

WISCONSIN BUSINESS EDUCATION ASSOCIATION
JOURNAL

Fall 2001

Volume 50 Number 1

<http://www.wbeaonline.org>

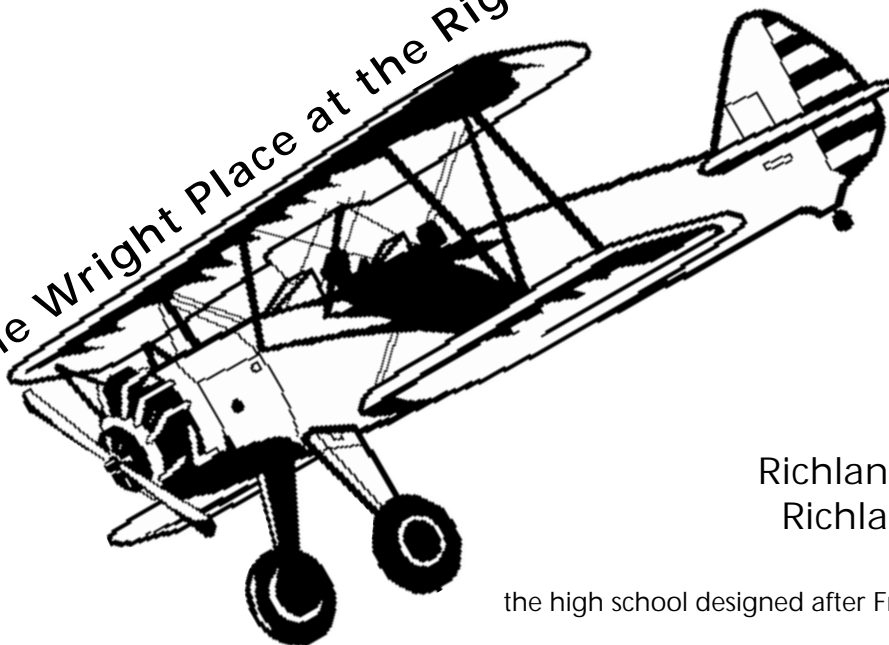
ON THE INSIDE: Message from President / Fall Seminar Details / Spring Convention /
Nomination Forms / Analysis of Motivation / Factors Affecting Student Performance

Fall
Seminar

2001

Saturday, October 13

In the Wright Place at the Right Time



hosted by

Richland Center High School
Richland Center, Wisconsin

the high school designed after Frank Lloyd Wright's architecture

2001-2002 WBEA Executive Board

----- Terms of Office

Term	Name/Office	Expires	Selection Process
1 year	Susan Sharkey, President	6/30/02	President Elect Assumes
1 year	Becky Dickson, President Elect	6/30/02	Elected
1 year	Kathy Kiger, Past President	6/30/02	President Assumes
5 years	Sandree Thiele, Membership/ Information Processing Officer	6/30/04	Appointed
3 years	Janet Allison, Convention Coordinator	6/30/02	Hired
2 years	Jennifer Wegner, Treasurer	6/30/02	Elected
2 years	Julia Herman, Secretary	6/30/03	Elected
1 year	Wayne Morgenthaler, 2001 Fall Seminar Chair	6/30/02	Appointed
2 years	Lisa Olson, <i>Wisconsin Business Education Journal</i> Editor	6/30/02	Appointed
2 years	Al Arndt, District 1 Representative	6/30/03	Appointed
	Judi Olson, District 2 Representative	6/30/02	Appointed
	Mary Lou Donnelly, District 3 Representative	6/30/03	Appointed
	Wally Trouten, District 4 Representative	6/30/02	Appointed
	Sheila Piunti, District 5 Representative	6/30/03	Appointed
	Ann Wegner, District 6 Representative	6/30/02	Appointed
2 years	Donna Weidman, N-CBEA Representative	6/30/03	Elected
Continuous	Joan Loock, DPI Representative	Continuous	Appointed
Continuous	Bette Schmitt, DPI Representative	Continuous	Appointed
Continuous	Mike Tokheim, WTCSB Representative	Continuous	Appointed
1 year	Tim Fandek, Student Representative	6/30/02	Appointed
	Student Representative (TBD)	6/30/02	Appointed
2 years	Mark Probst, Photographer & <i>Wisconsin Business Education Journal</i> Business Manager	6/30/03	Appointed
2 years	Mike Carpenter, Legislative Network Coordinator	6/30/01	Appointed

WISCONSIN BUSINESS EDUCATION JOURNAL

<http://facstaff.uww.edu/wbea/wbea>

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Editor:

Lisa Olson

Referee Editor:

Harriet Rogers

Manager:

Mark Probst

Circulation: 800

WBEJ is published three times each year by and for the Wisconsin Business Education Association.

Deadlines for WBEJ

Spring January 15, 2002

Newsletter May 6, 2002

Fall August 15, 2002



Send materials to:

Lisa Olson
Hartford Union High School
805 Cedar Street
Hartford, WI 53027

262-673-8950 Ext. 300
262-673-8943 FAX

lisa.olson@huhs.org

Wisconsin Business Education Journal is a refereed journal and is an excellent opportunity for business educators to share their thoughts and ideas relating to business and marketing education. Please read the "Call for Articles" in this issue for more details about submitting articles. I also welcome suggestions and new ideas for the content and format of the publication. Please feel free to send me comments and suggestions.

Please note the following when submitting materials to WBEJ:

- ▶ If you are sending materials on disk or as an e-mail attachment, a hard copy would also be appreciated.
- ▶ If you are including a photo, black and white is preferred. If you are sending a digital photo or have scanned in the photo, please use **at least 240 dpi** for the resolution.
- ▶ Please remember to inform Sandralee Thiele, Membership/Information Processing Officer, of any address or name changes. Doing so will assure that you will receive all the WBEA mailings. The membership year runs from July 1-June 30. Check your mailing label for P01-02 to see if your dues are current. If not, please use the membership renewal form in this issue to update your membership.
- ▶ If you are aware of any WBEA member who is not receiving their copy of the WBEJ, please contact me. If you have an address change after you have paid your dues or if you are a lifetime member, please contact Sandralee Thiele, Membership/Information Processing Officer.

Serving you as WBEJ Editor is a rewarding and enjoyable experience. I hope all of you have had a wonderful beginning to the new school year. Just a reminder that the deadline for the Spring Issue is January 15, 2002.

Susan Sharkey
2001-2002 WBEA President



Psst! Pass it on . . .

Business education is constantly in a state of change. When I started out in teaching, I remember wondering at what point in my career I would be able to simply pull canned units and templates out of my file cabinet. How naïve was I? Very quickly I learned (thanks to trial and error along with wonderful mentors from Marshfield, Auburndale, and Ripon) that to be an effective teacher I should accept the fact that I would be continually updating materials and plans to keep up with changes in education and the workplace.

Pass it on—Business Educators have the tools to keep up with changes and be the Change makers. I would never have been able to keep up with the changes in our profession without the help of colleagues who enthusiastically shared what they had discovered. How do you keep up to date without feeling overwhelmed by the constant changes in the education and business environment? I hope you take advantage of shortcuts provided through WBEA:

- ▶ Fall seminar workshops
- ▶ State, national, and international convention workshops
- ▶ Resource information linked to the WBEA website
- ▶ Ideas shared with colleagues through association publications and/or face-to-face encounters

Are you willing to share what you have discovered? Do you encourage colleagues to stay current by inviting them to participate in WBEA activities?

Pass it on—Your WBEA Executive Board is continually looking for ways to better serve our state's business educators. Let the board know what you expect from our organization. For example, would you prefer to attend the annual convention in the spring or in the fall? You can provide feedback by emailing me (sharkey@dotnet.com) or making comments through our web site. Feel free to use any of these sentence starters:

I hope WBEA continues to . . .

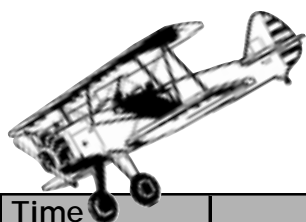
I wish WBEA would . . .

What I really like about the Fall Seminar/Annual Convention is . . .

What really bugs me about the Fall Seminar/Annual Convention is . . .

