



HERE AND THERE

National Newsletter

PI OMEGA PI



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

Volume LIX

February 2013

Number 1

President's Report

Connie M. Forde

Alpha Pi Chapter – Mississippi State University

Greetings on behalf of the National Council of Pi Omega Pi! We wish you well in your many activities for the spring semester. Congratulations to the new members of Pi Omega Pi who have been and will be initiated this semester. Membership in Pi Omega Pi is the highest honor an undergraduate of business education can achieve, and we are so pleased of the recognition your chapters is bestowing on our future business teachers. Best of luck as you plan your projects for the 2013 competition year. I urge you to please complete the national competition reports and be a part of the national competition. My chapter has the honor of judging chapter for the first time ever, and we are so excited. Set a goal that your chapter will receive the honor of judging for next year!

As you know our Pi Omega Pi Biennial Convention will be held in Atlanta, Georgia, on April 18–20. Dr. Ivan Wallace, President-Elect, and Jared Schelp, National Student Representative, are busy planning an excellent convention. An outline of the convention agenda is as follows:

- Registration and Social on Thursday evening
- Friday and Saturday general sessions at 7 a.m. each morning

- Presentations by students on Friday
- Election of National Student Representative and other National Council members
- Time for networking with chapters, sponsors, and NBEA members
- Opportunity to attend NBEA sessions

Please consider nominating one of your students for national student representative and your adviser as a member of the National Council. Positions open include president-elect, secretary/treasurer, editor, and student representative. Dr. Ivan Wallace will serve as president for the 2013–2015 biennium. A nomination form can be downloaded at piomegapi.org. Click on Chapter Resources. Please e-mail the form to me at cforde@colled.msstate.edu by March 31.

Remember February 15 is the deadline to submit your proposals to present at the National Pi Omega Pi Convention. This is an excellent opportunity to share with your fellow members and to gain experience as a presenter at a national convention. Proposal information is on the Web site on the Biennial Convention page as well as information about the incentive program available to chapters for participating in the national convention. More information about the NBEA Convention can be found at nbea.org

You will find the registration form that includes registration for the POP Convention and hotel formation for The Atlanta Marriott Marquis, the convention hotel. Dr. Wallace will be mailing the

February 2013

POP attendance form to all chapters in the coming weeks. We hope you will make plans to attend our 43rd Pi Omega Pi Biennial Convention.

Please remember that 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).

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

I hope to see 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

Greetings! I hope your spring semester is off to a great start. Many of you are student teaching now. Congratulations on reaching this point in your training. I hope it is going well.

Do you have the Pi Omega Pi National Convention held in conjunction with the National Business Education Association Convention on your calendar? The date is April 18-20, in Atlanta, Georgia. We are planning a fun social for just Pi Omega Pi members on Thursday, April 18. Presentations by chapter members will be made on Friday, April 19. This will be a great time to make new friends and learn about your profession. This is just two short months away!

We will be electing a new National Student Representative at this year's conference. It is not too late to turn in your application for the position; see your advisor right away if you are interested. This is a great experience. I have met lots of students and worked with the great people on the National Council. One big advantage of being Student Representative is the opportunity to network with secondary and post-secondary business educators from all over the United States. I have received many great ideas from them.

I look forward to seeing all the chapter members in Atlanta. I eager to watch the student presentations. Don't forget the Thursday night social; it's going to be a fun one!

You can register for the NBEA and Pi Omega Pi Convention at <http://nbea.org/>. See you in Atlanta!

Chapter Activities**Psi Chapter****University of Wisconsin-Whitewater**

The University of Wisconsin-Whitewater (UW-W), Psi Chapter 23 has been busy working on final aspects of the national project to submit for competition. In addition to creating a volunteer program to market the business education program at the university (called STOW—Student Teachers on Wheels), the Psi members are also involved in creating and maintaining a new POP blog that will be used to connect business teachers all over the world and serve as a networking/resource tool for business educators. In addition, some of the Psi members are participating in a writing/mentoring program that the chapter sponsor, Dr. Lajuan Davis, is directing.

Lastly, preparations are underway for possibly two of the Psi chapter members to attend the national conference in Atlanta in April. Research is currently being conducted to help prepare presentations for the Psi members to give that will contain relevant information for future business teachers.

