

Beacon



An Association for Business Technology Educators

Service Learning in Business Education is Important!

By Victoria Hammer, 2009 OBTA President

In this time of so much need in our communities and across our country, we are blessed with endless ways to restore hope and opportunity in places that yearn for both. President Barack Obama

I started using service learning in my database and web design courses many years ago. A quarterly project was one of the requirements of the courses. At first I allowed students to design databases and websites for fictitious companies or organizations. I usually received average work with minimal effort. The students' project summary reflections were brief with the repeated mantra of being "required" for the classes.

After I learned about service learning, I started to require projects with databases and websites for "real" companies or organizations. The quality immediately increased, and students proceeded to submit databases and websites with many additional features and pages. Their project summary reflections were glowing with the enjoyment of the experience and the learning.

Service learning is a valuable pedagogical tool used to enliven instruction and help the community in meaningful ways while at the same time, giving students wonderful experiential learning opportunities. According to the American Association of Community Colleges (AACC), "Service learning combines community service with classroom instruction, focusing on critical, reflective thinking as well as personal and civic responsibility."

Service learning programs involve students in activities that address local needs while developing academic skills and commitment to their community. It focuses equally on education and service, meets identified community needs, is reciprocal because it benefits both the student and the service recipient, helps build partnerships between colleges and community-based organizations, and enhances the academic curriculum. Service learning moves from serving to enabling to empowering and from observation to experience to leadership.

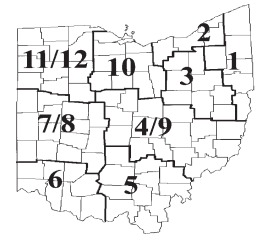
Students benefit by getting out of their "comfort zones." They learn leadership and teamwork skills and gain an appreciation of diversity. Their critical thinking abilities increase as they develop an enhanced sense of civic and social responsibility. They increase their self-esteem because they see the intrinsic value in making a difference. In addition, students gain valuable job experience and learn "soft skills" that will help them find future employment. Community partners benefit by being better able to meet important unmet needs. Further, they train volunteers for tomorrow and encourage participatory democracy. Faculty state that service learning enriches their teaching; they believe students learn subject matter well.



Examples of service learning include psychology, English or sociology courses that connect students' course work with service such as tutoring at-risk children or developing relationships with seniors on a meals on wheels route. In business courses, some examples include a tax course wherein students help the Volunteers in Tax Assistance (VITA) program and a web design or multimedia course that designs and implements projects (e.g., website, presentation, data base or video) for nonprofits, schools or government entities.

The Obama administration is increasing the attention given to the importance of service learning to help ameliorate many intractable social problems. Students in public schools and higher education will be given an increasing number of opportunities to serve in myriad meaningful ways. President Obama stated, "Let us summon a new spirit of patriotism; of service and responsibility where each of us resolves to pitch in and work harder and look after not only ourselves, but each other. At this moment of great challenge and great change, renewing the promise of America begins with renewing the idea that in America, we rise or fall as one nation and one people." Service learning is a proven method to instruct students, enrich teaching, and make a profound positive impact on our communities. I hope that you will consider adding service learning to your business education courses.

SECTIONS REPORTING IN . . .



Section 1/2--Stephanie Sak Cleveland Area Business Teachers Association

A spring meeting is planned for Tuesday, May 19, 2009, at Piper's III restaurant. The topic will be on "Master Teacher" or "Business Protocol."

The planning committee needs your help. Please e-mail Stephanie at CABTA@cox.net with any ideas for possible workshops or speakers that you feel will help you in your classroom for next year. The planning committee would love to have a fall, winter, and spring meeting, but we need your input. This is your organization, and we want to fulfill your needs for staying up to date on the constant changes in business.

If you would be interested in taking on a leadership role in Section 1 or Section 2/CABTA as a team member, please contact Stephanie at CABTA@cox.net.

Section 3--Rob O'Donnell Highly Qualified Workshops Open to All OBTA Members

Section 3 is planning to host summer workshops for those business educators interested in becoming highly qualified in Business English and Business Economics. The dates for the Business English workshop are July 30 from 10:00 a.m. to 6:00 p.m. and August 13 from 10:00 a.m. to 6:00 p.m. The Business Economics workshop will be held on June 24 from 12:00 noon to 4:00 p.m.

To be highly qualified in business economics and to be able to give economics credit, attendees will have to obtain 16 additional hours in the study of economics. Some teachers may have already obtained hours through a variety of educational courses or workshops. Those who attended the Personal Finance Teachers Academy have 16 contact hours, and if they add these four contact hours, will meet the highly qualified status.