Good luck as you begin another school year of helping others develop useful skills to prepare them for changes in their personal and work lives. I look forward to sharing ideas through email, in person, or at upcoming Business Education events:

- October 4-6, 2001—N-CBEA Convention in Red Wing, MN
- October 13, 2001—WBEA Fall Seminar in Richland Center, WI
- March 27-30, 2002—NBEA Conference in Philadelphia, PA
- April 25-27, 2002—WBEA Conference in Fond du Lac, WI



WBEA 2001 FALL SEMINAR

In the Wright Place at the Right Time

Saturday, October 13, 2001
Richland Center High School

FALL SEMINAR SCHEDULE	Time	Event A	Event B	Event C
	8:00-9:00 a.m.	Registration		
	9:00-9:15 a.m.	Welcome		
	9:15-10:00 a.m.	Financial Instruction (David Mancl)	Access for Accountants and Others (Joy Kite-SWTC)	Graphics Software (Louann Moen)
	10:00-10:15 a.m.	Break		
	10:15-11:00 a.m.	E-Mail Etiquette (SWTC Instructor)	Web Design-PC (Lynn Korsch)	Round Table Discussion Field Trips/School Store/Favorite Websites
	11:00-11:15 a.m.	Break		
	11:00-noon	Keynote Speaker: Rob Bell "The Power of Positive Choice"		
	12:00-1:00 p.m.	Lunch		
	1:00-1:45 p.m.		Web Design-PC (Lynn Korsch)	Active Learning, Accounting (Ginny Moore)
	1:45-2:00 p.m.	Break		
	2:00-2:45 p.m.	You Did this in Excel? (Wayne Morgenthaler)	Active Learning: Accounting (Ginny Moore)	Round Table Discussion Selling Your Program
	2:45-3:00 p.m.	Break		
3:00-3:15 p.m.	Closing Remarks and Door Prizes			

About the keynote speaker: Rob Bell is the Education & Training Director for Dick's Supermarkets. For the past six years he has been presenting seminars and keynotes to businesses and organizations throughout Wisconsin, Illinois, and Iowa. Rob's presentations are always high energy, with real life anecdotes that are fun and meaningful. You will leave the presentation fired up and ready to make the positive choices necessary to truly enjoy life to the fullest.

Questions?

Contact Wayne Morgenthaler
608-647-6131 Ext. 1550
morw@richland.k12.wi.us

How to get to Richland Center High School

From LaCrosse:

Take Hwy 14 East.. You will see the High School on the left as entering Richland Center. Turn left onto Hive Drive.

From Madison:

Take Hwy 14 West. Stay on 14 through town. You will see the High School on the right as you leave Richland Center. Turn onto Hive Drive.

From Eau Claire:

From I90-Take New Lisbon exit. Hwy 80S to Richland Center. Turn right onto 6th St. You will see the High School on the right as you leave Richland Center. Turn onto Hive Drive.

Hotel Information:

Super 8 608-647-8988
White House 608-647-8869

Session One (9:15-10 a.m.)

Financial Instruction, David Mancl

Interested in Financial literacy? Check this one out--teaching tools to benefit you and your classroom in promoting financial education. Covers credit, savings, and investing--help make Wisconsin more financially savvy.

Access for Accountants & Others, Southwest WI Technical College

Accounting + Microsoft Access 2000=?!?! Ah yes, it is possible to use Microsoft Access to create useful accounting documents? Join us and see...

Graphics Software, Louann Moen

Session Two (10:15-11 a.m.)

E-mail Etiquette, Southwest WI Technical College

Business e-mail messages project an image of you and your organization. Therefore, as much attention to detail (content, format, grammar, style) must be given to e-mail correspondence as to traditional business communication. Tips to write effective business e-mail will be given in this presentation.

Web Design-PC, Lynn Korsch

Elements of a good web page design for your business department. You will be motivated to create web pages and learn how to maintain them.

Round Table Discussion, Field Trips/School Store/Favorite Websites

Share your ideas and experiences with successful Field trips, school store ideas and your favorite websites to help other business educators enhance their curriculum.

Keynote Presentation (11-Noon)

"The Power of Positive Choice," Rob Bell

People want to be around "Positive People." Are you positive you're positive?

Session Three (1-1:45 p.m.)

Marketing, Mary Jane Walker

Web Design-PC, Lynn Korsch

Repeat of Session Two

Active Learning: Accounting, Ginny Moore-SWTC

Active Learning in Accounting and Business Courses? Absolutely!! Active learning methods incorporate memory strategies, visualization and relaxation techniques, music, affirmation, and environmental elements. Both the student and the teacher benefit from the active learning process.

Session Four (2-2:45 p.m.)

You Did This in Excel? Wayne Morgenthaler

Unique ways to use Excel in accounting, keyboarding, and business law.

Active Learning: Accounting, Ginny Moore-SWTC

Repeat of Session Three

Round Table Discussion, Selling Your Program

Share your ideas on how to encourage students to enroll in your classes.

REGISTRATION FORM

Register by September 23, 2001

Name _____

Home Address, City, State, Zip _____ Phone _____

School Address, City, State, Zip _____ Phone _____

Make **checks payable to WBEA** (cost includes materials and lunch)-sorry no purchase orders.

Mail registration and check to: Wayne Morgenthaler, Richland Center High School,
23200 Hornet High Road, Richland Center, WI 53581.



Please check one:

WBEA Member = \$30 _____ Non-Member = \$35 _____ Students & Retirees = \$10 _____



**BUSINESS EDUCATION--
THE BEACON OF SUCCESS**
FOND DU LAC HOLIDAY INN
APRIL 25-27, 2002

Plan to attend the 2002 WBEA Convention at the Holiday Inn in Fond du Lac, April 25-27, 2002. The committee is busy planning events to prove that Business Education IS the Beacon of Success. Following are some features of the convention. Look further in this issue for opportunities to volunteer.

Bob Bohnsack, Marian College

Kathy Krueger, Fox Valley Technical College

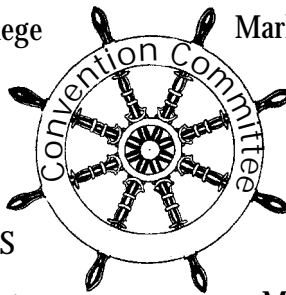
Sandreee Thiele, Delavan-Darien HS

Marilyn McAdams, Frank Lloyd Wright HS

Mary Alice Eisch, Special Advisor

Jennifer Wegner, Mishicot HS

Kathy Ruby, Marian College



Mark Probst, Wisconsin Lutheran HS

Ann Marquardt, Sabish HS

Bonnie Smith, Lakeshore Technical College

Tina Trumbower, Campbellsport HS

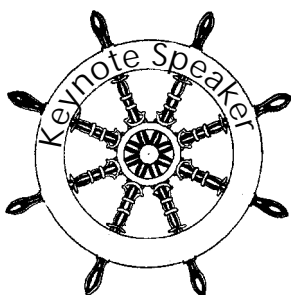
Kathy Kiger, Hortonville HS

Mary Lou Donnelly, Clintonville High School

Keynote speaker will be Matt Glowacki. Matt is from Sun Prairie. He was born without legs, but that hasn't stopped him from participating in athletics, or in anything else he has wanted to do. He is an Eagle Scout, he has served as the Governor of the State of Wisconsin's Key Club District, and managed his own business.

Mr. Glowacki is a graduate of UW-Whitewater. While attending UWW, Matt played wheelchair basketball, developed and administered a community awareness program entitled, "What It Takes: Cornerstones for Success." He took this program to over fifty schools each year, bringing his message and competitive wheelchair sports to over 25,000 students across the state. He has also served as an informative speaker and consultant for audiences made up of parents, administrators, and business professionals at statewide and national conferences.

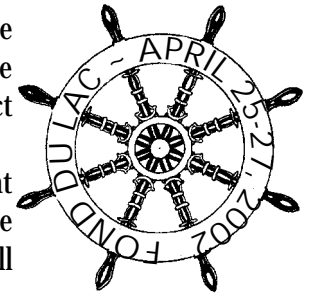
Matt currently focuses his life in two primary areas. The first is the world of business; he was employed for three years as an outside sales account executive for Lucent Technologies. In October of 1999, he left to build three of his own businesses. Matt has a very successful wheelchair building and sales business. He owns and operates a mobile disc jockey service, and is the president of Myriad Communications.



The second focus of his life is competitive sports. Matt earned his position on the USA Paralympic Team for Sit-Volleyball in June of 1996, after he participated in the World Championships in Washington, DC. He has traveled and competed internationally with the team and helped them secure a position in the 2000 Paralympics in Sydney, Australia.

The keynote address is entitled, "Expectations". Several of our committee members have heard Matt speak to high school groups. He comes with high reviews. This is one of many fantastic things we have planned for you in Fond Du Lac April 25-27, 2002.

THERE'S MORE! In order to make a convention successful, it takes effort on the part of all of our members. Mark Probst is organizing the exhibits. If you would like to see products of a specific company, Mark would like your suggestions. Please contact him at mprobst@wlhs.k12.wi.us or punsterman@earthlink.net



MARIAN COLLEGE has invited us to hold our hands-on computer workshops at their new technology facility. If you are interested in a specific workshop topic, please contact Tina Trumbower at ttrumbo@csd.k12.wi.us. She is eager to find topics that will meet your needs.

THE RUSS HOSLER FUN RUN/WALK is being organized by Ann Marquardt. Glencoe/McGraw-Hill has once again agreed to sponsor this event. Dr. Mary Margaret Hosler has agreed to provide \$50 bills to several lucky winners in a drawing. Once again we'll ask you to register for this event so that we know how many T-shirts to order.

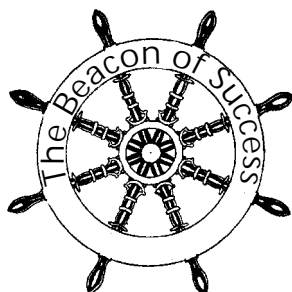
LODGING will be at the Holiday Inn, 625 West Rolling Meadows Drive, Fond Du Lac, WI 54937. You may telephone (414) 923-1440 to make your reservations. If you need special facilities, the registration staff will do their best to accommodate you.

