



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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President's Report

Connie M. Forde

Alpha Pi Chapter – Mississippi State University

Here it is December already and another semester almost completed. I know you have had a rewarding and outstanding learning experience whether in classes or completing a teaching internship. As a national society, we can all be very proud of the excellent business teachers who are graduated in higher education institutions across our nation.

The guidelines for the 2012 National Chapter Award Competition can be found on the Pi Omega Pi Web site on the National Competition page. Please remember to submit your Project Reports to the judging chapter, Alpha Pi Chapter, Mississippi State University, postmarked by Friday, February 1, 2013. Your project reports should cover the competition year of January 1, 2012, to December 31, 2012. Your Chapter's annual activity report is mailed to Ms. Darla Stone, Secretary-Treasurer, postmarked by February 1, 2013.

Plans are well underway for the 43rd Biennial Pi Omega Pi Convention to be held in Atlanta, Georgia, on April 18–20, 2013. I hope your chapter is making plans to attend with a large delegation. The convention will begin with the Pi Omega Pi social on Thursday from 5–7 p.m. General sessions will be held on Friday and Saturday mornings

beginning at 7. We look forward to the student presentations scheduled for Friday afternoon from 3:45 to 5:45. The annual NBEA convention program and registration information is on the Web at nbea.org. The convention hotel is the Atlanta Marriott Marquis, located in the Peachtree Center.

We encourage your chapter to consider running one of your members as national student representative at the biennial convention. The candidate will present a short campaign speech at the Friday morning general session and answer questions at the Saturday morning general session. The elected student representative serves as a voting member of the National Council and works closely with the president-elect in planning the biennial convention. This campaign is an excellent opportunity to serve your profession and to gain invaluable leadership experience. I also encourage advisers to please contact me if you would like to serve on the National Council. Elected offices for the next biennial include president-elect and editor.

Proposals for the presentations at the Friday afternoon session are being accepted now by Dr. Ivan Wallace, president-elect. To allow more flexibility for chapters in submitting proposals, two rounds of proposals are being used. December 7 and **February 15** are the deadlines. If you missed the December 7 deadline, be sure to submit your proposals to Dr. Wallace by **February 15**. Go to piomega.org and click Biennial Convention for more details.

As you know, Pi Omega Pi once again is offering the incentive program to chapters for participation in the convention. The levels of participation are shown below:

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

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

Please remember to file your **Form 990-N** e- Postcard. We are required to file this each year to maintain tax-exempt status.

I wish all of you a very happy holiday season, and I look forward to meeting all of you in Atlanta on April 18–20.

Convention Incentives

\$100 - Registration of advisor and students; attendance of Thursday evening social and of general sessions on Friday and Saturday

\$250 - Registration; attendance at social and general sessions; give presentation on Friday; attend at least one other chapter's presentation on Friday

Funds presented at Saturday morning general session

National Council 2010–2012

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National Student Representative

Jared Schlep

Zeta Eta Chapter; Kansas State University

The end of the semester is in sight and everyone is ready for a break. As a first year teacher, I have had a great experience and a really busy semester.

Many of you will be in the schools next semester as student interns. This is an exciting time and a chance to be with students in the classroom. You are all probably working to finish your national, community, local, and publication projects. Be sure to turn in the reports that are due in January along with the yearly activity report.

We will be in Atlanta, GA, for the NBEA/Pi Omega Pi Convention, April 17–20, 2013. The convention is a opportune time for us to all be together to get to know each other and form networks across the country. Attending these conferences has been a time of fun and learning for all who have participated. My term as National Student Representative comes to a close in Atlanta, and we will be electing a new Pi Omega Pi National Student Representative. As the National Student Representative, you give the student perspective to decisions being made; you assist with planning the Pi Omega Pi biennial conference; and you meet and get to know the outstanding student members that comprise Pi Omega Pi, many times forming life-long friendships. This position is a two-year term. I have enjoyed serving as the National Student Representative, and I encourage you to run for this office. If you have questions, please feel free to contact me at jschelpoe@olatheschools.org

Please plan to submit a proposal to give a presentation on Friday at the conference in Atlanta. The deadline is February 15, 2013. Check our new Pi Omega Pi Web site <http://piomegapi.org/> to learn the guidelines for monetary incentives to attend and present at the conference.