In addition, to be highly qualified, teachers must also have 20 contact hours in pedagogy. Most meetings teachers attend at school regarding how to teach students meet this qualification.

Contact Rob for more detailed information on both of these workshops.

Contact information: smiley63@adelphia.net

Section 4/5/9-- Matt White

We have been focused on planning for the 2009 OBTA/NCBEA Professional Development Conference, October 29-30, 2009. If you are interested in helping with the conference planning, please contact me at MCWhite@itt-tech.edu or whitemc@prodigy.net.

Section 6--SWOBTA--Heather Phillips

A spring meeting was planned for Friday, May 15, 2009, at the University of Cincinnati--Raymond Walters College. The topics to be discussed are Second Life and social networking uses in the classroom.

Contact information: heather.phillips@uc.edu.

Section 7/8--Roger and Vicki Fulk

Plans are being developed for a spring or early summer business field trip for area business teachers and guidance counselors.

Contact information: roger.fulk@wright.edu or fulkv@sidney.k12.oh.us.

Section 10--Kristi Glanz

E-mails have been sent to Section 10 members concerning the possibility of meeting this spring or summer. If you did not receive the e-mail and are interested in meeting with fellow OBTA members, please contact Kristi Glanz at glanz635@bright.net or phone 419.618.0484.

Section 11/12--Shawn Orr

Contact information: Shawn Orr at sorr@daviscollege.edu.

Highly Qualified Workshops

Business English -- July 30 and August 13
10 a.m. - 6 p.m.

Business Economics -- June 24
12 noon - 4 p.m.

Contact Rob O'Donnell at
smiley63@adelphia.net

Service Learning Course Construction

Barbara Wallace
College Success Program Director
University of Cincinnati, Clermont College

“Most of the things worth doing in the world had been declared impossible before they were done.”
—Justice Louis Brandeis

Service learning enlivens teaching and enhances faculty interest in instruction. Many faculty believe that experiential education makes it possible for their students to learn course material better. Students are often more engaged in their learning because they see instruction as dynamic and relevant. Many principles about rationale and key components (e.g., engagement, reflection, reciprocity and public dissemination) should be considered. (For specifics, please refer to Jeffrey Howard’s “Community Service Learning in the Curriculum” and Kerissa Heffernan and Richard Cone’s “Course Organization” in *Introduction to Service-Learning Toolkit*, Campus Compact 2003, p. 101-110.)

Service learning course construction does require some additional planning. Faculty should consult with service learning/civic engagement staff

if there is a formal infrastructure. If not, faculty can plan and implement course work by doing some important preparation.

First, the syllabus should have specific components. It should include a definition of service learning, a description of reflection, and an explanation of required number of hours along with any necessary logistical information. It should also demonstrate how the service learning portion of the class will be graded. (Since the learning is graded, not the service, papers or projects should be graded, not the number of hours served.)

Service learning can be *mandatory* so that all students participate. If so, students should be informed when they register for classes. Service learning can also be *optional*. In this case, faculty should offer an equivalent alternate assignment with the same degree of academic rigor with an equal time requirement.

There are many valuable references and practical tools available online. For more information, please review the

following:

Campus Compact (model syllabi): <http://www.compact.org/category/syllabi/>

Campus Compact (faculty resources): <http://www.compact.org/resources-for-faculty/>

National Service Learning Clearinghouse (Curriculum ideas): http://www.servicelearning.org/instant_info/hot_topics/curriculum_ideas/index.php

Faculty Toolkit for Service Learning in Higher Education (downloadable PDF): http://www.servicelearning.org/instant_info/hot_topics/curriculum_ideas/index.php

UC Clermont College’s Service Learning Website (with links to a faculty manual and additional resources): http://www.clc.uc.edu/Service_Learning/service_learning.html

For additional information about service learning, please contact Barbara Wallace, Director, College Success Program at UC Clermont College: barbara.wallace@uc.edu.

Service Opportunities Benefit Students

Susan Bobey, Jane Addams Business Careers Center

Many college applications ask students to list their community involvement or service experiences. In order to help my students become involved in the service area, I have arranged volunteer experiences at our public radio and television stations during their membership drives and the annual auction. Not only have students volunteered during my class time, they have even volunteered on the weekends--on their time.

