeing you in the windy city – Chicago – in April.

Delta Pi Epsilon

Continue your commitment to the business education profession by joining Delta Pi Epsilon. Contact the Delta Pi Epsilon National Office at P.O. Box 4340, Little Rock, AR 77214, Telephone: (501) 219-1866; or email dpe@iap.net.

State Business Education

Join your state Business Education association and work to make it a strong association.

Here and There

Here and There is the official newsletter of Pi Omega Pi, the national honor society in business teacher education. It is published four times each competition year: February, April, October, and December. Articles and news should be sent to:

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Chapter Activities

Beta Chapter

Northwest Missouri State University

On January 17 the Beta chapter put on a 4-H computer workshop. Many members helped by teaching different classes and also coordinating the event. This turned out to be a big success and the chapter felt that the children really enjoyed it. Reports are being written by several members. Along with those reports, an Alumni Newsletter is being sent out to keep them updated. The chapter is also in the progress of inducting new members this spring. Invitations will be sent to about eight prospective members.

Lambda Chapter

Fort Hays State University

The Lambda Chapter has been busy working on the National Project since the beginning of the Spring semester. In addition, members have spent many hours in the computer labs putting together a brochure to promote business education. Currently, members are in the progress of planning a trip to Chicago for the NBEA National Convention in April.

Mu Chapter

Emporia State University

The Mu Chapter sponsored the Compeer Christmas Party in December. Compeer is a local organization that is similar to Big Brothers and Big Sisters. Members raised \$100 for the event, bought gifts, and helped with the activities. It was truly a rewarding experience. The chapter is currently planning an initiation and a number of fundraisers.

Sigma Chapter

Southeastern Oklahoma State University

Sigma Chapter's December activities included sponsoring a child during Presidential Partners, purchasing a gift for an Angel Tree child, and collecting and donating items to the local Crisis Center. The December Christmas

party/meeting was held at a member's home; pizza and snacks were enjoyed by all in a festive environment. One member will begin Student Teaching in February.

Chi Chapter

Indiana State University

The Chi Chapter resumed classes after a three week Christmas break. Before the break, Chi had their annual Christmas party at their advisor's residence. The past few weeks have been dedicated to finishing the project reports and the historian's report. Two new members were initiated in the first week after break. The chapter planned events and activities during the first meeting.

Psi Chapter

University of Wisconsin-Whitewater

The month of December was a whirlwind with classes ending and finals week. Psi persevered and was able to enjoy a holiday party, elect officers for the spring semester, and put the finishing touches on the national competition reports. The first meeting of the semester has already taken place with what looks like a new and energetic group. Plans for the upcoming WBEA convention are already underway as well as other events to take place during the semester. Psi chapter is looking forward to another fun and challenging semester.

Zeta Eta Chapter

Kansas State University

The Zeta Eta Chapter kicked off 2004, with many projects ahead of them. Members put the final touches on the National Project in January and sent it in to be judged. The Chapter also started hammering out ideas for an activity for the business education students to host at this year's Open House. The College of Business asked the chapter to make a presentation to the Introduction to Business class. The Chapter viewed this activity as a recruiting mechanism to get the word out about a business education major. The Chapter also continued to discuss financial issues of attending the NBEA Conference in April.

Member Articles

Speech Recognition

Jeff Blackford
Beta Chapter

Northwest Missouri State University

There are several different input devices for computers, and the advancements in technology have allowed many people who were unable to communicate with their PC to do so now. One such up-and-coming technology for inputting is speech recognition. Although speech recognition is still in its "infant" stages, it is becoming very beneficial for people with hand disabilities and repetitive stress injuries (RSI). Speech recognition does have some glitches and problems, and teachers who are unfamiliar with speech recognition may be a bit reluctant to introduce students to this type of input. There are many benefits of voice-recognition, but unfortunately not all classrooms are able to obtain this new technology and exploit its tremendous capabilities.