REGISTRATION PACKETS will be assembled by Jennifer Wegner. If you wish to have something in the packet for attendees, please contact Jennifer at jwegner@nconnect.net with details. The deadline will be early April.

WATCH FOR THE REGISTRATION FORM that will be mailed to you in February. On it will be all the events for which you will need to register, the details for the room reservations, and the prices of everything.

THE NEXT COMMITTEE MEETING will be November 2. If you have suggestions for things that need to be included in the convention, please contact the people mentioned above or me. My e-mail is new. It is jallison@bloomer.net. We will do all that we can to address the issues that are important to you.

Janet Allison, Coordinator
 20454 County Highway DD
 Bloomer, WI 54724
jallison@bloomer.net



Complete the Spring Convention Volunteer Form on Page 13



Call for Articles

We would like to remind business educators that the Wisconsin Business Education Journal is now a refereed journal that will be listed in the Cabell's Directory of Publishing Opportunities in Education. The purpose of the WBE Journal is to provide relevant, pertinent information regarding teaching strategies, nonresearch-based articles, and research-based studies related to business education and marketing education.

Articles are published twice a year—Fall and Spring. Our target audience is middle/secondary, post-secondary Business and Marketing teachers, and university teacher educators. All manuscripts will be given a “blind review” by external reviewers. The deadline date for submission of manuscripts for the Spring 2002 issue is November 1, 2001. The deadline date for submission of manuscripts for the Fall 2002 issue is June 1, 2002.

Manuscripts should follow the publication guidelines (available on WBEA web site located at www.wbeaonline.org). Questions about publishing in the Wisconsin Business Education Journal should be directed to Dr. Harriet Rogers at UW-Whitewater by phone at 262.472.5437 or by e-mail at rogersh@uwwvax.uww.edu. Please share this announcement with your colleagues!



Cool Websites for Accounting

<http://lyman.dtc.millard.k12.ut.us/Acct/Simul/Monopoly/mnrules.htm>

www.swep.com/bused/news/498e.html

www.swcollege.com/vircomm/gita/gita04_main.html

www.angelfire.com

www.themint.org

www.lavamind.com/edu.html

www.escapefromknab.com/education_bottom.html

www.glencoe.com/sec/accounting/teacher/games/index.htm

www.geocities.com/CollegePark/Quad/5687/monopoly.html

www.vcta.asn.au/html/classroom/accounting/fun/bugs_and_slugs.htm

www.littlejason.com/lemonad/index_left2.asp

www.gazillionaire.com/zap.html

www.virtualstockexchange.com

www.worksmartusa.com

www.quia.com/jg/65500.htm

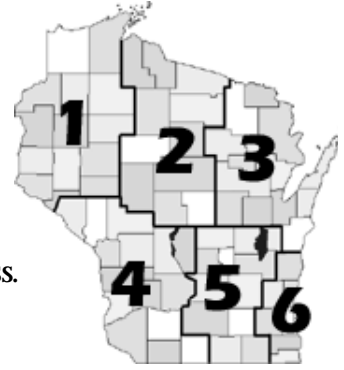
<http://accounting.pro2net.com/x28550.xml>

submitted by Dr. Harriet Rogers, UW-Whitewater

2001-2002 WBEA MEMBERSHIP APPLICATION

Please read your label:

P01-02 Professional dues paid for 2001-2002
 S01-02 Student dues paid for 2001-2002
 L??Last time LIFE member directory was updated



Please complete **all information** listed below.

..... Please place a check mark in front of your preferred mailing address.

For more information about WBEA, visit <http://facstaff.uww.edu/wbea/wbea>

NAME _____ DATE _____

_____ School Name _____

School Address _____

City, State, ZIP _____

School Phone Number (____) _____ FAX (____) _____

School E-mail Address _____

County in which school is located _____ WBEA District _____
(see map above; same as FBLA)

_____ Home Address _____

City, State, ZIP _____

Home Phone Number (____) _____ FAX (____) _____

Home E-mail Address _____

WISCONSIN BUSINESS EDUCATION ASSOCIATION

_____ \$35 . . . Professional _____ \$10 . . . Retired _____ \$5 . . . Student _____ \$525 . . . Lifetime

NATIONAL BUSINESS EDUCATION ASSOCIATION

_____ \$65 . . . Professional _____ \$95 . . . Professional & ISBE _____ \$35 . . . Student _____ \$40 . . . Retired*
(*Must have been a continuous member for past 10 years)

Total amount enclosed _____ Check Number _____ Check Date _____

Please make checks payable to **WBEA**. Send application and dues to:

Sandree Thiele, Membership/Information Processing Officer, N2524 Hill Street, Darien, WI 53114-1358.

NOTE: Purchase orders can no longer be processed for payment of dues!

Duplicate this form and share it with potential WBEA members in your department or community!

2002 Nomination Form
Wisconsin Business Education Association

Lorraine Missling Outstanding Achievement Award

Eligibility:

The recipient must be a business educator currently teaching business education subjects (K-12 and/or post secondary) who is a current WBEA member. Candidates cannot have more than 5 years of teaching experience. Candidates are eligible from first (1st) year of teaching through fifth (5th) year.

Guidelines:

1. Nominations must be **postmarked by November 1, 2001***. After nomination, the nominator with the help of the nominee should complete the application form** and supporting materials. Nominees who have not exceeded five (5) years of experience may be considered for two (2) years; candidates may be renominated.
2. Application for the award **must be completed using the official form. A 10-point or larger font is required.** (Submit all information on pink paper, please.) Winners have the opportunity to be eligible for N-CBEA and NBEA Awards.
3. **Two (2) supporting letters, each limited to one page**, may accompany the official form. Letters must include one from an administrator and one from a peer. Standard 8 1/2" x 11" paper or letterhead is required; only one side of each page may be used. **(Submit all information on pink paper, please.)**
4. **No additional pages or materials** should be included with the application form other than letters as stated in number four (4) above.
5. Mail seven (7) sets of the completed application packet to Sandralee Thiele, Outstanding Business Educators Chair, N2524 Hill Street, Darien, WI 53114-1358. (A set consists of the multi-page application form and a copy of each letter.)
6. Completed applications must be **postmarked by November 30, 2001**. It is the responsibility of the nominee to insure that this deadline is met.

FAILURE TO FOLLOW ANY OF THE GUIDELINES WILL RESULT IN DISQUALIFICATION OF THE NOMINATION

Date _____

Full Name of Nominee _____

Present Position _____ No. Years Teaching Experience _____

Complete Mailing Address _____

Name of Nominator _____

Position _____

Complete Mailing Address _____

*Mail nomination form to: **Sandralee Thiele, Outstanding Business Educators Chair, N2524 Hill Street, Darien, WI 53114-1358**

**Official application form will be mailed to nominee after the nomination deadline.

2002 Nomination Form
 Wisconsin Business Education Association

Outstanding Business Educator Awards

Eligibility:

The recipient must be a business educator with experience teaching business education subjects (K-12 and/or post secondary) who has been a WBEA member for at least one year and is a current WBEA member.

Guidelines:

1. Nominations must be **postmarked by November 1, 2001***. After nomination, the nominator with the help of the nominee should complete the application form** and supporting materials. Nominations are valid for two years.
2. **Application for the award must be on the official form.** Winners have the opportunity to be eligible for N-CBEA and NBEA Awards.
3. Detailed descriptions should be provided for each criterion on the form. **Responses to each criterion must not exceed one page, one side only. A 10-point or larger font is required.** Type each statement at the top of a separate sheet of paper before beginning your response. The responses to the criterion must be submitted on green paper for the K-12 award—Award I; yellow paper for the post-secondary award—Award II.
4. Five (5) supporting letters, each limited to one page, may accompany this form. These letters must include one from an administrator, one from a peer, and one from a present or former student, as well as two additional letters. Standard 8 1/2" x 11" paper or letterhead is required, and only one side of each page may be used. Submit all information on **green paper—Award I; yellow paper—Award II.**
5. No additional pages or materials should be included with the application form other than letters as stated in number four (4) above.
6. Mail seven (7) sets of the completed application packet to Sandralee Thiele, Outstanding Business Educators Chair, N2524 Hill Street, Darien, WI 53114-1358. (A set consists of the multi-page application form and a copy of each letter.)
7. Completed applications must be **postmarked by November 30, 2001.** It is the responsibility of the nominee to insure that this deadline is met.

FAILURE TO FOLLOW ANY OF THE GUIDELINES WILL RESULT IN DISQUALIFICATION OF THE NOMINATION

Date _____

Full Name of Nominee _____

Present Position _____ No. Years Teaching Experience _____

Complete Mailing Address _____

Circle award for which candidate is being nominated Award I (K-12) Award II (Post Secondary)

Name of Nominator _____

Position _____

Complete Mailing Address _____

*Mail nomination form to: **Sandralee Thiele, Outstanding Business Educators Chair, N2524 Hill Street, Darien, WI 53114-1358**

**Official application form will be mailed to nominee after the nomination deadline.

Fall Into New Ideas and Opportunities by Renewing Your Membership in NBEA

Whether you are in your 1st year or your 25th year of teaching, you probably spend countless hours in search of resources for enhancing your classroom teaching and for developing your own professional growth.