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 Atlantic Coast Business, Marketing, and Information Technologies Conference in February

which will be in Raleigh. During the conference, Beta Kappans run the registration table and serve as presiders for sessions to assist with the conference for the Department of Business and Information Technologies Education at ECU.

Members are also excited about the upcoming Pi Omega Pi Biennial Convention in Atlanta and are making arrangements for attending the convention.

Alpha Pi Chapter Mississippi State University

Alpha Pi chapter has been busy preparing for the 2013 Pi Omega Pi Convention in Atlanta. Four students and one adviser will attend with one member presenting at the POP convention. Members finished a successful fundraiser for the trip to Atlanta selling Boston butts and will be selling flowers in the spring for National Administrative Professionals' Day. We will also be initiating one new member this month. Alpha Pi is judging this year's national project, and members are looking forward to reading about the excellent projects completed by the chapters across the country.

Mu Chapter Emporia State University

Mu Chapter is in a rebuilding mode after two members graduated this past fall. Initiation of three new members will take place in early February and hopefully another initiation will occur later in the spring. Members are getting ready to help with the District VII FBLA contest held on the Emporia State

campus. Over 550 middle and high school students will be in attendance. Members will also be attending the annual ESU Business Teacher Conference and are excited to hear the keynote address given by the Kansas Commissioner of Education—a Mu member and ESU business education graduate.

Beta Chapter Northwest Missouri State Univ.

Beta Chapter at Northwest Missouri State University held a meeting to discuss the NBEA Convention for members that were interested in attending. The members that were interested in attending the convention then brainstormed ideas that could be used as presentations at the convention. The chapter will also be grading web-based FBLA events for District 4 during the first week of February.

Zeta Eta Kansas State University

Zeta Eta chapter ended the 2012 year with a year-end party and by writing reports for the National Pi Omega Pi competition. The chapter held fundraisers in anticipation of attending the Pi Omega Pi Biennial Convention in Atlanta, Georgia, in April. With the new semester, members have been busy writing a grant for funds to help with travel expenses and planning the presentation for the sessions to be held on Friday afternoon at the conference. Seven students plan to travel to Atlanta.

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

IMPORTANT REMINDER**Annual Electronic Filing Requirement for Small Tax-Exempt Organizations e-Postcard (Form 990-N)**

All Pi Omega Pi Chapters must file a **990-N Form**. Since Pi Omega Pi chapters are subchapters and are tax exempt with receipts less than \$50,000 a year, each chapter needs to submit Form 990N. If the chapter fails to file, it will lose its tax-exempt status after three warnings. This form is available in electronic form only. You will need your EIN (Employee Identification Number) before you file. If you do not have the EIN for your chapter, contact Darla Stone (djstone@ksu.edu). Link to **Form 990-N** file: <http://epostcard.form990.org/>

Members' Articles**“Edmodo Integration”**

Northwest Missouri State University



Victoria Beckman
Beta Chapter

Edmodo is a tool with which teachers can connect with their students via a social media website. Edmodo is set up similarly to Facebook, which makes this Web site user friendly to not only teachers but to students. Edmodo is also a great way to reach parents and involve them in their children's education. Edmodo was first created in 2008 by Nic Borg and Jeff O'Hara to order to connect students' to the world outside of school and bring the same environment into the school. Edmodo has provided the opportunity for students to work in an educational social media environment that adapts to students' individual learning needs.

Within Edmodo, teachers can conduct online polls, make a post for students to comment as a threaded discussion, and give badges to students that perform well on a specific assignment or assessment. Several applications can be added onto Edmodo, including a photo editor and SchoolTube. Edmodo's features are great tools for teachers to integrate within their classes, whether the features are used as an anticipatory set or as an assignment for the students to complete. These web-based activities keep the students actively engaged while providing the students with powerful learning opportunities.

Edmodo provides teachers a means to track students' grade. Students can view their grades on assignments and their current grade in the course. The availability of grades to students is a time saver for teachers and teaches students to be responsible in monitoring their grades and current course grade. Students are also able to view their grades and progress via a bar graph. The assignments that have been turned in and graded appear in green; whereas, missing assignments appear red. These visuals are an easy way for learners to identify the assignments that need to be completed.