Find National Pi Omega Pi on Facebook and *like* the page. Share what is going on in your chapter and what your plans are for attending the National conference in Atlanta, GA, in April 2013. See you there!!

Chapter Activities

Beta Chapter Northwest Missouri State University

Beta Chapter at Northwest Missouri State University held its initiation ceremony on October 23. The chapter has three new members this semester. Our new members are Elizabeth Sheffer, Alycia Landon, and Courtney Ray. At this meeting, we also discussed our upcoming chapter activities for the rest of the semester. We also discussed attending the National Convention in April.

Psi Chapter University of Wisconsin-Whitewater

The University of Wisconsin-Whitewater (UW-W), Psi Chapter 23 has taken part in many activities since our last report. Our chapter sent two members (Melissa Ellis and Bailey Hearley) to Dodgeland High School in Juneau, Wisconsin, to teach lessons in a Life Management class on College Life. Working with and speaking to the students in Ms. Kay Lees' classes was a valuable experience to have with high school students to get a sense for how students think and learn at that age level before we as future business teachers embark on our student teaching experiences.

Additionally, POP members have finalized our plans for the national project competition and are starting to work on the different aspects of the project now. Also, some of the chapter members are going to go to the JA Finance Park in Milwaukee, Wisconsin, to help chaperon a field trip for a high school Personal Finance class. While at the Park, students and chaperons will be participating in a Reality Day, which is basically a simulation of real-world scenarios in which high school students can participate so that they can begin to realize the importance of saving money, planning a budget, and dealing with the cost of living on a daily basis.

**Beta Kappa Chapter
East Carolina University**

Beta Kappans at East Carolina University are excited about the 2012–2013 academic year. In October Beta Kappans met for elections and chapter bonding. Elections were held, and Scott Rosen was welcomed as the 2012–2013 Beta Kappa President. Scott is from Cary, North Carolina. He has outstanding leadership qualities, and the chapter was thrilled to see him take office. The chapter is working to incorporate new emerging technologies into our chapter activities to ensure that all members, including those in distance education can be involved. Some of the activities the chapter is planning are a winter holiday social and induction ceremony for early December.

**Alpha Pi Chapter
Mississippi State University**

Alpha Pi Chapter at Mississippi State University has had a busy semester. Chapter members just wrapped up a fundraiser selling Boston butts to raise money for the trip to Pi Omega Pi convention in Atlanta this Spring. Two students plan to attend the convention. Planning is under way for future service projects and fundraisers as well. Alpha Pi members look forward to serving as judging chapter for this year’s national projects. This is our first opportunity to have this honor, and we are eager to begin reading these reports.

**Delta Omega
Minot State University**

The Delta Omega Chapter of Pi Omega Pi, the National Honor Society for Teachers of Business Education, held their annual initiation on Tuesday, November 27, 2012 at the Slaaten Learning Center on the campus of Minot State University. Six members were initiated: Courtney Albertson, Mallory Brodal, Isaac Friesen, Nikki Holmen, Alyssa Landry, and Liva Rovig. Ben Berg is the chapter president and McKenna Larson is the secretary. Mrs. Jan Reponow serves as the chapter advisor.

The Delta Omega chapter will be hosting Tech Day—an annual competitive event for area high school students on December 5, 2012. Eleven area high schools will be coming to the Minot State campus to participate. Competitive events include: Accounting I, Business Law, Desktop Publishing, Document Production, Introduction to Business, Spreadsheet, and Web Page Design. Chapter president, Ben Berg, will present a session on Facebook tips.

**Zeta Eta
Kansas State University**

Zeta Eta chapter has had a busy fall making plans for attending the National Pi Omega Pi conference in Atlanta, GA, in the spring. Members have sold polo shirts and dress shirts to raise funds for expenses. Plans have also been made to write a grant for additional money. Members will have a year-end party and work on the proposal for the chapter presentation for the convention sessions.