During the membership drive, students answer the phones and take down pledge information. This provides an opportunity for the students to use skills learned in class--proper telephone techniques, interpreting information, writing legibly--to communicating with the adults on the shift team. Throughout the annual auction the students have answered telephones, arranged auction items, and confirmed high bids. Again, this opportunity requires use of classroom-learned skills.

Students gain confidence in their skills when they apply their skills. These volunteer experiences provide a chance for the students to give back to the community. And--the adults the students work with realize that teenagers are valuable.

Service Learning Reflection--An Overview

Barbara Wallace
College Success Program Director
University of Cincinnati, Clermont College

According to Learn and Serve, America's Service Learning Clearinghouse, "Service-learning is 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." As defined by the Clearinghouse, "The critical component of successful service-learning programs is 'reflection'. Reflection describes the process of deriving meaning and knowledge from experience and occurs before, during and after a service learning project. Effective reflection engages both teachers and students in a thoughtful and thought-provoking process that consciously connects learning with experience. It is the use of critical thinking skills to prepare for and learn from service experiences."

Students often describe reflection to be like a light turning on. Faculty attest that reflection is the process through which students make the direct connection between the knowledge that is acquired by the curriculum (the learning) and the information gained by meeting an identified need in the community (the service).

There are myriad effective forms of reflection; one size does not fit all. While the most common forms of reflection are discussion, journals and essays, it is increasingly common to utilize artistic media such as drawing, painting, sculpting, photography, dance, music or theatre. Instructors should use whatever forms of reflection fit their curricula, service and method of instruction.

To be most effective, reflection should be done throughout the term. Specifically, it should occur *before* the service is begun in order for students to anticipate what the service will be like and to give them an opportunity to express their concerns and ask questions. For example, in the past, when I have taught about poverty and illiteracy in my composition classes, I have asked students to define the terms or share their feelings about serving in an inner-city public school. Often, students describe their fears about personal safety or mention a variety of stereotypical ideas before they begin. When this happens, I correct their misguided notions and assuage their concerns so that the service learning does not reinforce their incorrect beliefs and so that they become more confident about doing the service.

Reflection should also be done *during* the service to give students the opportunity to describe their feelings and their acquired knowledge as well as to discuss critical incidents that may occur. Finally, reflection should be done *following* the service so that students make the connection between the course material and the learning that took place outside of class.

While it is most common to conduct reflection sessions in the classroom, instructors may not have sufficient time in their classes/lesson plans to do so. Large group reflection sessions offer the opportunity for students in a variety of classes to share what they have learned and to ask questions. At UC Clermont College, we offer group reflection sessions several times each term. (This is particularly helpful for professors who offer service learning as an option.)

Ideally, reflection should answer three questions: "What?" "So what?" "Now what?" This encourages students to move from simply relating the events (e.g., "I tutored students after school.") to describing the importance ("I was astounded to discover that students who are hungry cannot concentrate in class.") to activism (e.g., I plan to collect snacks to take to the school or write to Congress to shed light on this unfortunate situation."). In this way, students are moved from serving to enabling to empowering others. For additional information about reflection, check out the following helpful service learning links:

Service Learning Clearinghouse: <http://www.servicelearning.org/>

Hot Topic: Reflection: http://www.servicelearning.org/instant_info/hot_topics/reflection/index/php

Campus Compact: <http://www.compact.org/>



Membership

Log on to www.nbea.org for current membership form and a list of benefits. Benefits include membership in NCBEA.

NCBEA Conference

NCBEA Conference, October 29-30, in conjunction with the OBTA Conference. First time attendees to the conference can apply for a stipend. For more information on the conference or a stipend application, visit www.ncbea.net.

NBEA Conference

Start planning now to attend the NBEA Conference in the Spring of 2010. The conference will be held in San Diego, California. First time attendees to the conference can apply for a stipend. Stipend applications are available at the NBEA website or will be published in the fall issue of the Business Education Forum. Applications have a December 2009 deadline.

NBEA Silent Auction

We are looking for donations for the NCBEA Silent Auction to be held at the OBTA / NCBEA Professional Development Conference. Proceeds will benefit the NCBEA Scholarship Fund.

