



# HERE AND THERE

## National Newsletter

### PI OMEGA PI



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

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#### National Student Representative

Brookes May

Greetings! I hope that you are all off to a great second semester. I am sure the count down to spring has officially started, because of this crazy winter weather. If you are student teaching this semester, I wish you the best of luck. I know it is exciting to see graduation finally in reach. While you are busy with projects, enjoying the springtime weather, and studying for tests, be sure that you come visit us in New Orleans for the 42nd Biennial Pi Omega Pi National Convention on April 20 - 23, 2011. You will want to register for the National Business Education Association Convention as well and take advantage of two excellent conventions.

The Pi Omega Pi Convention will begin on Thursday night with a social. This is a fun night with good food, fun, and networking, and meeting all fellow Pi Omega Pi members. I am so excited to report that we have an exciting panel of professionals planned for the First General Session on Friday morning. I cannot wait for you to hear all of the wonderful information that they have to share with you.

Friday afternoon the convention is dedicated to presentations given by chapter members. We have received excellent proposals from the chapters, and I am so eager to hear all of them at the convention. The conven-

*(Continued on page 3)*

#### President's Report

Darla Stone

Zeta Eta Chapter - Kansas State University

Classes are in session for the spring semester and everyone is busy. The bitter cold and snow that we have been having in most of our nation leaves us longing for warmer weather. Chapters have completed projects and turned them in. It is always nice to have that done and start on a new year. The new competition year began January 2, 2011, and ends December 31, 2011. Start early on your chapter projects for the 2011 Top 10 Chapter Competition. Look at our national website for guidelines on projects <http://catpages.nwmissouri.edu/m/oisbe/piomegapi/>. Be sure to file your IRS Form 990N for your chapter before April 15 so your chapter doesn't lose its tax exempt status.

Our Pi Omega Pi Biennial Convention is just two months from now, April 20-23, in New Orleans, LA. Connie Ford, President Elect, and Brookes Mayes, National Student Representative, have been working to plan a Social that we will all enjoy and they are organizing the schedule of member presentations. We will have:

- Registration and Social on Thursday
- Presentations by fellow Pi Omega Pi members on Friday
- Election of National Student Representative and other Council Members
- Time for networking with chapters, sponsors, and NBEA members
- Opportunity to attend NBEA sessions
- Books to peruse at the publishers' exhibit

Be sure to register for the Pi Omega Pi Convention and for NBEA so you will be able to enjoy sessions at both conventions. Reserve your rooms at the New Orleans Marriott and mention NBEA for the convention rate.

See you in New Orleans, April 20-23, 2011.

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## National Council 2009-2011

### President

Mrs. Darla Stone  
Kansas State University  
Bluemont Hall 356  
Manhattan, KS 66506  
785-532-5515  
Fax: 785-532-7304  
[djstone@ksu.edu](mailto:djstone@ksu.edu)

### President-elect

Dr. Connie M. Forde  
Mississippi State University  
Box 9730  
Mississippi State, MS 39762  
662-325-7528  
Fax: 662-325-1837  
[cforde@colled.msstate.edu](mailto:cforde@colled.msstate.edu)

### Secretary-Treasurer

Dr. Marcia James  
224 N. Fremont  
Whitewater, WI 53190  
262-473-1005 (home)  
262-312-4373 (cell)

### Co-Editors

Dr. Wayne Moore  
Indiana University of Pennsylvania  
224 Eberly College of Business & IT  
Indiana, PA 15705  
724-357-5647  
Fax: 724-357-3013  
[moore@iup.edu](mailto:moore@iup.edu)

Dr. Barbara Railsback  
Emporia State University  
Campus Box 58, BAE Dept.  
1200 Commercial  
Emporia, KS 66801  
620-341-6358  
Fax: 620 341-6345  
[brailsba@emporia.edu](mailto:brailsba@emporia.edu)

### Student Representative

Brookes Mayes  
152 Charleston Drive  
Starkville, MS 39759  
601-938-2780  
[bm435@saffairs.msstate.edu](mailto:bm435@saffairs.msstate.edu)

## 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.

April articles and news should be sent to:

Dr. Barbara Railsback  
Emporia State University  
1200 Commercial  
Emporia, KS 66801  
[brailsba@emporia.edu](mailto:brailsba@emporia.edu)

## 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.

## Dates to Remember

March 30.....Convention Registration Deadline  
March 15.....Convention Attendance Report  
April 1 .....Here and There Submissions

**Brookes Mayes**

*(Continued from page 1)*

tion ends on Saturday morning with a well-known speaker and friend of business education and election of officers. You will not want to miss this session.