If you are searching for:


- n Professional Liability Insurance at No Additional Cost
- n Curriculum Guides and Materials
- n Professional Journal, Yearbook, and Newsletter
- n Online Resources
- n Regional Membership (NCBEA)
- n Business-Industry Linkages
- n MBEI/NCBEA Convention
- n Annual Convention – Philadelphia, PA – March 25-27, 2002
- n Networking Opportunities
- n Teaching Strategies
- n Leadership Development

2001 NCBEA Convention

Treasure Island Resort
Red Wing, Minnesota,
October 4-6, 2001

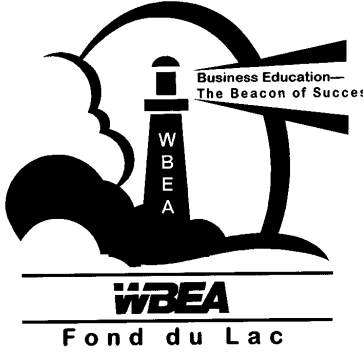
NBEA Has It!

Join today by completing the membership form below:

 <p>MEMBERSHIP SERVICES:</p> <ul style="list-style-type: none"> ♦ Professional journals and publications: NBEA's journal, <i>Business Education Forum</i> NBEA's newsletter, <i>Keying In</i> NBEA Yearbook Special publications and promotional items Curriculum standards and resources ♦ \$250,000 professional liability insurance ♦ Annual national convention ♦ Regional association membership ♦ Regional conventions ♦ Legislative advocacy ♦ Business-industry link ♦ Insurance programs ♦ Professional awards program ♦ International Society for Business Education (ISBE) ♦ MasterCard program 	<p align="center">NATIONAL BUSINESS EDUCATION ASSOCIATION MEMBERSHIP APPLICATION</p> <p align="center"><i>... Educating for Success in Business and Life</i></p> <p>IMPORTANT... Please list both home and business addresses and telephone numbers. Indicate mailing preference: <input type="checkbox"/> Home <input type="checkbox"/> Business</p> <p>Name _____ Title _____</p> <p>Organization _____</p> <p>Business Address _____</p> <p>City _____ State _____ Zip _____</p> <p>Business Phone (Include Area Code) _____ E-Mail _____</p> <p>Home Address _____</p> <p>City _____ State _____ Zip _____</p> <p>Home Phone (Include Area Code) _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>METHOD OF PAYMENT:</p> <p><input type="checkbox"/> Check Payable to NBEA</p> <p><input type="checkbox"/> Visa # _____</p> <p><input type="checkbox"/> MasterCard # _____</p> <p>Expiration Date _____</p> <p>Signature _____ <small>Signature required for all credit card charges</small></p> </td> <td style="width: 50%; padding: 5px;"> <p>MEMBERSHIP CLASSIFICATION:</p> <p><input type="checkbox"/> Professional \$65</p> <p><input type="checkbox"/> Professional/ISBE \$95 <small>(International Society for Business Education)</small></p> <p><small>Membership dues include a \$20 subscription to <i>Business Education Forum</i>. Subscriptions are not available to nonmembers. NBEA dues are not tax deductible as a charitable contribution for federal income tax purposes; however, they may be deducted as a business expense under other provisions of the Internal Revenue Code.</small></p> </td> </tr> </table> <p align="center">Home Page: http://www.nbea.org E-Mail: membership@nbea.org</p>	<p>METHOD OF PAYMENT:</p> <p><input type="checkbox"/> Check Payable to NBEA</p> <p><input type="checkbox"/> Visa # _____</p> <p><input type="checkbox"/> MasterCard # _____</p> <p>Expiration Date _____</p> <p>Signature _____ <small>Signature required for all credit card charges</small></p>	<p>MEMBERSHIP CLASSIFICATION:</p> <p><input type="checkbox"/> Professional \$65</p> <p><input type="checkbox"/> Professional/ISBE \$95 <small>(International Society for Business Education)</small></p> <p><small>Membership dues include a \$20 subscription to <i>Business Education Forum</i>. Subscriptions are not available to nonmembers. NBEA dues are not tax deductible as a charitable contribution for federal income tax purposes; however, they may be deducted as a business expense under other provisions of the Internal Revenue Code.</small></p>
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<p>RETURN THIS FORM WITH PAYMENT TO:</p> <p>National Business Education Association 1914 Association Drive Reston, VA 20191-1596 (Tel) 703-860-8300 • (Fax) 703-620-4483</p>			

WBEA 2002 SPRING CONVENTION VOLUNTEER FORM

FOND DU LAC HOLIDAY INN
APRIL 25-27, 2002



Name _____

Address _____

School Name & Address _____

Home E-mail _____ Phone _____

School E-mail _____ Phone _____

I am volunteering to help with the 2002 WBEA Convention in Fond du Lac.

I would like to present on the topic of _____

I recommend the following presenter/topic: _____

(Name, address, e-mail)

I would be willing to serve as a sectional or workshop facilitator, introducing the speaker, etc.

Please respond to: Sandralee Thiele
 N2524 Hill Street
 Darien, WI 53114-1358
 sthiele@pensys.com



Shirt Order
 Order a shirt monogrammed with the new WBEA logo. Allow 6-8 weeks for order.

Mail Shirt Order To:

 William W. Trouten
 6786 N. Elm
 Platteville, WI 53818
 608-348-9853

Ship Shirt To:

 Name _____
 Address _____
 City _____ ST _____ ZIP _____
 Phone _____

Description	Size	Color	Qty	Price
Make checks payable to: WBEA			Subtotal	
			Shipping & Handling (Add \$5/shirt)	
			TOTAL	

DESCRIPTION OF CHOICES

Men's or Women's Long/Short Sleeve Denim Shirt (\$25 for S-XL; \$27 for 2XL-4XL)

Crafted in a 6.5 oz., 100% cotton denim twill that's nicely oversized-easily accepts a layered turtleneck or T-shirt underneath. With a 7-button placket, button-down collar and front button-through pocket. Has 2-button cuffs.

The shirt is available in short sleeve as well as long.

Sizes: S-3XL. Colors: long sleeve: natural, dark denim*, denim*, khaki, forest. Short sleeve: black, denim*, khaki, natural.

*Also available in size 4XL

Men's or Women's Knit Shirt (\$22 for S-XL; \$25.00 for 2XL)

7 oz., 100% ringspun cotton. Soft fashion knit fancy jacquard collar and fancy jacquard welt sleeve bands. Three gloss-tone buttons on a clean finished Allen Solley placket with 1/4" reinforced box. Double needle hem bottom. Side seamed, side vents and two inch drop tail.

Sizes: M-2XL. Colors: white, gray, black (the collars and sleeves all are tipped with black, white, and gray).

The Russell J. Hosler Award In Business Education

Purpose

To stimulate, encourage, and reward outstanding contributions to the advancement of business education.

Nature of the Contribution

The contribution may be a single achievement or it may embrace a group of related achievements leading to the contribution. Acceptable areas include, but are not limited to:

- Teaching (theory, method, and/or classroom practice)
- Business and industry, with definite implications and significance in education
- Teaching methodology
- Professional literature.
- Research (original research or the guiding of research)
- Organizations (committees, associations, etc.)
- Administration of business education programs in K-12 or post-secondary schools



*In Honor of Russell J. Hosler
1906-1999*

Plaque and Cash Award

Each recipient of the Award will receive a plaque and a gift of \$500.

Administration

Two independent committees composed of prominent business educators administer the Award. The Administrative Committee (6 members) oversees the administration of the Award. The Board of Selection (6 members) selects the winner.

Selection Criteria

The recipient of the Award is a person who, in the judgment of the Board of Selection, has made an outstanding, meritorious contribution to the development and advancement of business education.

Nominations

Nominations may be made by any individual other than members of the Administrative Committee or the Board of Selection. Further, members currently serving on either Committee are not eligible to receive the Award. No member of the Administrative Committee or the Board of Selection shall submit an endorsement or recommendation on behalf of any nominee. A candidate, to be considered, must be nominated on the official nomination form. Selection of the recipient of the Award will be solely and exclusively the responsibility and authority of the Board of Selection. Selection is to be made strictly on the merits of the contribution of the recipient.

 Nominations must be postmarked no later than November 1, 2001. Only one form will be accepted for each individual nominated.
 Send by first-class mail to: **Wisconsin Business Education Association**
Russell J. Hosler Award in Business Education
P. O. Box 115
Two Rivers, WI 54241
 NOTE: Once your nomination form is received, the Chair of the Administrative Committee will contact the nominee directly for the necessary supporting materials.

The Russell J. Hosler Award In Business Education Official 2002 Nomination Form

Type or print all information.