One of the best features of Edmodo is the calendar. The calendar can be viewed in either a week-by-week basis or for an entire month. Teachers are able to enter assignment due dates for the whole course, which allows students to see the amount of work they need to complete assignments in a timely manner. Not only can teachers add tasks to this calendar, but students can add deadlines to their individual calendars. The students can enter due dates for homework from other classes and can do so by entering each assignment in their

calendar as a new task. Students are able to assign a different color to each class in their calendar, making the calendar easier to read and follow.

Edmodo is an effective tool for teachers to integrate in their teaching. Not only can teachers keep track of grades, but Edmodo is also an efficient way for teachers to connect with students. Students who were absent on a particular day will not ask, "What did I miss today?" Students can independently see the course calendar and know what was missed and what needs to be completed. Edmodo can be accessed anywhere Internet access exists. Teachers and students are finding that the options of Edmodo are virtually infinite.

Reference

Edmodo Inc. (2013). *About Edmodo*. Retrieved January 31, 2013, from Edmodo: <http://www.edmodo.com/>

"Financial Education: A Job for Teachers or Parents?"

University of Wisconsin-Whitewater

Courtney White
Psi Chapter

Article Summary

Did you know that only 14 states require that a course in personal finance be offered in high school? Many people believe that teachers already have enough courses to teach. Because of teacher overload, people believe that the personal finance lessons should be left to students' parents to teach. However, policymakers see financial education as the next best way to avoid a future economic meltdown. Advocates say that learning about elements like budgets and credit cards is no less important than reading, writing, and math. Annamaria Lusardi, an economics professor at George Washington University, has conducted research that has shown that being familiar with financial concepts accounts for as much as 50% of the wealth gap between affluent and low-income families (Kadlec, 2012). Shannon Schuyler, a PwC's corporate responsibility leader, stated, "They need to have some background in this area regardless of whether they are going into accounting, finance, IT or HR" (Kadlec, 2012, n. p.). With the U.S. economy in a recession, educators obviously need to teach students how to handle financial issues so that the country does not ever go back to another economic meltdown.

Reaction to Article

I personally believe that every state needs to require that students complete a financial education course in order to graduate. Therefore, I agree with this article 100%. The article had enough sources to be credible and if education officials persuaded more states to add financial courses to their curriculum, Business Marketing Education programs would grow and result in the hiring of more teachers! This financial course is just as important as reading because students will use these concepts and knowledge in everyday life. The fact that only 14 states have financial education requirements is sad. I am happy to know that Wisconsin is one of the states that does offer this opportunity to students. Like teachers, parents are very busy and may not have time to sit down with their child or children to teach them how to balance a budget, use a credit card, or pay bills. A teacher, however, can teach the students all of these elements and more. A teacher commented on this article and said how in his class, he brought the students to the offices of a financial advisor (large brokerage firm) and an independent fee-only financial planner to interview each about their services and generate criteria for selecting a financial service provider if they are seeking professional guidance (Kadlec, 2012). Parents may not always have the time or ability to provide access to financial experts for their children.

Conclusion

Financial education classes are vital because the students who are graduating from high school remember what they learned about personal finance, unlike the year a certain battle started, as they consider taking on student loan debt, planning to buy their first car, and considering career options. If we require students to take financial education courses, parents can get involved and ask their kids what they have learned. They could then go a step further and show students how they balance budgets at home. When parents see what educators are teaching and by being engaged with the student, the parents often learn as much as their kids. With both parents and teachers working in tandem for a required financial education course, the economy could continue to improve.

Reference

Kadlec, D. (2012) "Financial Education: A Job for Teachers or Parents?" *TIME Magazine: Business and Money*. Retrieved from <http://business.time.com/2012/10/08/financial-education-a-job-for-teachers-or-parents/>

"Instructional Strategies for Microsoft IT Academy"
East Carolina University



Jackie Tyndall
Beta Kappa Chapter

As a business education major teaching in North Carolina, one of the many courses you will be licensed to teach is Microsoft IT Academy (MSITA). There are a total of five Microsoft Office programs that are taught through MSITA; Word, PowerPoint and Publisher are taught in one course while Excel and Access are taught in another. North Carolina is the first state in the nation to implement the program in all public high schools in the state. MSITA, which takes the place of other business classes such as Computer Applications and Digital Communication Systems, was being integrated into all North Carolina public high schools in fall, 2011. This article will help teachers find resources and understand various teaching methods and types of assessments.