The end of the semester is a busy time for members as they finish projects and prepare for final exams. Members are also working on project reports for the National competition.

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Pi Omega Pi Scholarship Information

Requirements:

- U.S. Citizen or eligible non-citizen under state residency statutes
- Pi Omega Pi membership
- Student-teaching experience within one year of scholarship award
- Full-time student in a graduate or undergraduate degree-granting program for 2 years
- *Full requirements, instructions, and applications can be obtained from Dr. Ivan Wallace; wallacei@ecu.edu

Amount:

\$1,000 to one individual or \$500 to two individuals

Members' Articles

“An Effective Note-Taking Method”

Northwest Missouri State University

Emily Hoffman
Beta Chapter

Cornell note-taking is an effective note-taking method that can be used in a variety of subject areas, including any business or marketing classroom. The Cornell note-taking method was designed by Walter Pauk, emeritus, at Cornell University. Cornell note-taking is an organized method for students to take notes in order to capture key points while listening to a lecture or reading in order to better retain the information and improve grades. The key to Cornell note-taking method is how the student sets up the paper.

To effectively use the Cornell method, students will include the course name, date, and section in top right corner of the paper. Next, students should create an appropriate title for the topic of the notes to be taken that day. The title or heading should be centered at the top of the paper. Next, a vertical line should be drawn down the paper starting underneath the title and about two-three inches from the left-hand side of the paper; this line is drawn down to the bottom of the paper.

Now that the paper is divided into two sides, a left and a right side divided by a vertical line, the two sides have different purposes. The right side is to be used for notes based on main ideas, details from a lecture or reading, vocabulary words that are unknown along with their definitions, and drawings of main concepts. The left-hand side of the line is to be used after the note-taking is completed. The student should develop questions to go along with the notes written on the right-hand side and place the questions along the left. The questions should be helpful when studying and should be questions that will help students learn the material.

At the very bottom of the paper, there should be a rectangular box with enough room for about three or four lines of words to include a summary of the notes. The summary is just an extra place for students to use to sum up their notes and interact with what they have learned. It is a good idea for students to write the summary within a day of completing the notes.

After the notes are completed, students can use them for studying by folding the paper on the vertical line, and quizzing themselves by asking the questions and answering them. If students are unable to answer certain questions, they should mark those questions to remind them to go back and study those questions further. An example of the Cornell note-taking method is provided.

Saving + Investing Notes

Emily Hoffman
Personal Finance
Period 3
Nov. 1, 2012

What is the time
value of money?

• Idea that money available at present time is worth more than the same amount in the future due to its potential earning capacity.

What is interest?

• Price paid for the use of borrowed money, or money earned by deposited funds.

What are reasons
for saving?

Reasons for saving:

- emergencies
- opportunities and chances
- setting and achieving goals
- financial cushion

What are reasons
for investing?

Reasons for investing:

- To make more money
- Financial Flexibility
- Tax advantages
- Money diversity
- To help spur a company or economy's growth

Summary :

It is important to save and invest our money because there are advantages and disadvantages to both.

Reference

<http://www.montgomerycollege.edu/Departments/enreadtp/Cornell.html>

“Faculty Conversation: Carol Tomlinson on Differentiation”

University of Wisconsin-Whitewater

Melissa Ellis
Psi Chapter

Article Summary

Every teacher knows that all the students in a classroom are vastly different. None of the students have the same background, learning style, readiness to learn, socioeconomic status, etc. Teaching such a diverse group of students brings up the idea of differentiation. The concept behind differentiation is that teaching and learning occurs in the classroom by everyone. According to Carol Tomlinson, differentiation is important for teachers to understand to have the best outcome in a classroom for the students. As a teacher, one needs to think about the students and the material when differentiating instruction in the classroom, otherwise differentiation will not be successful.