I have a right hand disability and am unable to type efficiently or accurately. I purchased the Dragon NaturallySpeaking software program, and I am currently using the software at home and for my classes. I use this speech recognition program for almost all of my computer work including word processing, database, accounting programs, Internet searches, and composing this article. The more I use speech recognition, the more I am able to understand the vast capability of this software. I use speech recognition mostly with word processing and find it to be very easily adapted to performing almost all functions and commands.

Speed is a very important factor of speech recognition. It is not uncommon to have an average of 140 words per minute and 97 percent accuracy. Some speech recognition programs are considered to be continuous software and will review various documents that you instruct it to process. A word list is produced which you can edit to remove unwanted words. The more I use my speech recognition program, the more I "train" it for better accuracy. Most speech recognition programs allow you to train any words for which the speech software doesn't have a language model. Your accuracy should be extremely high when you finish enrollment in vocabulary building. The program is designed to continuously recognize the user's own unique voice.

One benefit of speech recognition is a hands-free operation of a PC. This software can reduce the chances of RSI or can give relief to someone already suffering. In my case, this program allows me to "communicate" with my PC in a wide variety of programs and in a short amount of time compared to keying the information. New technology improvements in speech recognition have allowed editing to be one of the most productive uses of speech software. Editing commands are used to select text, paragraphs, or pages and to cut, copy, or paste within the same document, different documents, or even different applications. Formatting is greatly enhanced with speech recognition. The ability to simply say "paragraph-justified" or "underline-that" is considerably faster than using a mouse to select text and then execute the keystrokes to perform the formatting.

There are glitches in the software; however, programmers are continuously correcting these glitches and improving the overall product. Many new users find it frustrating when the software does not accurately "type" what has been said. The microphone has to be positioned just so, and training the software can take a great deal of time and patience. This can increase your frustration level and lead you to end up using the keyboard for corrections, as it's much easier. Many of the higher-end speech recognition programs have greater accuracy and this can reduce the frustrations of training.

Teaching speech recognition in the classroom could be a tremendous demand on the teacher, especially if that teacher is not familiar with the software and its use. As with teaching any new skill to students, there is always a bit of frustration for the students. Teachers must remember that it takes an immense amount of

motivation and patience to be successful with speech recognition software. I have spent many hours working with the software to establish a good voice profile and create the necessary macros to reach productivity. It also takes the software time to formulate how I speak. This tends to be the most frustrating part. Constant attention and stringent corrections are required to get excellent recognition accuracy and speed. If students do not invest this preliminary time, he or she may become frustrated by a low accuracy rate. Initial investment time is important to establish a comprehensive vocabulary and high accuracy.

So why do we stick with keyboards—mostly because of familiarity. However, with IDEA and inclusion, speech recognition is an alternative for students to find success in their experiences with computers. Keyboards are probably still the best balance of accuracy and fast input for most students. I still use my keyboard and mouse quite frequently, but my accuracy with speech recognition has become much better the more I use and train the recognition program. Speech recognition is a valuable tool with which a teacher should become familiar. Alternative input devices need to be incorporated into the curriculum. Reduced technology budgets may prohibit schools from incorporating speech recognition; however, speech recognition allows a student with a disability to succeed in communicating with a PC and allows that student to learn a skill that is valuable in this high tech and fast advancing world.