Resources

The most beneficial resource a teacher can have access to is Moodle. Moodle is an online resource for North Carolina teachers provided by the Department of Public Instruction (DPI). Once enrolled in the MSITA PLC, teachers can access lesson plans, blueprints, activities, and more. A forum is available that allows teachers across the state to post any materials or questions they have. The lesson plans provided are from Microsoft and provide a complete breakdown of what teachers need to cover for each lesson.

Teaching Methods

Every student is different and therefore learns differently. The need to vary teaching styles results from the fact that everyone is unique in the way he/she learns new information. Part of being an effective teacher is knowing, understanding, and implementing different teaching methods.

Students do not typically enjoy when teachers lecture for long periods of time. Avoiding lectures altogether can be rather difficult, and lectures are necessary to teach content. For every lecture you give, consider having a corresponding PowerPoint to serve as a visual aid for students. Along with the PowerPoint you may also provide each student with a note guide which serves to help students recognize pertinent information and to keep students on task.

Assessment

Traditionally when students think of assessments they think of pencil and paper; however, that is not always the case. Especially when working with programs that are very hands-on, like Word, PowerPoint, Publisher, Excel, and Access, it is a good idea to use various types of assessments.

Formative assessments are ongoing and are given during the lesson. The best example of a formative assessment is asking questions during the lesson. For example, as you are teaching a class about applying a theme to a database, ask questions such as “What part of the ribbon allows us to apply a theme to our form?” Formative assessments are great tools because they provide the teacher with immediate feedback and allow the teacher to see where students may be struggling and what changes, if any, need to be made to the lesson.

Summative assessments are given at the end of the lesson or unit. These are the more traditional assessments and are used for marking purposes. A form of a summative exam is a written exam. Written exams force students to study, but it can be difficult to tell which students learned the material and which students memorized the answers. Because Excel and Access are such hands-on programs, performance-based assessments may be more beneficial than written assessments.

Conclusion

The first step to being an effective teacher is knowing your content. Without knowing what you are teaching you cannot teach well. Part of knowing your content is knowing where you can find resources on what you are teaching. There is a plethora of resources, written and online, provided for MSITA programs. Once you are confident in your subject area you then need to know various teaching methods in order to be able to meet the needs of all of your students. Since every student learns differently, you cannot rely on one teaching style to be effective for everyone. Varying between lectures and activities will help meet the needs of those students who learn visually or hands-on.

Assessing, whether it be formative or summative, is an important part of teaching because it is a way of gauging how effectively you are teaching and how well students are understanding and retaining the concepts of the programs. Formative assessments are just as important, if not more important, than summative assessments because of the immediate feedback it provides.

References

Effective Methods of Teaching Business Education No. 46. (2008). Reston: National Business Education Association.

Learn NC. (n.d.). Retrieved from Moodle: <http://moodle.learnnc.org/>

“Gaming in the Classroom”*Mississippi State University***Brian Gaddie
Alpha Pi Chapter**

Everyone loves to play games, especially high-school students. So I say, let them! Educational games, when used correctly can add excitement and interest to almost any lesson. There are hundreds of different free games available for teachers to use, most of them being created in PowerPoint. Some of these games include popular title such as Who Wants to Be a Millionaire, Hollywood Squares, Jeopardy, and Wheel of Fortune. Templates for these games are downloadable from a multitude of Web sites.

Pros and Cons

The pros about educational games in the classroom far outweigh the cons. Games engage students in learning in a way that is familiar with a large majority of students today. Video games are a large part of many teenagers' lives and therefore much of their thought process is derived from these games. Games force the students to learn something whether they know it or not. Most students do not care to read a textbook or do an activity at the end of a chapter. Games open the door to a new way of delivering content to students and also making them actively participate in something that is fun, laid back, and engaging. A student will retain much more of the information taught if he or she is having fun learning the concepts. If there was a con to gaming in the classroom it would have to be that we are very ambitious with where we would like to be with educational games but very far away from where, I believe, we are heading. The future of educational gaming is bright, but for now we are limited in our quality and quantity of available games to use in the classroom. Though there are hundreds available, I believe we still lack a bit to be desired, but games are on their way to being a very popular and widely used form of instruction and assessment.