Tomlinson referenced a model that she has been creating. This model uses many different ideas from different topics to help make the model sustainable. The ideas are from topics that teachers are taught when learning about different types of students. The topics include special education, gifted education, reading, and science of the brain. If teachers can take all these ideas and put them into one model and use it accurately, then differentiation will be very effective.

Even though differentiation has its perks, some issues accompany this concept. One major issue is that many facets need to be considered when differentiating instruction, and most teachers think that if they consider *one* of the criteria, they will be successful. This misconception is common among educators. Another issue is having an entire school devoted to differentiating instruction. If it is not supported by all the teachers, and does not have a good leader within the principal, the implementation will not be effective.

Tomlinson does give key concepts on having differentiation become successful. First, a school needs to have a principal who is devoted to the implementation of differentiation and who helps teachers with the process. Another important factor is having teachers understand and integrate a new way of teaching if their current teaching style is not appropriate for getting all the students involved in learning. One tip that Tomlinson gave about getting all the students involved in their learning is to have them take control of their own learning and helping develop a classroom in which students are responsible for themselves—*empowered* so to speak.

Reflection

After reading this article I have come to the realization that differentiation is much more in-depth than I thought. I never realized that so many different criteria exist to consider when differentiating instruction. I feel as if I would have become one of those teachers that just considered students' learning styles when trying to differentiate instruction, or just thought about what point the students are at in the process of reaching a goal. This article was not extremely detailed on everything a teacher needs to consider to differentiate instruction, but it opened my eyes to the fact that I really need to understand all my students in my classroom along with the material that I am going to teach them.

Now thinking of the topic from a different perspective will change the way I teach. I know at first I most likely will not do a lot of differentiation because I will just be trying to get used to teaching and making sure I cover all the material required in the curriculum. But when I become comfortable with the topics and concepts that I am teaching, I think I will put a lot of effort into differentiating instruction. I know that utilizing this method of

instruction will take a lot of work and effort on my part, but I must strive to ensure that all the students that I teach become successful in the classroom.

One issue that I find intimidating about this concept is that of *understanding* the students. As the article said, “Differentiation asks for that expert level of discrimination when observing and responding to students in a learning context” (Bell, 2011, n. p.). At first I am not sure I will have this expertise, but in time I will develop it. With this being said, I think the idea of differentiation is effective, but very hard to implement especially because new teachers are always coming to schools. Not all new teachers will be able to have this type of instinct when they first come into a classroom. Along with the idea of being a new teacher, when a new principal is in the school, how is he/she going to know how to help guide and implement this type of approach? I would have to do more research on the topic to see if more detailed guidelines exist to follow to help differentiate instruction before I would argue that this whole concept is too hard to implement.

Towards the end of the article Tomlinson (2011) gives some tips on how to make differentiation successful. The statement that stuck out to me was when she said, “The differentiation philosophy indicates that students become stronger learners when they can accept more responsibility for their own learning and when they become more proficient in understanding their goals, their status relative to those goals, and how to adjust their approach to learning in order to achieve the goals” (n. p.). This statement made me realize that not all of the learning process should be put on the teacher; the students need to put in effort as well. I think as a teacher one does need to have students contribute to the classroom environment and that they are the ones that ultimately have the power for their own learning. When students think that learning/teaching is all the teachers’ responsibility, they do not think that they have to make any effort. Going back to the Tomlinson quote, our job as teachers is to help them understand where they are and where they are going; we will guide them through the process, but the rest is ultimately up to the students as to whether they achieve their goals.

Overall, I would say that I agree with importance of differentiation, but I am not positive that the implementation process is attainable. I think differentiation is the only way to make sure that all students are learning and succeeding at their highest potential. My only problem is that as a teacher one needs to fully understand the students and have an instinct about judgment. But as a new teacher an individual most likely will not have these intuitions; therefore, having an entire school implement this type of teaching style would be difficult.