As I shared in the December issue, this is my last year as student representative, and I would like to encourage you to run for this office. If you are interested, please ask your advisor about running. When we meet in New Orleans, you will present your ideas for Pi Omega Pi, and all chapters will vote on the new student representative during the convention. It is a two-year office, and I am so glad that I have been able to serve Pi Omega Pi for the last two years. I have met and been able to work with some well-known people in the business education world. I hope that I have served Pi Omega Pi well and that the next student representative will enjoy their time just as much as I have. I will be glad to help anyone who is interested in running if they will contact me.

I encourage old and new members to become a fan of the National fan page on Facebook. We will have information posted about the upcoming convention in New Orleans that you will be able to follow. Members all across the nation want to know what is going on with your chapter. I urge each chapter president to post on the Pi Omega Pi about something that was discussed at a meeting, or something that you have learned from a guest speaker at your chapter meetings. We all live in a fast paced world, but we also all live in a social world. I know you must check Facebook at some point during the day, so take a little time to share with everyone what is going on in your chapter.

As always please remember to find me on Facebook if you have any questions. I would like to talk with you about ideas for Pi Omega Pi, business education, and the New Orleans convention. I truly hope to see old and new faces in the “Crescent City” come April 2011.

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***Convention Incentive...***

**\$100 for your chapter!**

- Advisor & students register for POP convention and attend the Thursday evening social and the general sessions on Friday and Saturday

**\$250 for your chapter!**

- Advisor & students register for POP convention, attend the Thursday evening social and the general sessions on Friday and Saturday, give a presentation on Friday afternoon, and attend at least one presentation other than their own chapter’s presentation on Friday afternoon.

Funds are presented to each chapter at the general session on Saturday morning.

**Pi Omega Pi Convention Schedule  
April 21-23, 2011**

**Thursday**

5:00 - 7:00 p.m. .... Pi Omega Pi Social

**Friday**

7:00 - 8:30 a.m. .... First General Session  
Roll Call of Chapters  
Professional Panel

3:15 - 6:00 p.m. .... Pi Omega Pi Presentations

**Saturday**

7:00- 8:30 a.m. .... Second General Session  
Ms. Karen Schmohe, Cengage Learning  
Awards Presentation

## Chapter Activities

### Beta Chapter

Northwest Missouri State University

The Beta Chapter is eager to participate in the National convention and host two business contests. The chapter plans on sending four members to the National convention along with the advisor of the Beta Chapter. Not only are the members of the Beta Chapter excited about the convention, but they are eager to judge the business contests. The spring semester will end with two of our members graduating and beginning their teaching careers.

### Kappa Chapter

Indiana University of Pennsylvania

Kappa Chapter members are hard at work fundraising for this semester's trips. The chapter will be selling flowers for Valentine's Day and alcohol safety kits for St. Patrick's Day. The funds raised will go towards the chapter's trip to NBEA. Kappa members will also be volunteering their time at Pennsylvania Future Business Leaders of America's State competition held in Hershey, PA from April 3-6. Members will be proctoring and time keeping for the competitive events, as well as, recruiting Indiana University of Pennsylvania prospective students.

### Mu Chapter

Emporia State University

Mu Chapter at Emporia State is in the process of making plane reservations and travel arrangements for the New Orleans convention. Four members are planning on attending. Three members are currently student teaching and finding it to be a challenge with all of the "out of school" days; lesson plans are definitely hard to create and then refine.