If you would like to donate a special item for this silent auction, you may coordinate this with Amy DiBlasi at adiBlasi@cscC.edu

82nd Annual OBTA Conference

Columbus

**Courtyard by Marriott
Columbus West
October 29-30, 2009**



2009 OBTA Columbus Conference Highlights!

- > **Friday morning keynote address by Karen Schneiter Williams, 2009-2010 NBEA President—PLUS another special guest speaker to be announced!**
- > **Hands-on computer workshops offered at ITT Technical Institute with transportation to and from hotel included!**
- > **Informative concurrent sessions with speakers you will not want to miss!**
- > **First-time attendee stipends available—there are a limited number, so submit your application today! Application available at www.obta-ohio.org**
- > **A fun Thursday night out event at Easton Town Center—dinner, shopping, and fun with OBTA colleagues!**

Keep informed by visiting www.obta-ohio.org or join the "2009 OBTA / NCBEA Professional Development Conference" group on Facebook!

Call for Workshop Presenters--Deadline Extended

If you would like to be a computer or concurrent workshop presenter at the 2009 OBTA / NCBEA Professional Development Conference, please send a short description of your workshop or presentation to the conference sessions coordinator, Kelly Cavanagh, at kmcavanagh@itt-tech.edu by Friday, May 15, 2009.

We appreciate your participation!

Attention OBTA Section Leaders!

Silent Auction Baskets created by each section for our 2009 OBTA / NCBEA Professional Development Conference will have a theme of "Countries of the World" this year!

Please select a country of the world and e-mail your choice to our Raffle/Silent Auction Coordinator, Amy DiBlasi, at adiBlasi@cscC.edu

Thank you for your creativity!

The Ohio Business Teachers Foundation Needs Your Contribution

Shunda L. Wright, OBTF Board Member



The Board of Trustees of the Ohio Business Teachers Foundation, Inc. (OBTF) is seeking funds to grow the endowment fund. In case you did not know, the purpose of the Foundation, established in 1980, is to improve business education through research.

For the past 25 years, OBTF has awarded monies in three categories: financial assistance grants, grants-in-aid, and scholarships. The grant that has directly affected OBTA--An Association for Business Technology Educator's membership is the grant awarded to OBTA president Dr. Vicki

Hammer. The grant monies received were used to fund printing of the Professional Business Education Standards.

These professional business standards were written by IPAT (Inter-Professional Association Taskforce) which consist of volunteers from OBTA, ACTE-BIT, and the Ohio Marketing Educators Association (OMEA). Since these standards are aligned with the National Business Education standards you can use them when preparing your graded course of study and lesson plans. Because of this grant, registered members of OBTA received these standards during the 2008 OBTA Professional Development conference free of charge!

The management of the Foundation is vested in trustees who represent OBTA--An Association for Business Technology Educators, Association for Career & Technical Education--Business & Information Technology Division, and the Ohio Marketing Education Association. Over the past 14 years, OBTF has granted over \$14,500.

Individuals, businesses, and other interested groups may make tax-deductible contributions to the Foundation at any time. Any and all donation levels are appreciated. Please make checks payable to The Ohio Business Teachers Foundation and send your contributions to: OBTF, C/O Heather Phillips, 4498 Megan Danielle Drive, Morrow, OH 45152.

Twenty First Century Skills Framework

Nell Rapport, Painesville Harvey High School

Many K-12 business education teachers have been struggling in recent years to find their niche in a curriculum driven by the core subjects. For decades keyboarding, whether on a typewriter or computer, was the mainstay of our profession. While those days are gone forever, there are many new and exciting opportunities for business teachers to embrace.

If you are not familiar with the 21st First Century Skills Framework, please check out their website (<http://www.21stcenturyskills.org/>). Twenty First Century emphasizes the critical need for K-12 education to go beyond the core subject area. Below is a summary of their focus. All of the skills listed can be tied in with business education

1. Information and communication skills (information and media literacy skills; communication skills)
2. Thinking and problem-solving (critical thinking and systems thinking; problem identification, formulation and solution; creativity and intellectual curiosity)
3. Interpersonal and self-direction skills (interpersonal and collaborative skills; self-direction; accountability and adaptability; social responsibility)
4. Global awareness
5. Financial, economic and business literacy, and developing entrepreneurial skills to enhance workplace productivity and career options
6. Civic literacy



Create Personalized Checks Using Desktop Publishing

Felicia McMiller, Bedford High School

Create your own check design using your creativity and knowledge of the different parts of a check. Use Microsoft Publisher for this activity.