Nominee:

Name (Mr. Mrs. Ms. Dr.) _____
 Position (Title) _____
 Employer _____
 Address _____

Your Information:

Name (Mr. Mrs. Ms. Dr.) _____
 Position (Title) _____
 Employer _____
 Address _____
 Signature _____

Freshmen Select Business Education

Business and Marketing Education is alive and well at UW-Whitewater. Thanks to many of you in the field, new freshmen are choosing Business Education as a major. A record 25 new freshmen indicated that they are choosing Business Education as their major for 2001-2002.

One of the reasons why Whitewater is a good bargain is the number of scholarships (including WBEA's) available to Business Education majors. For instance, Marsha Eibs of Port Washington is this year's recipient of the Mary Hermanson Brooks Scholarship. This \$3,500 scholarship is defrays tuition costs of one new freshman who chooses business education as a major.

Although graduate students seeking licensure in business education are ineligible for the Brooks' Scholarship, they are eligible for several others. Lora Lehmann of Kenosha was one of the recipients of a WBEA scholarship.

Thus, our BE enrollment is stable. Our enrollment in Computer End-User Technologies undergraduate program is climbing. We have over 200 majors and minors. Over 35 interns worked in realistic positions this past summer while performing help desk duties, network administration, corporate training, and website administration. One graduate started at \$60,000 for an Oconomowoc company!

Finally, we offer a few graduate courses for the MBA program. One in particular, 220775 Business Telecommunications, is online this fall. Other online courses are available to individuals enrolled in the Master of Science - Business Education programs. Unfortunately, our licensure courses are still delivered only traditionally.

The International Business Education Conference in Zurich

Drs. Marcia and Richard James just returned from the Centennial Conference of ISBE held in Zurich, Switzerland. Rich presented the findings of a Federal research project that identifies articulation of international business curriculum between secondary and postsecondary institutions in Wisconsin. Marcia, who is now secretary of the US Chapter of ISBE, joined Rich and others on business visits to the Kaba Group and IBM Zurich. In addition, she visited a silk factory in Zurich and a printing company in Basel.

This year, a Wisconsin high school teacher Chrissy Grap of Eau Claire and formerly of Hartford Union, attended the conference and created an email project for her students. Her students will be communicating with students from Sutherland, England.

Many other Wisconsin teachers enjoyed the workshops, seminar, and presentations offered to the attendees. If you would like to present or just attend next year's ISBE Conference in Mainz, Germany, please contact Marcia at jamesm@mail.uww.edu. The conference will be held July 30-August 2 in a castle! Pre- and post-conference tours are available. UW-Whitewater will offer graduate credit.

International Business Institute

Before leaving for Zurich, Dr. R. James held a two and one-half day institute on International Business topics. Wisconsin businesses, teachers, and administrators presented how globalization has impacted Wisconsin's business. Jayne Rufener Rausch, a Ripon High School teacher and former international sales consultant for Dean's Foods, presented her well-written International Business class curriculum. She linked her curriculum to the NBEA standards.

Pre-ISBE Conference Tour Offered by Dr. Ray Bernardi, Summer, 2002

An ISBE Pre-conference tour in the Czech Republic, Austria, and Germany is being offered by Dr. Ray Bernardi in conjunction with the 2002 ISBE Conference in Mainz, Germany. Participants will leave the USA from the JFK Airport in New York City on the afternoon/evening of July 15 and fly to Prague via Frankfurt, Germany. The tour will begin in Prague with further travel in Salzburg, Austria. We will then visit Berchtesgaden, Oberammergau, the Romantic Road (including Rothenburg ob der Tauber), Triberg (in the Black Forest), Wiesbaden, Koblenz, and Bingen, in Germany. The tour will arrive in Mainz on July 28 in time to check into our 2002 ISBE Conference hotel and to register for the 2002 ISBE/SIEC Conference. Tour participants do not have to attend the ISBE Conference.

The dates of the tour are July 15-28 and the 2002 ISBE Conference dates are July 28-August 2. Those not attending the ISBE Conference can return to the USA on July 29 or they will have the opportunity to spend extra time in the area. Those attending the ISBE Conference will return to the USA on August 2. A \$200 deposit (made out check to Ray Bernardi) should be sent to Dr. Bernardi no later than March 30, 2002, to guarantee a place on the tour. If possible, please send the deposit earlier to help Dr. Bernardi in planning the tour. More information and a complete itinerary can be obtained by mail from: Dr. Ray Bernardi, 3109 Aylesbury Circle, Lexington, KY 40509; by calling 859-263-3315; by e-mail at: rbern65454@aol.com; or by accessing his web page: <http://www.geocities.com/rbern65454/index.html> He can be reached by regular mail, phone, or FAX at:

Ray Bernardi
3109 Aylesbury Circle
Lexington, KY 40509
Phone & FAX: 859-263-3315

September, 2001

Dear Wisconsin Business Education Association:

The Wisconsin Future Business Leaders of America is already active with our first 2001-2002 activities right around the corner. Our State Theme this year is "**FBLA-The Frequency for Success.**" The Executive Board is concentrating their efforts on increasing knowledge of FBLA through promoting the Wisconsin FBLA-PBL Foundation, Inc. to businesses and increasing awareness of community service projects inside and outside the school.

The Executive Board is striving to increase the size of Wisconsin FBLA by having more local chapters. This is where you, the business educators of Wisconsin, come in. Local chapter advisers are the backbone of our organization. Many of you may already be a local chapter adviser. If not, we would love to have you join our organization. Serving as a local chapter adviser has many benefits and here are just a few:

- ▶ Networking with other business education teachers from across the state and country.
- ▶ Becoming more involved in your high school
- ▶ Working with students in an out-of-classroom atmosphere
- ▶ Traveling throughout the country to national conferences

If you are interested in becoming a local chapter adviser, please contact Joan Loock at the Wisconsin Department of Public Instruction by e-mail at joan.loock@dpi.state.wi.us or myself by e-mail at huthkir@students.huhs.org.

As a business educator there is another way to get involved in FBLA-at the Professional level. The Professional Division of FBLA-PBL is composed of businesspeople, educators, parents, and anyone who supports the goals of the FBLA-PBL organization. Professional members assist, teach, and support the future generations of business leaders. To find out more information on how to become a Professional Member, contact either Joan Loock or myself.

Good luck with the rest of your school year.

Sincerely,
Kirsten Huth
Kirsten Huth
Wisconsin FBLA State President

W B E A E X E C U T I V E B O A R D M E E T I N G

Holiday Inn ~ Stevens Point

Saturday, January 13, 2001

Call to Order

President Kathy Kiger called the meeting to order at 9:08 a.m.

Appointment of Parliamentarian

Mike Tokheim agreed to serve as parliamentarian for the meeting.

Approval of New Appointments

A motion was made, seconded and carried to appoint Mike Carpenter as the Legislative Representative.

Secretary's Minutes

Discussion was held regarding the format of the minutes. Brenda and Kathy will revise the September 9, 2000, minutes and redistribute to the board. A motion was made and seconded to table the approval of the minutes until the updates had been received. The motion carried.

Treasurer's Report

The treasurer's report distributed to board members is up-to-date as of January 9. The Fall Seminar report is attached with one change for the miscellaneous total to \$40. The net Seminar income was \$558.29. A motion was made and seconded to accept the treasurer's report. The motion carried.

Membership Report

A current membership report was distributed to the board members. A motion was made and seconded to accept the membership report. The motion carried.

Fall Seminar Report

Kris and Peg were unable to attend the meeting, but sent information regarding Fall Seminar. Not only did they take a lot of time setting up Fall Seminar, but they also took a lot of time tallying replies afterwards. Approximately 40 people attended Fall Seminar. The comments on the questionnaires were very positive. A motion was made and seconded to compliment Peg and Kris for all their hard work and successful efforts. The motion carried.

DPI

Gloria Meyer, a business education teacher from Lomira, received National Board of Professional Standards Certification. There is money from Department of Public Instruction and WEAC to pay for the certification. This certification in professional standards will automatically take the recipient to master teacher level in the new DPI certification.

The 10% applications for those with Carl Perkins funding can be used for skill-certificated coops, MOUS, CISCO, A+ and other industry certification programs. Programs that were approved for the grant last year are not eligible for funding in 2001-2002 unless the application is for a different work-based learning experience. There is another \$110,000 for Business Education.

There has been a large increase in the number of Future Business Leaders of America chapters. There are now nearly 200 chapters.

Wisconsin Technical College

The ACTE national teacher of the year is Mary Welch from Chippewa Technical College.

A large percentage of the Paralegal program will be on the Internet. Students will not be required to attend a particular site if they are on the net program. Web Development and Web Administration programs will be available next year. E-commerce is another area being developed. The technical college system is hiring a lot of Computer Information Systems teachers, 80 since fall. Four more were just hired at Mid-State. The system can't keep up with the demand, but are able to find teachers, which is helpful. About 100 students per year are being lost in the Administrative Assistant area. Teachers in that area are not being replaced as they retire. An attempt is being made to change the focus of the program from being a coordinator to being a person who is organizing communication digitally and a person who is the strongest person in the organization to handle communications through technology.

Oracle (a database program) is attempting to set up Oracle Academies at the high school level. Mike cautions that it is an extremely complex database to train students in. These academies are already happening out east and on the west coast. They are trying to piggyback on the CISCO Academies.