Members are helping with the February 16 Business Teacher Conference to be held at ESU and are also serving as judges for the Kansas District VII FBLA contest held on the ESU campus. It was supposed to be on February 2 but due to a blizzard, it was canceled. Now, we are waiting to see when the "reschedule" date will be.

### Alpha Pi

Mississippi State University

Over the past few months, the Alpha Pi chapter has been working diligently to finish our national projects. Now that they are all finished, we have been writing the reports and getting then ready for submission to the judging chapter. Our spring initiation will be held on February 1 with five new members joining our chapter. Members are selling Boston butts as our fundraiser for the Pi Omega Pi National Convention in New Orleans. At this time we have seven members making plans to attend. We invite all chapters to go to <http://www.cafepress.com/PiOmegaPi#link-productCategory-111> and order a convention t-shirt that was designed and made available by our chapter as our national project.

Three members are completing their teaching internship this semester. We want to wish all of our members along with other Pi Omega Pi members a good luck with the new semester.



### Alpha Chi Chapter

Eastern Illinois University

Alpha Chi has been weathering out this cold season with heavy coats and warm classrooms. We started the year with new officers who are keeping all members on their toes. We just submitted our projects for competition. These projects were Local – Update the Content Area Study Guide, Community – IBEA Conference Hosts, and National – Business Educator Job Preparation Packet. The officers also have decided to complete two projects this semester. The first project will be the local project which we will work with the Junior Achievement program in a local school. And the second project will be the national project which we will create a unit plan for business educators. The Alpha Chi Chapter is looking forward to the warmer weather and recruiting new members.

**Zeta Eta Chapter**  
Kansas State University

Zeta Eta Chapter met in December for a year-end party and officer election. Members have been working to raise funds to attend the combined NBEA and Pi Omega Pi conferences in New Orleans in April. Plans have been made for a presentation for the Pi Omega Pi sessions. Nine members are traveling to New Orleans.

**Beta Kappa Chapter**  
East Carolina University

Beta Kappa Chapter at East Carolina University is looking forward to our spring initiation in February. We have been busy completing project reports for the past year.

Presently we are working hard getting ready to host the

**Gamma Phi Chapter**  
North Carolina A&T State University

The Gamma Phi chapter from North Carolina A&T State University is back in action! The chapter inducted five new members on September 7, 2010. The new members were inducted by Dr. Thelma King & Dr. Betty Chapman, who currently serve as the chapter's advisors. New initiates include: Gwendolyn Smith (President), Nakita Malloy (Vice President), Cherrelle Coleman (Secretary), Terry Applewhite (Treasurer), and Franthia Darby.

Gamma Phi chapter members have moved quickly into volunteering their skills and services and co-hosting programs on campus. On Thursday, September 16, the School of Business and Economics hosted the first of its 2010-2011 Closing Bell Speaker Series and Gamma Phi members were in attendance. The presenters for the event were Ms. Patricia Miller Zollar of Neuberger Berman and Ms. Jackie King of Edward Jones Investments. Their topic was "Opportunities in the Financial Services Industry." They both placed emphasis on the value of the business courses students are taking now and the significance of learning how to invest wisely now as college students. The Gamma Phi chapter also co-sponsored a workshop entitled "Worker Rights and Responsibilities in the Workplace" on September 23. A representative from the Equal Employment Opportunity Commission was the speaker. Several students were in attendance.

**Alpha Beta Chapter**  
Eastern Kentucky University

The Alpha Beta chapter at Eastern Kentucky University is in the process of recruiting new members into the organization. We look forward to continuing to build a strong chapter and adding insights from knowledgeable people. Currently one of our members is participating in his student teaching experience. He is enjoying the teaching experience and gaining valuable information and tips for teaching. Our members are continuing to gain professionally, and we are excited for the semester ahead. . .

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## Member Articles

### Video Clips Add Spice to Lectures



Emily Murphy  
Beta Chapter  
Northwest Missouri  
State University

Every educator has their own style when they lecture. Students are either going to be intrigued or will doze off. Teachers can use varied strategies to get the message across. They can use PowerPoint presentation, outlines, or the normal lecture with student note taking. Students can learn from PowerPoint presentations, outlines and lecture. However, to stop the memorization of all the definitions and important points before the test, teachers should think about incorporating different activities to grab students' attention from the beginning.