Checks must include the following:

- ☐ All parts of the check
- ☐ Clip art
- ☐ Various fonts, font sizes, font colors, and font styles
- ☐ Background other than white



Directions:

- ☐ Insert a rectangle
- ☐ Right-click on the object and select add text
- ☐ Insert clip art (www.office.microsoft.com)
- ☐ Change background
- ☐ Type the check information below in the rectangle
 - § Address: upper left corner
 - § Check number: upper right corner
 - § Payee: the person you are writing the check to
 - § Amount: use figures and words
 - § Memo line
 - § Signature line
- ☐ Resize clip art to the size of the rectangle
- ☐ Format the clip art's color to washout (format to picture)
- ☐ Change text wrapping to through (arrange to wrapping)
- ☐ Change the order to send to back (arrange to order)

Power Typing Drills With PowerPoint

Vicki D. Fulk, Sidney High School

This is a great drill-and-practice application, and the students get right to work when entering the classroom.

After completing a lesson in keyboarding, for reinforcement, slides are made in PowerPoint with the previously learned lessons.

For example, the first day the students are reviewing the:

- Home row keys
- New Keys

- Next day, the students are reviewing the
 - Home row keys
 - Former keys covered
 - New keys

And so on...

The slideshow is timed with the following:

- each slide about 3 seconds each for letters;
- words about 5 seconds;
- sentences about 15 seconds.

Note: If students complete the slide within the time frame, students are to repeat until time is up. Approximately five minutes or so each class period is devoted to this warm-up activity.

Fun Names



Here are some more names to use in your projects that make the students smile, laugh, or just wonder where you came up with such names.

Roger O'vernawt	L. Mo
I. Ben Fraymed	Cav A. Leer
Ann Ella Font	Q. P. Dahl
C. Howie Run	Carol Singer
O. Penn Wyder	Gold N. Slipper
I. Will Wynn	Ann Arbor
Ima Winner	R. U. Worthy

Do you have some 'fun names'? Email them to Susan Bobey at sabobey@msn.com.

Audience Response Cards (Clickers)

H. Roger Fulk, Professor, Wright State University - Lake Campus

If your school or business department is on a budget, here is an inexpensive way to implement audience response systems into your classes without the added expense of purchasing electronic gadgets.

Using 2" x 3" cardstock, type one of the following items on each card in big, bold letters:

A B C D E T F Yes No Agree Disagree

The A-E cards are for multiple-choice question responses; the T-F cards are for true/false responses, the Yes/No cards are for yes/no responses; the Agree/Disagree cards are for agree/disagree responses.

Cut the cards to size and laminate for durability. Then hole punch in top left hand corner and attached to a ring clip.

As you review for a quiz or need to get the class response to a question, each student will find the appropriate card response then show it by holding it in his or her right or left hand.

As an added touch, you can categorize the responses by colors of cards; for example A-E on blue cards; T-F on green cards, etc.

This is a fun way to add excitement to your class and can be used for test review, polling your class, and fun applications.

Are You a Motivator or Demotivator?



*Donna Birkby
Avon Lake High School*

Check your motivational techniques by reacting to the following statements:

- √ I believe my students are competent and trustworthy.
- √ I avoid labeling.
- √ I avoid sarcasm, put-downs, and ridicule.
- √ I send explicit invitations to succeed.
- √ I listen to what my students really say.
- √ I let students know they are missed.
- √ I dignify student responses whenever possible.
- √ I teach leadership through emphasizing choices.
- √ I don't overemphasize competition, rewards, and winning.
- √ I encourage groups to evaluate their effectiveness in group process.
- √ I am enthusiastic during teaching.
- √ I communicate and believe in high expectations.
- √ I focus on future success rather than past failures.
- √ I look for the positive.
- √ I set and communicate clear instructional goals.
- √ I use well-designed, thought-provoking questions.
- √ I use brainstorming to stimulate discussions.
- √ I personalize learning.
- √ I ask open-ended questions.
- √ I sometimes suspend judgment and redirect a question to get multiple responses.

Publisher: **Career Training Concepts, Inc.**

Editor: **Janet King**

Contact: jking@careertrain.com to receive this newsletter via email.

OBTA Teacher/Educator of the Year Award Nominations

Nominations are now being accepted for OBTA Distinguished Service Awards. In addition to accepting nominations from each OBTA section, nominations may be submitted by any active OBTA member. This means you can nominate a colleague who might be in another section.

Contact Shunda Wright at shwright@bedford.k12.oh.us for further information. You may also log on to the OBTA web site at www.obta-ohio.org for the nomination forms. Nominations are due by July 15, 2009.

Membership Update

The 2009-2010 Membership form is in this issue of the Beacon (page 11), and membership renewals will be mailed in late May. For 2008-2009 members—directories and copies of the Journal (for those who did not attend the conference) will be mailed by the end of May. *If you don't receive either of these by early June, please let us know!* As we enter a new membership year, we wanted to answer several questions we have been asked.