Career Planning Resources for Teachers

Lyndsey Schaffer
Lambda Chapter

Fort Hays State University

- **Bureau of Labor Statistics** lists hundreds of occupations and gives the nature of work, working conditions, employment, training, other qualifications and advancement, job outlook, related occupations and sources of additional information for each occupation. It also gives a list of the occupations with the largest job growth. www.bls.gov
- **US Department of Labor Dictionary of Occupational Titles** gives a short definition for each job listed. www.oalj.dol.gov
- **O*Net Online** lists hundreds of occupations with the tasks, knowledge, skills, abilities, work activities, work context, interests, work values, related occupations and wages and employment to go along with each occupation. <http://online.onetcenter.org>
- **Iseek** has two options, Exploring Careers and Planning Your Education. Exploring Careers gives the job overview, work activities, working conditions, physical demands, skills and abilities, knowledge, interests, preparation, areas of study, helpful high school courses, hiring practices, licensing and certification, wages, and employment outlook for each occupation listed. The Planning Your Education option gives you the option to find a school, find a program, find a course, or find an area of study. www.iseek.org
- **ICPAC** allows you to not only get the basic information you need about a certain occupation, but it also allows you to choose an occupation and search for job openings anywhere in the United States. When you do so it will list the job title, the company, the location, and when the job opening was posted. <http://icpac.indiana.edu>
- **Monster Career Advice** lists jobs and their descriptions, the skills and education you need, the outlook for that occupation, related careers and related articles. <http://jobprofiles.monster.com>
- **Schools in the USA** allows one to search for careers alphabetically, by workgroup or by national salary averages. It gives a description of the job, typical tasks, interests and skills, average earning, long-term career potential and educational paths. www.schoolsintheusa.com/careerprofiles
- **America's Career InfoNet** gives a list of the top 100 highest paying occupations in 2002. It gives the average hourly wage and the average annual wage. www.acinet.org

- **North Central Texas Workforce Education and Training** website lists traditional as well as emerging and evolving occupations. It gives a brief description and the average starting wage per hour.
www.dfwjobs.com/targetedoccupations.html

Other Resources:

- **America's Job Bank** lists over one million job openings. www.ajb.org
- **Employer Locator** allows you to search for employment by industry, by name, or by occupation.
www.acinet.org
- **StudentJobs.gov** helps students find jobs with the federal government and also has a resume builder.
www.studentjobs.gov

Four Fundamentals of Personal Finance

Robin Bortzfield
Mu Chapter

Emporia State University

George S. Clason (1874-1940), American publisher and author said, "Money is plentiful for those who understand the simple laws which govern its acquisition." In learning those simple laws, it is important to understand the pitfalls that surround them. I have selected four fundamental areas of personal finance that are critical in educating young adults to be responsible guardians of the accumulated wealth they will manage during their lifetimes.

Planning – To fail to plan is to plan to fail. I have heard this adage throughout my life in many different connotations; however, failure to plan your financial future is the worst planning failure. Of the estimated 3.5 million homeless Americans, I wonder how many would implement a better plan if given a second chance—a plan that was not dependent on parents, or employers, or government agencies.

It is never too early to learn to plan. Although it would be doubtful to imply that a 10-year old child should be planning for retirement, it is not impractical to teach that same child to devise a plan that will reward him with the video game that he or she feels is a necessity. Middle and high school age students must be taught concepts of saving, spending and alternative choices as well. By learning at an early age that parents are not the ultimate money machines, children will grow to be financially independent.

College students are inundated with credit card offers and the time to learn the pitfalls is not when the monthly statement arrives on a "maxed-out" card. Through diligent instruction before the deluge begins, students become aware of the language of creditors. They learn strategies in choosing the best rates to fit their lifestyles and the alternatives to buying with credit. With current bankruptcy filings over 1.5 million annually as an instructional motivator, students are also taught the consequences of the abuses of credit and the long-term effects of that abuse.

Although not the most popular unit of personal finance instruction, all students must be equipped with an understanding of risk management before they leave the security of their parents' household. Knowledge of personal health insurance needs should be assessed before young adults enter the work force and begin negotiations for job placement. Likewise, asset protection should be considered and the choices for that protection assessed. Admittedly, the cost may seem extravagant from a student prospective, but the concept of risk management and the choices available must be included with every high school diploma.

Finally, in preparing students to become productive citizens, all instructors should instill their students with the desire to maintain an awareness of the ever-changing social and economic forces that are at work as students face their financial future. Students must be taught to evaluate their situations periodically and adjust as necessary. Equipped with the fundamental knowledge of financial planning, credit choices, risk

management and economic awareness students will be prepared to enter adult society with the healthy financial decision-making skills necessary for responsible citizens.

Where is the Incentive?