PowerPoint presentations and outlines are useful but can be boring and routine for the students. Instead of putting more notes on the board, teachers need to consider other ways students can take in the knowledge. I have observed high school business classes through practicum experiences. Often teachers in these school districts were successfully teaching material, but when the teacher handed homework assignments or quizzes out, the students froze. The students were sending signals to the teacher that the lecture was not enough to understand the concepts and gain the knowledge.

Those signals from the students should encourage the teacher to go beyond the normal lesson plan. The teacher should look into observing other teachers or communicate with other teachers in the district about what is working for them. Haven't we all sat in classes that use PowerPoint presentations and outlines endlessly? Were we not glad when those classes were over? I have recently observed a new technique used by teachers who have inspired me, and now I encourage other teachers to try this new technique.

The technique I am so eager to use in my own classroom is *lecture, video clip, and question format*. The class will begin with the usual PowerPoint presentation and taking of notes, but when the lecture is getting dry, a video clip is viewed. The video will showcase concepts and vocabulary from the lecture. After viewing the video, students will be more interested to listen to the end of the lecture. Questions posed at the end of the lecture allow students to apply the new knowledge and gives the teacher the chance to check for student comprehension.

A simple change such as a video clip in the midst of a traditional lecture can assist students with learning new terms and ideas. Lectures do not have to be dull. Ask other teachers about their lecture style and see if it will work in your classroom. Look at your lecture format and see what could be changed to benefit the students. Students will be engaged, participate willingly, and learn more with this new lecture style.

Jesse Frailey  
Kappa Chapter  
Indiana University of

## Digital Textbooks: The Future?

In the December 2010 issue of the National Business Education Association's *Forum*, the impending (some would say inevitable) rise of digital textbooks is discussed. This cover story took the form of a conversation between a group of distinguished panelists consisting of professors, assistant superintendents, and other important figures in the field of business education. Prompted by a startling statistic from the online retailer Amazon (more digital books were sold than traditional print) and a projection by experts that most U.S. college students would be reading digital textbooks rather than print within the next ten years, the panel embarked on a roundtable discussion on the pros and cons of this emerging trend.

I strongly urge all to read the article. The panelists do a great job of addressing many of the positive and negative aspects of digital textbooks. While many extremely good points were made, it made me think about how I, as a student, would feel about having just digital textbooks for classes. Would the convenience of only carrying one "book" outweigh any potential issues that may appear?

The idea of getting away from carrying a large number of heavy textbooks is intriguing. I know I do not enjoy carrying five or six books around for many hours a day. As an iPad owner, I can see the potential of a central library for a variety of digital textbooks. The ease of access combined with the capability to include every text necessary for a given semester seems amazing.

That being said, I enjoy the feeling of paging through a book. Something about the tactile feedback that turning pages gives is comfortable. I know that all I have to do is open the book and flip to a page. Using a digital book just feels strange to me. Theoretically, it may be easier and simpler to return to a "page" using bookmarks, but I would much rather physically turn them.

Reading is easier with a physical copy of a book as well. I know I am not the only person who gets headaches after staring at a screen for extended periods of time. Eye strain can be a real issue for some people. The harsh light and glare of a computer screen (or iPad-like surface) is a real negative factor to me. As long as the lights in a room are on, I can read a physical book for a very long period of time.

Cost is also a huge issue. Schools today are increasingly finding it hard to balance budgets without making cuts. I admit that digital textbooks may be cheaper in the long run. However, the short run costs seem astronomical. In a typical high school, each student will need to have a digital reader of some sort. Will the school districts pay for these? In addition, a digital copy of each book will also need to be bought. How will the schools deal with damaged readers? I have a brother who is currently attending junior high. I see how his books get thrown around and damaged constantly. It seems as if it would be almost impossible to make sure each digital reader is kept safe and undamaged. Again, who will pay for that? Will it come down to the parents?