I am a lifetime member, why do you still send me a renewal form? Please help us keep our records current by updating or confirming your contact information. Just indicate lifetime member on the form.

I'm not able to renew this year, but I have moved or some of my information changed. Please help us keep our records current by updating address and other information.

Why should I renew my membership? OBTA is an inexpensive way to stay connected with other Ohio Business Teachers. The conference is a great way to network. The location moves around the state, so if it's not convenient to

attend one year, hopefully it is more convenient the following year. Local chapters meet several times a year and receive some money from the state organization to help fund local meetings and activities. All members receive the directory in May (watch for yours to arrive soon!), a copy of the Journal (a refereed journal in which all members are invited and encouraged to publish), and the Beacon several times a year. The Beacon keeps you updated on OBTA activities and provides teaching suggestions from your peers. OBTA awards (open to members only) offer you the opportunity to be recognized by your peers and your institutions, and the opportunity to nominate your students and peers for awards and scholarships.

What can I do to help OBTA? There is a trend of declining memberships across many professional organizations. We are only as strong as our membership. Get involved! Participate in your local chapter, submit articles for the Beacon, publish in the Journal, encourage a peer to join, attend the OBTA conference.

Other membership questions? Please contact pam.rankey@uc.edu.

OBTA Membership Benefits

- * Professional organization membership
- * Networking with professional colleagues
- * OBTA website: www.obta-ohio.org
- * Annual professional conference
- * The Ohio Business Technology Educator--annual refereed journal committed to professional excellence
- * Beacon--three issues
- * BIAC member presentations
- * BIAC student recognition
- * Distinguished Teacher recognition
- * OBTF grant opportunities

Don't Forget!

BIAC Commendations Available

The OBTA Business and Industry Advisory Council wants to remind you to nominate an outstanding graduating high school senior or a post-secondary student who completes a program in Business Education for the Business and Industry Achievement Commendation. These graduates will receive an Achievement Commendation certificate, a letter of recognition, and a small gift from OBTA's Business and Industry Advisory Council.

OBTA members are encouraged to take advantage of this simple and easy opportunity to recognize an outstanding student and your school.

To nominate a student, please provide your name, the student's name, the school address/city/zip, and the date needed. Contact Shunda Wright at shwright@bedford.k12.oh.us. Information and nomination forms may also be found on the OBTA website at www.obta-ohio.org.

KNOCK KNOCK

Do you hear it?



Nominate a deserving student for the OBTA Scholarship

Application Deadline
August 30, 2009

Contact:

Shunda Wright
shwright@bedford.k12.oh.us
or

find the information on the
OBTA website
www.obta-ohio.org.

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We're Here for You--Contact Us

2009

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OBTA VISION

Business Education for Effective Living

OBTA MISSION

To make a positive difference
in business education by providing
professional development activities, technology-
based workshops, research, publications,
and networking opportunities.



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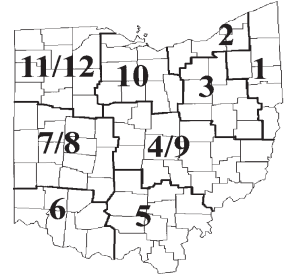
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Pam Rankey, Shunda Wright, Shawn Orr
Susan Bobey, Stella Hull, Joy Dougherty, Stephanie Sak,
Ken Martin
Felicia McMiller, Connie Crossley, Matt White



An Association for Business Technology Educators



Support your professional organization . . . with your membership!

Membership applications may be found at our web site: www.obta-ohio.org
For additional information contact: Pam Rankey at prankey@fuse.net

2009-2010 Membership Application
O B T A—An Association for Business Technology Educators
Membership Year July 1, 2009-June 30, 2010

Please fill in all blanks below. Please print or type.

check to exclude your personal data from the directory.

Title First Name Initial Last Name
Home Address City/State/Zip
Evening/Area Code/Phone E-mail Address

School Name School Address
City/State/Zip
Day/Area Code/Phone

Position

- Classroom Teacher
Teacher Educator
Administrator
Supervisor
Other

Institution

- Elementary
Middle/Jr. High
Secondary/High School
JVS/career center
College/University
Tech./Community College
Private Business College
State Department
Other

Dues Information

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Professional - \$45.00 (after July 1, 2009)
Retired - \$20.00
Student (full-time, undergraduate) - \$20.00
Life Member - NC

Highest Degree Completed

- Bachelor
Master
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