Reference

Bell, L. (2011, February 15). *Faculty conversation: Carol Tomlinson on differentiation*. Retrieved from <http://curry.virginia.edu/articles/carole-tomlinson-on-differentiation>

“Tablets in the Classroom--A Creative New Technology”
East Carolina University

Scott Rosen
Beta Kappa Chapter

A new trend has emerged to bring technology and creativity to the classroom—the tablet. During my Senior 1 internship I noticed that my high school had bought iPads for teacher and student use with several of them available within the Business Department. Every classroom within the department is equipped with a desktop computer for students to complete assignments, but until recently I had not seen students working on tablet PC’s. While the tablet has not been in existence for very long, it is already making an impact in our classrooms.

Student Personalization

For decades school districts have been contemplating ways to increase student performance while providing students with the most up to date technology. By incorporating new technology, such as the tablet into classrooms, schools are generating excitement for learning and using devices that students will use outside of the classroom as well. The use of tablets allows for creative freedom for students who can use a variety of applications to complete and customize class assignments such as PaperPort Notes which allows students to customize their class notes. Tablets allow students to personalize their learning experience by “downloading apps to suit their learning styles and wallpaper to express their personal styles” (Bayliss, 2012). In some districts flexibility and trust are utilized by allowing students to take the technology home with them. These factors allow students “ownership of the iPads in a psychological sense” which allows them to “own the learning as well” (Bayliss, 2012).

Trends

Some very positive trends have been associated with the use of the tablet in the classroom, even with students in kindergarten. In Indianapolis, Indiana, a \$200,000 Department of Education grant was used to incorporate iPads into kindergarten, special education, English as Next Language (ENL) and high school classrooms. In ENL classrooms students who used the tablets during class were showing signs of learning English faster than in previous years and were far less withdrawn (Bayliss, 2012). A Project Tomorrow report indicates that 27 percent of middle school students and 35 percent of high school students use digital textbooks while 58 percent of college students prefer the digital format (Hill, 2012). With tablets and smartphones becoming so widely available, students will be able to bring devices that they already own to school for classroom use. School systems could then use grants or voucher systems to provide the technology to students who do not own a tablet.

Budget

Spending is tightly controlled in school systems across the United States, but digital technology has the advantage of reducing school budgets. Once the original cost of buying the tablets and installing Wi-Fi networks within schools is incurred, the technology is inexpensive for schools. The Center for Digital Education estimates that \$19.7 billion was spent on technology for classrooms in the 2010-2011 school year (Hill, 2012). In McAllen, Texas, school officials plan to replace school PC's with iPads and “plan to spend \$20 million to distribute 25,000 iPads over the next few years . . . the total spending amount covers the cost of the iPads, the Wi-Fi network, and training needed to support their use” (Hill, 2012). The Texas district is not alone; San Diego and Chicago public schools have distributed over 20,000 iPads to students. “An obvious boom in the digital shift is thousands of dollars of savings in paper costs, not to mention a possible future without scanners—taking a picture of a document and uploading it to Google Docs eliminates the need for a scanner at all” (Bayliss, 2012).

Conclusion

Despite the price tag associated with implementing tablets into classrooms, school districts across the United States appear to be willing to try out the new technology. The costs associated with maintaining the tablet technology are much lower than using paper and standard textbooks. Students are now able to purchase digital textbooks for a much lower cost and can personalize their work in a completely new way. The wide availability of tablets and possibility of vouchers or reduced cost programs for students who are unable to afford a tablet make the switch to tablet technology a viable investment for the near future.

References

Bayliss, S. (2012, October 23). *Libraries, ebooks, and beyond: Tablets in the classroom*. Retrieved from <http://www.thedigitalshift.com/2012/10/ebooks/tips-on-using-tablets-in-the-classroom/>

Hill, S. (2012, November 24). *How tablets are invading the classroom*. Retrieved from <http://www.digitaltrends.com/mobile/tablets-invading-the-classroom/>

“Technology Teaching Assistants”—————
Alpha Pi Chapter; Mississippi State University



Lindsey Eidson
Brian Gaddie

The classroom can be a hectic place at times and sometimes we may want desire some kind of assistance with delivering a lesson to a group of students. Human teaching assistants are not a reality in today’s schools (at least not past first or second grade). However there is wonderful technology available that act as great teaching assistants, especially for lessons that may be considered less than desirable by the students and even the teacher. Technology in the classroom, when used properly, is made to enhance the lesson and assist the teacher with delivering the lesson by offering interactive activities and eye-catching graphics. Two very useful technologies that can be wonderful in assisting teachers are the Promethean Board and a social networking site for students and teacher called Edmodo.