These are only a few of the many obstacles to adoption of digital textbooks in the future. I do know that it is inevitable that schools move towards this style of learning, but I will miss the feel of a hefty book. Call me old fashioned, but nothing could take the place of that. However, it is important to look towards the future and to be mindful of upcoming trends. E-readers are already present in society. Dr. Patricia G. Moody puts it best in the *Forum* article: "Embrace it- because it's already here."

### Works Cited

Lozar Glenn, J.M. (2010). The advance of digital textbooks. *Business Education Forum*, 65(2), 7-12

## **This Isn't Your Parents' Vocational Education** -----

**Melissa Ellis  
Psi Chapter  
University of Wisconsin  
Whitewater**

### Article Theme

This article discusses the William S. Hart Union High School District's vocational education program and how it works today compared to what it used to be.

### Summary

In this school district there are 15 students who have enrolled in a class that is correlated with the Regional Occupation Program. The students were given a crash course at the beginning of the semester in running an online business: marketing, public relations, finance, graphic design, sales or management. Now they are all assigned their own tasks in either creating a catalog, designing pages, or engineering an Excel spreadsheet. These tasks are for a business, as if they were actually working for them.

The article then moves into what vocational education used to be. It talks about Grease and things such as building cars and dying hair not exactly considered vocational education anymore. The post graduation requirements are now different and the basic model behind vocational education has changed, so they now prefer to call it career technical education. With the model and name change this district is hoping to change the students' and parents' outlook.

The article describes that the teachers of these career technical classes are people that are actually working in the field that they are teaching, and this brings the industry into the classroom. This article touches on the fact that job skills, such as working habits, will never change; so we still need to be teaching our students these basics as well. Lastly, this district hopes that these types of programs will help students narrow down or choose which occupations they want to pursue after high school.

### My Reaction

Overall, this article discussed many aspects that are very true about career and technical education. Vocational education as a program has completely changed since the 50's and even the 90's. It is amazing what we can have students doing in high school to help prepare them for their futures. I think that there is much more room for expansion in the program of vocational education, and I believe districts such as the William S. Hart Union High School District are on the right track.

It is phenomenal that these high school students are learning by doing and their work is being appreciated by a company and not just a teacher grading it to see if they understand the material. I also agree the model behind vocational education has changed. At the beginning it seemed to be a program that in a way just taught traits for students to use later on in life, but now they are learning skills not just for a certain job, but also for skills that they can use in any job and that are beneficial for a lifetime.

Lastly, I think that the basic skills of a good work ethic are also very important, and skills like that will never change and will always be necessary. Innovation is a major impact affect career and technical education today and all high schools can do is keep as updated as possible so they can teach the most relevant materials. Therefore, this article was very true and very relevant to the trends of vocational education.

### Works cited

Everett, Natalie, "This Isn't Your Parents' Vocational Education," November 21, 2010, Retrieved from <http://www.the-signal.com/section/36/article/36925/>.



## Student Involvement

Chelsea Rushing  
Alpha Pi Chapter #40  
Mississippi State University

Since I have begun student teaching, I have realized how important it is to get to know your students. Scott Roper says to “address **students** by name whenever you can and occasionally take some time **to** practice their names in class.” I learned my student’s names the first day of class because I played this fun game with them that helped me get to know them. I got the idea to play the game from <http://www.icebreakers.ws/get-to-know-you>, and the students loved it. One of my students even told me that he had noticed that I remembered their names and that it meant a lot to him that I remembered his name. This is the moment I realized that students like attention and want you to get to know them.

One way a teacher can get to know his or her students is by playing games like I did. The website provided above has tons of neat little games that any teacher can use on the first day of class. The students will notice that you have taken the time to get to know them and they will appreciate it. Also, if you get to know your students at the beginning of the year, it will help you throughout the year. You can give the students an information sheet for them to fill out with a section that has different aspects about them. This is where students can write anything they want you to know about them. It can be anything from health issues to other important facts about them. There can also be a section on the information sheet that has the parents’ names and phone numbers, so if there are any problems in the class, you can contact the parents easily. Games and information sheets are simple and very effective ways to get to know your students.