Mike also discussed a grant available to high school students for \$1000 if they attend the technical college their first year out of high school. There is a total of \$6.6 million available over 2 years.

Wisconsin Business Education Journal

There will be two articles in the spring issue. One on resume content and design and one on business education's perspective on keeping up with technology. There are two articles that will be going in the fall issue and two more articles are being reviewed.

*(WBEA Executive Board January 13, 2001 Meeting Minutes continued)***N-CBEA**

Donna is sending letters and emails to lapsed members. The N-CBEA will have a booth at the WBEA Milwaukee Convention. They may have drawings for membership and prizes. The Convention this year is October 4-6 at Red Wing, MN, at Treasure Island Resort. WBEA is co-hosting the Convention in 2003 in Green Bay.

Committee Reports

Outstanding Business Educators

The committee received nominations for the Secondary and Lorraine Missling Awards, but received no nominations for the Postsecondary Award. Sandralee will be calling the winners. An eligibility change was made for the awards that the recipient must be a member during the past year as well as a current member. Sandralee added that nominations can be made by any member, but can't be made by members of the committee and members of the committee are not eligible for the award. Julia will be presenting the awards at Convention.

Student Scholarships

Five students were chosen to receive scholarships. Each student will receive a \$750 scholarship plus a \$50 stipend to attend Convention. Jennifer will be contacting the winners by letter. Sue will present the awards at Convention.

Advisory Council

The committee discussed ways to distinguish themselves at Convention. Al came up with the idea for all district representatives to wear vests that denote their district's color. The vests can be passed on from year to year. Judi will look into the cost of making the vests and possibly having them embroidered with WBEA and the district number. A motion was made and seconded to spend up to \$125 to make district representative vests. The motion carried. A comment was made to be sure that the ribbons stay in the same colors to continue coordination with vest colors.

Legislative

Mike distributed a list of new senators and representatives with addresses and also the committees each will sit on. He will be setting it up that we get ACT alerts so there is the possibility to have people in each district to write letters/emails to legislatures in response to issues. Kathy thanked Mike for accepting the position and for the work he has done so far.

2001 Convention

There are tours and hands-on workshops planned for Thursday afternoon. People who attend these functions will also tour Marquette University. Thursday night's reception is still up in the air because all publishing companies are cutting back. Friday night's excursion will be to Miller Park for a Milwaukee Brewer game. The \$25 cost is for the game ticket and transportation; dinner is on your own. Mark Probst has a lot of exhibits lined up for the Convention. On Friday morning we will have a keynote speaker and one sectional instead of two. Two time slots with six sectionals will be offered on Friday afternoon. Saturday morning is the fun run/walk. We are charging a \$5 fee that will be refunded for people who show up. The reason is that in the past we have had more people register than showed up and we have had t-shirts left over. There are five hands-on workshops planned for Saturday morning. All workshops on Thursday and Friday will be held at Franklin High School. On Saturday there will be two time slots with four sectionals being offered.

Nominating

The priority of the committee is to have a slate of candidates for this year. There are two candidates for president elect and also two for secretary. Donna is willing to continue as N-CBEA representative. Nominations may still be made according to the bylaws.

Membership

The committee discussed a couple of ideas that are being developed for next year.

UNFINISHED BUSINESS

Future Convention Sites

For the 2004 Convention Sandralee and Jan visited the Hotel Mead in Wisconsin Rapids. They reported that it is very nice and the prices are reasonable. Jan recommends that the 2004 Convention be held there. A motion was made and seconded to hold the 2004 Convention in Wisconsin Rapids. The motion carried.

The sites for future Conventions are:

2002 Fond du Lac--Holiday Inn	2004 Wisconsin Rapids--Hotel Mead
2003 Green Bay with N-CBEA--Regency Suites	2005 Appleton--Paper Valley Hotel

WBEA Web Page Webmaster

We are still looking for a Webmaster. Sherrie is still assuming this position for now. A motion was made and seconded for a member of the Executive Board to purchase a domain name for WBEA. The motion carried.

50/50 Raffle

The raffle will be held again at the Convention.

(WBEA Executive Board January 13, 2001 Meeting Minutes continued)

WBEA Shirts

The current distributor is no longer in business. Wally will look into getting a deal for getting shirts. A possibility is to get some for display in the WBEA booth at Convention and have some for sale there. A motion was made and seconded to give Wally the authority to check prices on shirts and order some for Convention. The motion carried.

Convention Chair Contract

This upcoming year is Janet's last convention. According to the by-laws the next Convention chair is on a paid, shadow position to the current chair. We need to find a person to fill that position starting in fall. A motion made and seconded to extend Janet's contract for another 3-year term. The motion carried.

Russ Hosler Award

Sherry and a group from the Executive Board met with Mary Margaret Hosler regarding the criteria of the award. WBEA has agreed to hold the money and administer the award. The award is being based on the John Robert Gregg Award. Currently a brochure is being put together that is basically the nomination form. The first round of nominations is due by November 1. There will be two groups of people responsible for the award: an administrative team and a selection committee. The administrative team will be sure that the criteria are followed, and take care of photocopying nominations, administrative tasks and organization. The selection committee will anonymously look at the selection criteria and send rankings back to the administrative team. Nominees for this award do not need to be WBEA members or business educators; they need only to have made significant contributions to business education. The brochure will be available for distribution at the 2001 Convention, FBLA advisers' meeting and in the summer newsletter.

A motion was made and seconded to secure a WBEA P.O. Box to receive applications to be forwarded to the chair of the administrative team. The motion carried.

Friend of WBEA Award

Dick Ludwig is the recipient of the award this year. Kathy will present the award at the Saturday luncheon at Convention. A plaque will be ordered.

NEW BUSINESS

NBEA Silent Auction Gift

Kathy will be going to the NBEA Convention. A motion was made and seconded to give Kathy approval to get a silent auction item to donate for that convention. Motion carried.

Discussion on Mileage Reimbursement

Discussion was held regarding the wording of the mileage reimbursement by-law. A motion was made and seconded to keep the wording the same. The motion carried.

Location for Fall Seminar

Recommendations for locations for the Fall Seminar were discussed. At this point, there is not a firm commitment by a location to hold the Fall Seminar.

Guests at Annual Meeting

At last year's Convention the organization updates at the annual meeting took 45 minutes. A suggestion was made that the organizations submit to WBEA a one-page written summary and that will be photocopied and distributed at the annual meeting. The visiting dignitaries could be introduced at opening session with reserved seats in the front.

Announcements

Convention Meetings

The Executive Board will meet during Convention at the following times: Thursday, April 26, from 6:45-7:15 p.m. and on Saturday, April 28, from 2-3 p.m. The location of those meetings will be in the registration packets. The Annual Meeting for the membership will be held on Friday, April 27, from 4-4:50 p.m.

NBEA Convention

The NBEA Convention will be held April 11-14, 2001, in Atlanta, Georgia.

Adjournment

A motion was made and seconded to adjourn the meeting. The motion carried. The meeting was adjourned at 2:55 p.m.

Respectfully submitted,

Brenda Wangen

Articles

2001

Fall Issue

What Research Tells Us



Analysis of Motivation and Perceptions Toward Learning
of High School Business Education Students

by James E. Bartlett II, Ph.D.

Factors Affecting Student Performance in an Introductory Computer Course

by Lila Waldman, Ph.D. & Brenda Sheets, Ph.D.

Analysis of Motivation and Perceptions Toward Learning of High School Business Education Students

by james e. bartlett II, ph.d.

Motivating students in the classroom is a challenge for many teachers. Business educators have shown their concern with this topic by conducting research and writing articles that provide practical strategies on the motivation of business education students (Church, 1990; Jones, 2000; Truell & Turner, 1997; Okula, 1999; Jackson & Johnson, 1995; Kellerman & Pagel, 1991). Jones (2000) stated “motivation is crucial in today’s classroom, where students must master an increasingly complex set of skills in order to meet the high-performance demands of the workplace” (p. 4).

Review of Literature

Literature provides educators with many means for motivating business education students. Kellerman and Pagel (1991) discussed the use of competitive program events to help motivate students. Jackson and Johnson (1995) provided five motivational tools including (a) permitting discovery, (b) showing relevance to the real world, (c) making full use of a variety of teaching methods, (d) building a reward system, and (e) having a purpose for every lesson. Church (1990) stated that getting students to understand the benefits from learning and the harms from not learning are two methods that can be used to motivate learners. Olivo (1999) was quoted in an interview by Okula: “I think if the teacher is enthusiastic about [the topic] and gets the students involved, that helps motivate students” (p. 12).

Houle’s study, *The Inquiring Mind* (1961), provided a strong theoretical base for viewing motivation and student learning. Houle placed reasons why students learn in three categories: (a) goal-oriented (learning for a specific purpose), (b) activity-oriented (learning for social interaction), and (c) learning oriented (learning to learn). The Motivated Strategies Learning Questionnaire (MSLQ) measures the goal orientation of students including the extrinsic and intrinsic motivation to learn, value of the learning task, control of learning beliefs, and self-

efficacy for learning and performance (Pintrich, Smith, Garcia, & McKeachie, 1991). Okula (1999) stated that understanding what motivates a student can help lead the student to academic success. Since business teachers are concerned with motivating students and providing other business teachers with practical strategies to motivate students, empirical data is needed and could provide teachers more insight into the motivators of students to learn and the perceptions of students toward learning.