References

<http://chronicle.com/blogs/profhacker/games-in-the-classroom-part-1/35596>

<http://www.psfk.com/2011/04/educational-video-gaming-pros-and-cons.html>

Technology Brings the World to the Classroom*Kansas State University***Jeff Suther
Zeta Eta Chapter**

Having technology in the classroom isn't just sitting at computers but combining it to be a part of the classroom experience improving the involvement of the students. For example, use technology in the classroom by sharing online weather forecasts with students on a daily basis. This will help them plan their week and demonstrates what the convenience of technology can provide in their lives. Many teachers write a “quote of the day,” “word of the day,” or “this day in history” on the board. Use “the URL of the day” with various topics, including news sites to elicit responses from students. Students will establish a habit of checking websites online and will be more knowledgeable about the world around them.

Have a Friday online fun day. It is no secret in the teaching community that by the time Friday afternoon comes around, students' minds are already out the door and on the weekend. To combat this, teachers could implement a fun day of online educational games students could do individually or in groups and stay involved while still learning the topic being discussed. This would be a great tool to keep students' minds stimulated and keep them interested.

Learn geography online by researching information about different states in the United States and different countries, marking the location on a map. Join educational listservs and post a message requesting a response from educators telling where they are located. Use responses received to research the city and mark it on the map.

In a computer class you can ask students to write about their dream vacation. They will research the location for their dream vacation, create a brochure to promote that location, create a budget detailing the cost of the vacation, and then present this information with a PowerPoint or Prezi. This one assignment integrates reading, writing, math, personal finance and/or economics, research skills, communication and technology. This could be tied to state academic standards or common core standards.

We are living in a world where in almost every aspect of life you are going to be dealing with some sort of technology. It is educators' obligation to make sure that students are highly literate when it comes to being able to use technology as a source of discovery for all aspects of life. It would make sense to integrate that into our discussions in classroom settings. We need to let our students know that they have all the tools in the world to go out and find the information that they need for any situation.

References

Star, Linda (6/12/11). Integrating Technology in the classroom. Education world.com

http://www.educationworld.com/a_tech/tech/tech146.shtml

Star, Linda (7/23/10). Learning Geography Through Email. Education world.com

http://www.educationworld.com/a_curr/profdev019.shtml

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.
-



Pi Omega Pi Concurrent Sessions

43st 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.

- 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
BITE Department
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Greenville, NC 27858

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>

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.



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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Thursday, April 18

5:30–7:30 p.m. Registration and Social

Friday, April 19

7:00–8:30 a.m. First General Session
 3:15–6:00 p.m. Pi Omega Pi Concurrent Sessions
 (presentations by Pi Omega Pi members)

Saturday, April 20

7:00–8:30 a.m. Second General Session

**Meeting Room Assignments
 Pi Omega Pi Meetings and Sessions
 NBEA 2013 Convention in Atlanta**

Thursday, April 18

8:00 a.m. – 12:00 p.m.
 Pi Omega Pi National Council Meeting
 L501 (Lobby Level)

5:30 p.m. – 7:30 p.m.
 Pi Omega Pi Social
 Location to be determined

Friday, April 19

7:00 a.m. – 8:30 a.m.
 Pi Omega Pi Opening General Session
 M301 (Marquis Level)

3:15 p.m. – 6:00 p.m.
 Pi Omega Pi Student Presentations I
 M301 (Marquis Level)

3:15 p.m. – 6:00 p.m.
 Pi Omega Pi Student Presentations II
 M304 (Marquis Level)

Saturday, April 20

7:00 a.m. – 8:30 a.m.
 Pi Omega Pi Second General Session
 M301 (Marquis Level)



Psi chapter members (L to R) Brent Gostomski, Dustin Elsbury, Bailey Hearley, Kristen Vanderwerff, Courtney White, and Melissa Ellis at Kristen and Courtney's initiation ceremony at UW-W



**43th National Pi Omega Pi Biennial Convention
 Schedule
 April 18–20, 2013
 Atlanta Marriott Marquis, Atlanta, Georgia**

Chapter Sponsor E-mail

February 2013

Please notify the National Editor of corrections and additions.

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**National Pi Omega Pi
Facebook Page**

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