Tina Bedel
Chi Chapter

Indiana State University

Even though technology may take a leap, does that mean the quality of learning takes two steps back? The number of occupations in the world seems endless. Unfortunately, not everyone is fortunate enough to choose what he or she wants to become. As educators, and looking at other professions, where does a person's initiative, incentive, or motivation come from? For some, that motivation comes from the sum of money lining his or her pocket at the end of the week. For others, a job is just a bridge to cross in order to get by, or maybe one's profession is the enjoyment of his or her life. As educators, does our incentive include being that 'inspiration,' or motivation for others to be their best inside and outside the classroom? If our incentive comes from inside the classroom where we can turn a life into a meaningful, better, and brighter tomorrow, what happens when the classroom is taken away? What happens when the classrooms do not consist of faces, instead, only names on a computer screen?

Today, society is growing further away from that personalized classroom to the comfort of a desk and the computer sitting on it. Even though most of these computerized-web-based courses consist mainly of college level courses, someday that too could change. In the article *Teaching the Teacher*, Mark Zupan, Dean of Ellar Business College, says he's skeptical whether students can get the same quality of education without the personal touch of a classroom. Yes, these web-based classes have many advantages, but does the good outweigh the bad? Advantages, like flexibility, self-teaching, and convenience might not make up for the quality received in a regular classroom. Also, a few disadvantages such as, the requirement of computer literacy, self motivation, and a self-teaching aptitude, can be complete stoppers when it comes to taking on-line courses.

In addition to those downfalls, Internet classes not only require the attendance, participation, and willingness to learn on the student's behalf, but more importantly, the teacher's. Just like any other education degree, teachers must be taught how to teach. This is where business education teachers have one leg up. Sure, all teachers had to go through school and learn a little in the technological area, but not all were meant to use it as a means of teaching. Just because a teacher is a good lecturer and can keep the attention and interest of his or her students in a classroom doesn't mean that he or she can teach that well over the Internet.

Overall, the race between the quality of classroom teaching and its opponent technology will never end, and sadly, that luster or incentive of teaching might begin to fade. However, when inside the classroom, we can still use our inspiration to turn children's lives into a meaningful, better, and brighter tomorrow. So, until all our classes consist of names on a computer screen, our incentives will live on and we can continue to use that driving incentive that educators obtain. After all, quantity can go a long way, but quality can go a lot farther.

Reference:

Littman, M. University Business. (Unknown). *Teaching the Teacher*. Retrieved January 26, 2004, from <http://www.universitybusiness.com>

Business Education Program Best in Nation**Kyla Burich**
Psi Chapter

University of Wisconsin-Whitewater

The department of Business Education/Computer Network Administration at UW-Whitewater has received the 2003 program of Excellence Award in Business Education. The award is presented every three years for the most outstanding business teacher preparation program in the nation. This is UW-Whitewater's third time receiving this honor.

"This award recognizes the hard work that faculty involved in the program give to preparing future and current business teachers at the undergraduate and graduate levels. The proof of superiority of our program is evidenced by school districts continually calling us wanting our graduates. They know the quality they are getting in business teachers from our program," commented Dr. Richard James, program coordinator for business and marketing education at UW-Whitewater.

The program is a joint effort between the College of Business & Economics and the College of Education. UW-Whitewater also has the distinct honor of housing the oldest business teacher preparation program in the United States, beginning in 1913 when UW-Whitewater was a normal school. Along with the reward, UW-Whitewater was presented with \$1,000 from Glencoe-McGraw/Hill Publishing, sponsor of the award, which will be used to provide scholarships for students majoring in business and marketing education.

Wireless Technology**Tara Upson**
Zeta Eta

Kansas State University

Technology in the classroom is becoming an increasingly important asset. Many schools in many different districts in the United States are adapting to the increased need for technology by purchasing wireless mobile technology labs. These mobile labs are a fairly new invention and provide advantages that could not be achieved by regular computer labs. Wireless technology allows staff, administration, and most importantly students, portability, anytime-anywhere use, time savings, and increased comfort.