Another way to become involved with students is by attending their sports events. Dominic Bartalino says, “You might be aware that some students put in tons of hours after school, either practicing athletics or rehearsing for a play. Nothing will mean more to a student than if you show up to one of their games or to the performance. They expend so much effort into these hobbies that it shows them you care, even if they can’t always get the right answer in your class.” I went to a girls’ and boys’ basketball game the second week I was student teaching and saw so many of my students while I was there. When I greeted them and called them by name, each one beamed. Although I went to the games, I was not able to talk to my students who were playing in the games. The next day I saw everyone in class, the ones that were playing said to me that they saw me at the games. I had no clue that they could point out people that were in the stands watching. After that, I realized that when teachers attend their students’ sports events, it means a lot to the students. It was proven to me that I was right about that the next week of school. One of my students had told me that he had a soccer game and that it was the game that was going to let the team go to playoffs or not. I went to the game and did not have the chance to speak to the boy who wanted me to come. The next day in class, the boy told me he saw me sitting in the stands. Students realize when you are willing to get to know them, and they will give you the opportunity to do so.

Students want you to get to know them and there is a plethora of easy ways to do so. Remembering a student’s name means a lot to the student. Furthermore, attending sports events that your students are playing shows them that you care. Take the time to get to know your students and you will come to see how much it means to each one of them.

### Works Cited

Roper, S. F. (2005). Who are your students?. *Teaching Music*, 13(2), 46-49. Retrieved from EBSCOhost.



## Getting That Business Education Position

Alpha Chi Chapter  
Eastern Illinois University

The Pi Omega Pi Alpha Chi Chapter at Eastern Illinois University recently completed its national, regional, and local projects for the year 2010. The national project consists of a job interview packet aimed at business education majors. Materials in the packet include interview tips, cover letter and resume tips, and procedures to follow before, during, and after an interview.

One major theme throughout the packet is fitting yourself to the employer's needs. This theme is especially prevalent when it comes to writing your cover letter, putting together your resume, and following up after an interview. When writing a cover letter, make sure that the format is easy on the eyes. It should be personalized whenever possible, and cliché phrases such as "excellent oral and written communication skills" should be avoided. Find out the contact name of the recipient to avoid addressing the letter to "Dear Sir or Madam." Using the standard business letter format for your cover letter will help you avoid confusing the reader, therefore making your cover letter easy to follow and allowing the employer to focus on your talent and skills instead of your poor formatting skills.

When it comes to your resume, you should focus on providing real life examples of your accomplishments. Instead of saying that you are hard working and time oriented, give positive examples of a situation in which you displayed these attributes. This allows the employer to differentiate you from all other applicants by your accomplishments. In your resume, you should also focus on explaining how your skills will benefit the employer. Explain how your positive qualities, like your determination, will help the employer. Take into account the employer's needs and desires, and try to make yourself look like a perfect fit for the position you are applying for. Although it seems like a lot of work, a separate resume should be created for each employer so that each resume can be completely personalized to their needs, wants, and unique situations.

After your resume and cover letter have been sent off and the interview has occurred, you still have the responsibility of following up with the employer. A thank you letter should be sent to the employer to remind the employer of who you are and to get them to take a second look at your resume. Thank you letters allow you to reconfirm your interest in the position and the school, stress relevant points that will strengthen your candidacy for the position, correct negative impressions, clear up any confusing issues that surfaced during the interview, and serve as another opportunity to demonstrate your good communication skills. The letter should be mailed within 24 hours of the interview, and should follow a formal format. Finally, avoid using the term "interview" in your letter; the word "meeting" has a more professional overtone.

Several small factors seem to make the difference in today's competitive business environment. Future educators must be as prepared as possible when applying for a position, as they are likely to be competing against more experienced and more educated educators in the country. With the tips above, however, you are likely to set yourself apart from many other candidates.