Promethean Board

The Promethean board is an interactive whiteboard that works in conjunction with computers. The Promethean boards help drive student’s imagination, promote teamwork and interaction with technology, and encourage participation in the learning process. The Promethean board in the classroom can get students interacting in activities and collaborating with other students while learning new technology.

These boards come with their own software “ActivInspire” and are compatible with the Windows, Mac, and Linux operating systems. Depending on which board is purchased, up to four people can interact on the board simultaneously. Promethean also has a website ”prometheanplanet.com” which offers over 50,000 free resources and online professional development tools for use by teachers. Promethean’s “ActivOffice” software allows PowerPoint and other Microsoft Office tools to be used on the board.

Edmodo

One of the most compelling technologies that could act as a teaching assistant for teachers is a social networking site by the name of Edmodo. There are concerns with the use of social networking in schools, but Edmodo is different and is something that could be very useful to teachers and students. Most of today’s students are fully involved with some sort of social networking. Edmodo offers a safe environment for teachers and students to interact and also for teachers to interact with other teachers. The site offers the ability for teachers to post assignments and talk with students about the assignments in real time outside of class. Students can post into the site and collaborate with other students and ask questions about upcoming assignments or other events in the class. Edmodo offers a method of communication and collaboration between student and teacher that is definitely in the student’s area of interest.

The biggest question about Edmodo from most people is safety. Pages set up on Edmodo are set up by the teacher and students must be invited and have a one-time-use access code to gain access to the page. Every public comment or post made by a student is screened by the teacher before it is made public. Parents may also

have an account with Edmodo and have the ability to see everything that is posted and talked about on the site. This is what makes Edmodo different from other social networking sites.

More information about the Promethean Board, the ActivTable, and many other Promethean products can be found in their online Web site at www.prometheanworld.com

Visit edmodo.com to check out this social networking site for yourself.

Reference

"Promethean World - Education Sector." *Promethean World - Education Sector*. Promethean, n. d. Web. 02 Dec. 2012. <<http://www.prometheanworld.com/en-us/education/>>

“A Case for Personal Finance in High School”

Kansas State University



Samantha Shirley
Zeta Eta Chapter

Personal finance is a lot more than learning how to balance a checkbook or write checks. Career and Technical Education focuses on having students apply knowledge earned to the real world. Personal finance is an important one that we cannot forget about when trying to make real-life applications. I believe this is a subject that ALL students should take. I feel it would make future generations become more aware of how managing money is so essential to success.

States are starting to require a class in personal finance at the high school level. Some states have formed a partnership with banks and with nationally known financial guru, Dave Ramsey. Ramsey's materials, including DVDs, workbooks and online instruction, are used in the classroom. For-profit banks work with business teachers to open branches in the school with students serving as employees. This gives students valuable work experience and allows students as customers to learn how to open a bank account and manage their money.

The students must attempt to “walk the walk” when it comes to personal finance. Rollins says students need to learn about real-life situations that include: expenses of owning an automobile (purchasing, making car payments, insurance, maintenance); emergency fund (or lack thereof); homes mortgages; and retirement. When it comes to automobiles in general, the only expense many students see is the cost of paying for gas. Few understand the need to have emergency funds set aside. Many understand the basics of purchasing items on credit, but they do not understand the implications that it brings with it. Home ownership and retirement may not be in the student's immediate future, but they are still key concepts to discuss. Learning about these real-life financial considerations better prepares young people for their future.

I personally did not take a personal finance class while in high school. A few of my classes throughout middle school and high school touched on how to balance a checkbook or what a credit card should be used for, but I never got the depth that a personal finance class would have gone covered. It was not until I was in college that I was forced to really manage my own resources. This was a huge wakeup call for me. I would have benefitted tremendously from learning to handle finances earlier.