The first advantage of wireless technology is portability. Laptops are lightweight, small, and nonintrusive. They can easily be individually carried by a person or a whole lab of laptops can be rolled in a cart. The secure, rechargeable carts usually carry around 20 laptops and can be transported from room to room as needed. There is a limited amount of space available in our schools these days. Classrooms are not equipped to handle the extra room needed for big, bulky desktop computers. Wireless technology eliminates this problem. Laptops can easily fit on top of the student's desks and don't take up anymore room than a normal textbook.

The second advantage of wireless technology is its ability to be used anytime or anywhere. Just as a student can use a textbook anywhere, laptops can be used almost everywhere. As long as there is a wireless base near, these laptops can be used to access the Internet in a classroom, outside, in a science lab, or in a business meeting. Wireless labs can "meet the needs of larger groups, including professional development activities and team-teaching projects, simply by combining laptops and stations from two or three carts" (Ito, 2). Rooms in which the mobile labs are a more permanent edition can be equipped with "additional resources such as network

printers, LCD projectors and SMART Board interactive whiteboards” (Ito, 3). These additional resources provide all the benefits of a regular computer lab, but can be placed in any classroom or boardroom and take up a lot less space.

The third advantage of wireless technology is time savings, not only time savings for the teachers, but also for the students. Unless a classroom is equipped with its own computer lab, teachers must take time to get their students to and from the lab. If the lab is right there in the classroom, it saves the teacher a lot of time. “Students benefit from using the mobile lab computers, because it gives them the opportunity to combine the resources they have in their classroom with the technology resources they need to complete assignments” (Ito, 2). This combining of resources saves the students time and effort in getting their work done. Having the mobile lab in the classroom also allows each student to work on his/her own computer. This hands-on approach is very useful when the teacher is demonstrating an activity on a projector, for example, at the front of the room. The students can participate instead of just watching, which makes learning much more effective.

The final advantage of wireless technology is increased comfort. Bringing the computer lab into the classroom provides teachers and students the opportunity to be in a more comfortable, relaxed atmosphere. The familiar surroundings and the ability to better see around the small laptops helps when whole class activities are taking place. Meetings and teacher training are also more comfortable, “By bringing laptops into a training space that is not used exclusively for technology (such as a computer lab), many people participating in training seem more relaxed and less threatened by the technology they are expected to use. Finally, a training environment that is nonthreatening is ultimately an environment that is more conducive to learning” (Ito, 3).

If a school is interested in developing a wireless technology system there are some things to consider. First, implementation takes time and money. It may be necessary for a school to purchase small amounts of equipment at a time. It is a good idea to have short-term and long-term plans for developing a wireless system. The second issue to consider is that wireless systems require a lot of continuing maintenance and support. A good question to ask is, “How many people will be needed to adequately support, maintain and keep your technology secure?” (Rajala, 2). The final concern to analyze is the amount of training needed to implement a wireless system. Teachers will need training on how to use the equipment as well as how to teach students to use the equipment. For the amount of money that goes into purchasing and maintaining wireless technology, “Everyone who’s involved should understand how to use the technology as well as his or her rights and responsibilities regarding its care and use” (Rajala, 2).

Wireless technology might not be the answer for every school, but for many it would be a terrific additional technology resource. Mobile labs do not necessarily have to replace desktop computers or computer labs; they can be a supplement to existing equipment. “Access to wireless computing can enhance any technology-integrated learning experience, whether the learner is a student in the classroom or a staff member participating in professional development, because it provides the learner with a personalized resource that is both nonthreatening and extremely flexible” (Ito, 4). Wireless mobile technology labs are an easy-to-use resource that is rapidly being introduced into our schools as the newest most efficient form of technology. It will be interesting to see how many schools in the near future plan, develop, and use wireless technology.

Reference:

Ito, Alexandra, “The Reality of Anytime, Anywhere Learning,” *T.H.E. Journal Online*, October 2003, <http://www.thejournal.com/magazine/vault/articleprintversion.cfm?aid=4537> (October 18, 2003).

Rajala, Judith B., “Wireless Technology in Education,” *T.H.E. Journal Online*, October 2003, <http://www.thejournal.com/magazine/vault/articleprintversion.cfm?aid=4533> (October 18, 2003).

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As of December 2003

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