### Get an Idea From SHARE An IDEA!

The Mountain-Plains Business Education Association has an annual "share-an-idea" contest for its members. M-PBEA members submit teaching units or other "ideas" they have utilized in the classroom. The 2009 and 2010 ideas are currently available at this website: [www.mpbea.org/share.htm](http://www.mpbea.org/share.htm). Some great ideas/usable teaching units can be found each year!

## Teaching Values and the Importance of Service

Austina White  
Beta Kappa Chapter  
East Carolina University

With the influx of white collar crimes such as the Enron fiasco, questionable business practices such as those of Martha Stewart, or a seemingly lack of values by companies such as the recent BP incident, one would think that the significance of business ethics is decreasing in the country. But there are also companies such as Pepsi that are innovating the way service initiatives are funded through their Refresh Campaign and Tom's Shoes which donates a pair of footwear each time a customer buys a pair of their shoes. It is important as future business teachers that we stress the importance of not only making money, but also remaining ethical and giving back to the community through the concept of service learning.

One way of including such values within lessons is through the use of service learning projects. Service learning projects can be defined as "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities ("Frequently")." Although one may think of outdoor projects for service learning such as completing a school beautification project or starting a recycling program, there are also various service learning type projects which can be completed through the use of computers. For example:

- Students can research a cause that they feel strongly about such as world hunger or the aids epidemic and create a PowerPoint advertising a non-profit agency which works towards finding solutions for these issues.
- Students in an entrepreneurial class or introduction to business class could create a project around creating a profitable fundraiser to raise money for a cause such as Relay for Life or March of Dimes.
- Those studying word processing or digital communications could practice formatting letters by writing a letter to elementary students about the importance of staying in school; or they could write to local legislatures to encourage them to take action on an issue.
- A great marketing project could involve having students create advertising campaigns for annual community awareness events such as hunger walks.
- A lesson on desktop publishing could be integrated with studying childhood obesity and students could work together to create a healthy cookbook to send out electronically to parents for no charge.
- Students could also create a website with information they have researched about a current epidemic and link to other sites with additional informational or ways to donate.

The possibilities are endless for service learning projects! Not only does it allow the students to get more involved in the community, it has also been proven by a 2002 study to increase both school attendance and class grades ("Frequently"). Teachers may also want to pair these technology based efforts with actual service events such as having students host a fundraiser night where they can bring to life their ideas to raise money for their favorite cause or possibly have students share their PowerPoint presentations about non-profits with local businesses who may be able to donate money.

Along with service projects, it is also important that one stresses the need to remain committed to the health of the environment, aware and appreciative of cultural diversity, the need to use efficient energy, and to respect all of those involved in the business world including both the consumer and the laborer. Most companies list their values and missions on their website. This is a great resource to spark ideas and classroom discussions. It is important to reinforce these values as the high school students today are the business leaders of tomorrow.

Works cited

"Frequently Asked Questions (FAQs) | National Service-Learning Clearinghouse." *National Service-Learning Clearinghouse | America's Most Comprehensive Service-Learning Resource*. National Service-Learning Clearinghouse. Web. 30 Jan. 2011. <<http://>

## Minority Teachers are Needed

Zeta Eta Chapter  
Kansas State University

There is a high demand for minority teachers in Career and Technical Education, but the problem is that they don't want to participate because of the pay or they find another job they like more. Another problem is that there is a high demand for minorities in other jobs that pay better than teachers' pay. The U.S. Department of Education has tried funding programs to recruit and retain more minorities. About 30% of students taking CTE area classes in high school were minorities. This worries those recruiting and wanting minority teachers to join CTE because that means more Caucasians will join the field than minorities.

The U.S. Secretary of Education gave \$2.8 million in grant funds to 16 colleges and universities in an attempt to increase higher-level instruction in math and science. There is a lack of skills in these areas in high schools, but especially schools with minorities. Having college students learn these important areas of education is important because they can relay this knowledge to these students. The students that learn these skills can become teachers in CTE and that would help expand the diversity of teachers.