Purpose of Study

The purpose of this study was to examine the motivation of students to learn and their perceptions towards learning in business education classes. The specific objectives were to:

- Describe business education students according to selected demographics.
- Describe business education students’ goal orientation (extrinsic or intrinsic).
- Describe business education students’ perceptions toward learning including the value of learning tasks, control of learning beliefs, and self-efficacy for learning of business education students.
- Explore whether there was a significant difference between male and female students on goal motivation, task value, control of learning, and self-efficacy for learning.

Methods

Participants. A convenience sample of high school business education students was selected from a medium-sized, urban, school consisting of grades 9 through 12 in the northeastern region of the United States. Three of the five business education instructors in the school agreed to participate in the project.

Instrument. The survey consisted of three sections. For this study a demographic section and five scales from the MSLQ were utilized. The MSLQ was used to measure intrinsic motivation, extrinsic

motivation, value of learning tasks, control of learning beliefs, and self-efficacy for learning. Pintrich, Smith, Gracia, and McKeachie (1991) reported the internal reliability for these scales as a range of .62 to .90. Factor validity of the MSLQ was demonstrated through the scale correlations (Pintrich et al, 1991). Even though some results with the MSLQ indicate further development of the instrument is needed, the information from the instrument is valuable in guiding students to success (McClendon, 1996).

Data Collection. All three teachers received the same instructions on proctoring the survey. Each teacher provided the students with the survey and an answer form at the beginning of the class period. The researcher was present to monitor and answer any questions the instructors or students had during the data collection.

Data Analysis. Data were analyzed using descriptive statistics for Objective 1, 2, and 3. To estimate internal consistency of all summated scales, Cronbach's Alpha was calculated. For objective 4, t-tests were used to compare the goal motivation, task value, control of learning, and self-efficacy for learning by gender.

Findings

Objective one was to describe the demographics of the students. Of the participants 56.0% (n=135) of the students were female and 43.0% (n=103) were male. The students included freshmen (n=48, 20.2%), sophomores (n=33, 13.9%), juniors (n=83, 34.9%), and seniors (n=73, 30.7%). Students were in Personal Finance (n=29, 12.2%), World of Business (n=38, 16.0%), Keyboarding I (n=12, 5.0%), Office Technologies (n=15, 6.3%), Advanced Information Processing (n=70, 29.4%), Enrichment Computers (n=38, 16.0%), Accounting I (n=13, 5.4%), and Accounting II (n=23, 9.7%). The students had an average age of 16.4 (SD=1.16) years and an average GPA of 3.22 (SD=0.60). The students reported use of the Internet 6.39 (SD=7.61) hours per week. Of the students 95.4% (n=227) reported having access to current computer technology in school, 2.5% (n=6) reported they did not have access, and 2.1% (n=5) did not respond. Of the students 205 (86.1%) are planning on attending college, 26 (10.9%) are not planning on attending college, and 11 (2.9%) did not respond.

Table 1. Extrinsic and Intrinsic Goal Orientation of Business Education Students

Goal Orientation	Cronbach's Alpha	Mean	SD
In a class like this, I prefer course material that really challenges me so I can learn new things.		4.54	1.70
In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.		4.89	1.65
The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.		5.03	1.59
When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.		3.99	1.66
Intrinsic Goal Orientation (sub scale total)	.73	4.61	1.23
The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.		5.80	1.52
Getting a good grade in this class is the most satisfying thing for me right now.		5.69	1.66
If I can, I want to get better grades in this class than most of the other students.		5.49	1.69
I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.		5.26	1.77
Extrinsic Goal Orientation (sub scale total)	.76	5.56	1.27
Note. Scale: 1 - Most of the time not true of me, 2- Often not true of me, 3- Seldom not true of me, 4- Undecided, 5- Seldom true of me, 6- Often true of me, 7- Most of the time true of me.			

Table 2. Task Value of the Business Education Students

Task Value	Cronbach's Alpha	Mean	SD
I think I will be able to use what I learn in this course in other courses.		5.67	1.42
I think the course material in this class is useful for me to learn.		5.54	1.42
It is important for me to learn the course material in this class.		5.44	1.47
I like the subject matter of this course.		5.23	1.51
Understanding the subject matter of this course is very important to me.		5.16	1.50
I am very interested in the content area of this course.		5.07	1.52
Task Value (sub scale total)	.90	5.35	1.20
<u>Note.</u> Scale: 1 - Most of the time not true of me, 2- Often not true of me, 3- Seldom not true of me, 4- Undecided, 5- Seldom true of me, 6- Often true of me, 7- Most of the time true of me.			

Objective two was to describe the motivational value component (intrinsic or extrinsic motivation) of business education students. Table 1 provides the questions for each of the two scales. The highest intrinsic motivation value was 5.03 (SD=1.59) for the question, "The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible." and the lowest was 3.99 (SD=1.66) for the question, "When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade." The overall intrinsic goal orientation value was 4.61 (SD=1.23) which can be interpreted as "seldom true." The highest extrinsic motivation value was 5.80 (SD=1.52) for the question, "The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade." and the lowest was 5.26 (SD=1.77) for "I want to do well in this class because it is important to show my ability to my family, friends, employer, or others." The overall extrinsic goal value was 5.56 (SD=1.27) which can be interpreted as "often true." The internal reliability of the intrinsic goal orientation component was estimated at .73 with Cronbach's Alpha and the

internal reliability of the extrinsic goal orientation component was estimated at .76.

Table 2 shows the task value business education students perceived in their course. The highest task value was for "I think I will be able to use what I learn in this course in other courses" at 5.67 (SD=1.42). The lowest task value question was "I am very interested in the content of this course" at 5.07 (SD=1.52). The overall task value 5.35 (SD=1.20) can be interpreted as seldom true. The internal reliability of the task value scale was estimated at .90 using Cronbach's Alpha.

Table 3 shows the perceived control of learning beliefs of business education students in their course. The highest task value for "If I try hard enough, then I will understand the course material" was 5.68 (SD=1.45). The lowest task value question was "If I don't understand the course material, it is because I didn't try hard enough" with a value of 5.03 (SD=1.65). The students' overall control of learning was 5.37 (SD=1.14) which can be interpreted as "seldom true." The internal reliability of the task value scale was estimated at .69 using Cronbach's Alpha.

Table 3. Control of Learning Beliefs of Business Education Students

Control of Learning Beliefs	Cronbach's Alpha	Mean	SD
If I try hard enough, then I will understand the course material.		5.68	1.45
It is my own fault if I don't learn the material in this course.		5.50	1.65
If I study in appropriate ways, then I will be able to learn the material in this course.		5.27	1.60
If I don't understand the course material, it is because I didn't try hard enough.		5.03	1.65
Control of Learning (sub scale total)	.69	5.37	1.14
<u>Note.</u> Scale; 1 - Most of the time not true of me, 2- Often not true of me, 3- Seldom not true of me, 4- Undecided, 5- Seldom true of me, 6- Often true of me, 7- Most of the time true of me.			

Table 4 shows the perceived self-efficacy for learning in performance of business education students. The highest task value, for “Understanding the subject matter of this course is very important to me,” was 6.03 (SD=1.29). The lowest task value question was “It is important for me to learn the course material in this class,” with a value of 5.11 (SD=1.60). The overall self- efficacy for learning was 5.65 (SD=1.42) and can be interpreted as being “often true” for the business students. The Cronbach’s Alpha of the task value was estimated at .91.

Table 5 shows the individual analysis of goal orientation, task value, control of learning, and self-efficacy for learning by gender. Extrinsic goal orientation was significantly different (t=3.450, df=236, p<.001) for males and females. Task value was the other area that showed a significant difference (t=3.391, df=236, p<.001) between males and females. The other areas did not show significant differences.

Conclusions

Objective one was to describe business education students according to selected demographics. The students were both female and male, from grades 9 through 12, and were in eight business education classes. Objective two was to describe the goal orientation (extrinsic or intrinsic) of business education students. The students had lower intrinsic goal orientation, reporting it was seldom true of them, and higher extrinsic goal orientation, reporting it is often true of them. Objective three was to describe the task value students perceive of business education courses. The students did not report a high task value for business education courses (this is the students’ evaluation of how interesting, useful, and important they perceive the task). Objective three also was to describe the control of learning beliefs and self-efficacy for learning of business education students. The students reported it was seldom true that their efforts will result in a positive result. Objective four

Table 4. Self-Efficacy for Learning and Performance of Business Education Students

Self-Efficacy for Learning and Performance	Cronbach’s Alpha	Mean	SD
Understanding the subject matter of this course is very important to me.		6.03	1.29
I am very interested in the content area of this course.		5.98	1.27
I like the subject matter of this course.		5.73	1.34
I think I will be able to use what I learn in this course in other courses.		5.73	1.38
I think the course material in this class is useful for me to learn.		5.39	1.46
It is important for me to learn the course material in this class.		5.11	1.60
Self-Efficacy for Learning and Performance (sub scale total)	.91	5.65	1.42
<i>Note.</i> Scale: 1 - Most of the time not true of me, 2- Often not true of me, 3- Seldom not true of me, 4- Undecided, 5- Seldom true of me, 6- Often true of me, 7- Most of the time true of me.			