References

Rollins, W. (December 2011) Realistic Personal Finance for Today's Students. *Business Education Forum*, Vol. 66, No. 2, pp. 30–32.

Koebler, J. (August 26, 2011) States push to teach personal finance in schools,
<http://www.usnews.com/education/blogs/high-school-notes/2011/08/26/states-push-to-teach-personal-finance-in-schools>

Murray, T. D. More high schools are teaching personal finance with help from the fifth third, and other banks,
 September 26, 2012,
http://www.cleveland.com/business/index.ssf/2012/09/more_high_schools_teaching_per.html

Guidelines for Submission of Articles to Here and There

- Include a concise, comprehensive article title.
 - Check for correct grammar and punctuation.
 - Avoid the use of contractions.
 - Include a minimum of one reference.
 - Follow the **APA (6th ed.)** formatting and writing style guide.
 - Submit a minimum length of 300 words and a maximum length of 750 words for each article.
-

Chapter Sponsor E-mail

October 2012

Please notify the National Editor of corrections and additions.

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Minot State University, Delta Omega Chapter of Pi Omega Pi

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**National Pi Omega Pi
Facebook Page**

Visit the national Pi Omega Pi Facebook page for continuous updates, news, and information.



**What Have You Been Doing
Lately? Business Teachers
Speak**

Please join the Psi chapter of POP on the new Facebook page created to *highlight* the accomplishments and hard work of business teachers and teacher candidates all over the world.

Include a short description, photos, or videos of interesting, fun, innovative

- Activities
- Events
- Accomplishments
- Projects
- Etc.

<https://www.facebook.com/WhatHaveYouBeenDoingLately>

Call for Presentation Proposals

Pi Omega Pi Concurrent Sessions

43rd Biennial Convention

Friday, April 19, 2013

3:15 p.m. – 6:05 p.m.

Atlanta Marriott Marquis

Atlanta, GA

Chapter members are encouraged to submit proposals for student-led and student-delivered presentations for the Pi Omega Pi concurrent sessions that will be held on Friday, April 19, 2013. These presentations are excellent professional development activities. Presentations will be 15–20 minutes in length. A computer projector, overhead projector, screen, and Internet connection through a Verizon HotSpot will be provided. If other equipment is needed, it must be provided by participants. Attendees appreciate handouts.

To allow more flexibility for chapters in submitting proposals, two rounds of Proposal Reviews will be conducted – December 7, 2012, and **February 15, 2013**. Chapters may submit more than one proposal.

Round 1 - Submit a proposal using the format described below by **December 7, 2012**. Chapters will be notified via email by **January 11, 2013** of the acceptance or denial of the proposal.

Round 2 - Submit a proposal using the format described below by **February 15, 2013**. Chapters will be notified via e-mail by **March 8, 2013** of the acceptance or denial of the proposal.

Submit the following items in a one-page, single spaced proposal, 11- or 12-point font. Remember that Pi Omega Pi members-prospective business teachers are the intended audience.

- Proposal Title
- 20-word description of the proposal for the program
- Outline of major points of proposal
- Presenter(s) name(s), e-mail address(es), mailing address(es)

- Chapter Name and Number
- “Signature”/Endorsement of Chapter Sponsor, sponsor email, and phone number
- Equipment you would provide if additional items are needed than those described above

E-mail, in an attachment, the above items in the proposal format to the National President-Elect on/before the deadlines indicated above. Please put Pi Omega Pi Proposal and your chapter name in the email’s subject line.

Ivan Wallace
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Note: All printing costs of handouts are the responsibility of the presenters. This professional activity is your reward for presenting. No compensation or registration waiver is provided for presenters.

Note: There is a \$250 incentive for chapters to do a presentation in conjunction with attending other convention activities. (See the Biennial Convention webpage at the Pi Omega Pi website) <http://www.piomegapi.org>



Here and There

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

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