Recruiting is the biggest thing being done, but that alone will not get it done. College graduates that don't graduate with a teaching degree can become certified teachers. Teach for America is a program that recruits college graduates of all backgrounds to teach for two years in rural and urban area schools. AmeriCorps donates money to these teachers for training and support. There is a special need for math, science, and engineering teachers. The Workforce Education and Development Department at Southern Illinois University in Carbondale offers a one-year provisional license in order to teach and complete the required courses at the same time. Surprisingly, 50% of those that choose to do this are minorities. Mentoring and service-learning programs are also both great ways to reach out to minorities in high school. Having a minority mentor go to a high school to recruit minorities to think about becoming a CTE teacher is a more efficient way of getting students to become teachers.

Minority teachers are in high demand and there are plenty of opportunities to become a CTE teacher. It is just a matter of informing the minorities and wanting to reach out and help those in need of a higher and better education.

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## Chapter Sponsor Email

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Please notify the National Editor of corrections and additions.

Beta Chapter .....	Dr. Nancy Zeliff .....	nzeliff@nwmissouri.edu
Gamma Chapter .....	Dr. Dianna Briggs .....	dianna.briggs@uni.edu
Kappa Chapter .....	Mr. Alesandro Manifest .....	a.a.m.manifest@iup.edu
Theta Chapter .....	Dr. Glen Bailey .....	gabaile@ilstu.edu
Lambda Chapter .....	Mr. Scott Jones .....	sjones@fhsu.edu
Mu Chapter .....	Dr. Barbara Railsback .....	brailsba@emporia.edu
Xi Chapter .....	Dr. Betty Brown .....	bbrown@bsu.edu
Sigma Chapter .....	Dr. Georgia Hicks .....	gjhicks@se.edu
Chi Chapter .....	Dr. William Wilhelm .....	wwilhelm@indstate.edu
Pi Chapter .....	Dr. Tim Schilling .....	tim.schilling@vcsu.edu
Psi Chapter .....	Dr. Lajuan Davis .....	davisv@uww.edu
Alpha Beta Chapter .....	Dr. Faridah Awang .....	faridah.awang@eku.edu
Alpha Delta Chapter .....	Dr. John Olivo .....	jolivo@bloomu.edu
Alpha Iota Chapter .....	Dr. Robert Gryder .....	gryder@asu.edu
Alpha Pi Chapter .....	Dr. Connie Forde .....	cforde@colled.msstate.edu
Alpha Rho Chapter .....	Dr. Patricia Arneson .....	paarnes1@wsc.edu
Alpha Psi Chapter .....	Dr. DJ Kern-Blystone .....	djkern@bgsu.edu
Alpha Sigma Chapter .....	Dr. Diane Fisher .....	diane.fisher@usm.edu
Alpha Chi Chapter .....	Dr. Julie Chadd .....	cfjac3@eiu.edu
Beta Zeta Chapter .....	Dr. Clora Mae Baker .....	cmbaker@siu.edu
Beta Kappa Chapter .....	Dr. Ivan Wallace .....	wallacei@mail.ecu.edu
Beta Lambda Chapter .....	Tara Horst .....	TLHorst@ship.edu
Beta Phi Chapter .....	Ms. Bernice Craft .....	Bernice.Craft@emich.edu
Gamma Epsilon Chapter .....	Dr. Sandra Braathen .....	Sandra_braathen@und.nodak.edu
Gamma Upsilon Chapter .....	Dr. Ginny Richerson .....	ginny.richerson@coe.murraystate.edu
Gamma Phi Chapter .....	Dr. Thelma King .....	kingt@ncat.edu
Delta Omega Chapter .....	Dr. Julianne Eklund .....	Julianne.Eklund@minotstateu.edu
Epsilon Epsilon Chapter .....	Dr. Michael G. Curran, Jr. ....	curran@rider.edu
Zeta Alpha Chapter .....	Dr. Dawn Holley-Dennis .....	dawn.holleydennis@famuc.edu
Zeta Epsilon Chapter .....	Dr. Nancy Hicks .....	nancy.hicks@cmich.edu
Zeta Eta Chapter .....	Ms. Darla Stone .....	djstone@ksu.edu