Table 5. Analysis of Goal Orientation, Task Value, Control of Learning, and Self-Efficacy for Learning of Business Education Students by Gender

Motivational	Male		Female		df	t	p
	M	SD	M	SD			
Goal Orientation Intrinsic	4.57	1.19	4.67	1.28	236	.635	.526
Goal Orientation Extrinsic	5.32	1.29	5.88	1.17	236	3.450	.001
Task Value	5.13	1.27	5.65	1.02	236	3.391	.001
Control of Learning Beliefs	5.33	1.13	5.42	1.16	236	.635	.526
Self-Efficacy for Learning	5.64	1.10	5.71	1.12	236	.501	.617

was to explore if there was a significant difference between male and female students on goal orientation, task value, control of learning, and self-efficacy for learning. Extrinsic goal orientation and task value were both rated higher by female students than male students. Intrinsic goal orientation, control of learning beliefs, and self-efficacy for learning were not significantly different for the males and females.

Implications / Recommendations

This study provides evidence that business education students from this sample are extrinsically motivated to learn. Educators may want to provide more awareness of intrinsic reasons for learning material in business courses, such as the challenge to learn, curiosity for the topic, and mastery of the topic. Students also need to be more aware of how tasks relate to the value of the course. Having students create learning goals would be one method to strengthen the task value component and provide students insight to why tasks are important and meaningful. Even though female students had a higher task value, teachers need to ensure that all students understand the importance of the tasks and how they are related to the course goals and their future workplace.

Students also need to be more aware that a learner is able to control the learning outcomes. Having students complete the Motivated Strategies for Learning Questionnaire (Pintrich et al., 1999) at the beginning of a course would provide more insight into the areas to develop within the students. More research is needed to examine motivational strategies and students' perceptions toward learning. Exploring the relationships between motivational strategies and achievement according to grade could provide more insight into the perceptions and motivations that explain variance in grade. This research could be replicated with students at different levels to see if motivation changes among grades. The study could also be conducted across courses to see if motivation changes within business courses.

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Factors Affecting Student Performance in an Introductory Computer Course

by lila waldman, ph.d. and brenda sheets, ph.d.

The rapid advance of information technology is creating a “new wave of education” (Sheets, 1998) in all disciplines and is becoming a core component of most academic majors (Rosen, Sears, and Weil, 1987). Computer technology has brought educators together to establish a dynamic goal, alerting students of the need to be computer literate. Demonstration of computer skills allows students to better meet the needs of their lives and those of their future employers (Born and Cummings, 1994).

Since information technology strongly impacts all college curricula and does so with a constant flux of change in software applications and technological capabilities, educators “are willing to take a proactive stand in the area of accountability” by assessing students’ computer experience, skills, and attitudes (p. 45). They are also interested in determining the factors that affect students’ performance. As educators become cognizant of the determinants that influence success, they can design and implement suitable instructional strategies and techniques in their own classrooms to facilitate students’ interaction with computers.

Academic associations are also becoming involved in setting standards for the assessment of students’ computer skills and knowledge. For example, one of the criteria of an assessment plan proposed by the North Central Association explains that “the assessment model should seek to identify students’ strengths and weaknesses as a means to strengthen the baccalaureate experience” (p. 42). In addition, the American Assembly of Collegiate Schools of Business (AACSB) requires that accredited colleges and departments implement programs providing students with a quality level of computer-oriented education. Prospective employers are also concerned about students’ computer skills and abilities and the accountability that is assumed by institutions of higher education. Business professionals see college students as future resources (Born and Cummings, 1994).

There has been much study of students’ success with computers based on the variables of students’ gender, experience, computer ownership, age, classification, major field of study, semester hours, models, and cultural diversity. According to Wiggs and Huter (1995), there was no relationship between prior typing/keyboarding classes and success in computer applications classes. Maxam and Stocker (1993) conducted a study to determine whether there was a relationship between students’ final grades in an introductory computer course and their level of keyboarding speed and skill. The study revealed a significant difference in the final grade of those who keyed at a faster pace and at an autonomous level and those students who typed more slowly and on a cognitive skill level. In Petersen’s study of 82 college students (1991), previous keyboarding experience improved the proficiency of college students in computer classes.

Some researchers have also considered age as a factor that may affect students’ performance in computer courses. Webler (1992) noted from her study of 263 undergraduates enrolled in a college introductory computer class that those less than 23 years of age experienced less anxiety than the older students. However, in a study by Wiggs and Huter (1995), which included 129 students enrolled in an introductory computer class whose ages ranged from 20 to over 30 years of age, the age variable was not found to influence students’ success in the course. Hill (1988) reported no relationship between learners’ age and anxiety.

Researchers Walters and Necessary (1996) were interested in learning whether college classification by rank influenced students’ computer achievement. Their study found that seniors had a more positive attitude toward computers than did their lower-level classmates.

Students’ major area of study may also be a variable affecting students’ computer performance. A

study of 230 senior-level business graduates revealed a significant relationship between students whose major area of study was computer information systems and their scores on an Information Systems competency test (Hignite and Nattinger, 1994).

Another factor that may affect success is students' accumulated semester hours in computers. A significant relationship was found to exist between those students who had acquired prior semesters of computer-related courses and their test scores from an Information Systems test (Hignite and Nattinger, 1994). Walters and Necessary (1996) noted a significant relationship between the number of college credits in computer courses and students' attitudes toward computing. From their review of research, Klawe and Leveson (1995) inferred that "the relative lack of experience with computers has important implications not only for choosing a college major but also for success in beginning courses" (p. 30).

The purpose of this study was to assess the levels of computer competency among college undergraduates enrolled in introductory concept and computer applications classes and to determine any possible correlation between students' grades earned in these classes and the variables of age, class rank, major field of study, grade point average, keyboarding skill, previous computer experience, and number of college credits in computer- and mathematics-related classes.

Method

During the 1998 spring semester, 213 students enrolled in eight sections of Introduction to Information Technology, a freshman level three-credit course required of all students majoring in business programs. Students in non-business majors were also enrolled in the course since many of their programs require a computer course. Microsoft Office applications of word processing, spreadsheet, database, and presentation software were used in the course.

At the beginning of the course, students were asked to complete a profile sheet requesting the following information: class rank, major, grade point average (GPA), age, gender, typing/keyboarding ability, previous computer experience, and number of credits previously taken in either mathematics or

computer classes. At the end of the semester, students' final grades earned in the course were compared with these variables.

Table 1. Demographic Information

		Frequency	Percentage
Class Rank:	Freshman	91	42.7
	Sophomore	59	27.7
	Junior	37	17.4
	Senior	23	10.8
	Other	3	1.4
Major:	Business	78	36.6
	Education	30	14.1
	Public Affairs	21	9.9
	Fine Arts &	16	7.5
	Communication	13	6.1
	Science	12	5.6
	Computer	11	5.2
	Humanistic Studies	8	3.8
	Industry & Technology	24	11.2
	Undeclared		
Gender:	Male	88	41.3
	Female	125	58.7
Age:	Under 20	108	50.7
	20-23	81	38.0
	24-29	11	5.2
	30 and Over	10	4.7
	Age Not Given	3	1.4

Results

Table 1 shows the demographic data reported by the 213 students enrolled in the course. Major fields of study were grouped as follows: (shown in Table 1 above).

Students reported experience with a variety of computer software prior to beginning the course. The following were listed by over 30 percent of the students: operating system (39.0 percent), word processing (47.9 percent), spreadsheets (36.6 percent), and integrated (34.3 percent) software. Over 45 percent of the students indicated that they had had previous experience with computer hardware.

Comparisons were made between final grade earned in the class and the following variables: class rank, major, grade point average (GPA), age, gender, typing/keyboarding ability, previous computer experience, and number of credits previously taken in either mathematics or computer classes. Unlike Webler's study, the findings of this study did not find a correlation between final grade earned in the introductory computer course and students' age. In addition, no correlation was found between final grade earned and either gender or class rank.

Major, GPA, typing/keyboarding skill, and previous credits in mathematics or computer classes

were found to be significant indicators of final grade based on a confidence level of at least 95 percent. All comparisons were calculated using Chi-Square statistics. Expected frequencies are shown in parentheses in all tables.

Table 2 shows the comparison of major and final grade earned in the course. Expected frequencies are shown in parentheses. Students with undeclared majors (24) and students who withdrew from the class (11) were not included in the table. Categories have been combined in order to decrease the number of expected cell frequencies with values of less than five.

As this table shows, students' major field of study was an indicator of success in the course. Significant was the performance of Science, Mathematics, and Computer majors, who did better than expected, and those students majoring in non-business subjects, such as Education, Fine Arts, Communication, and Humanistic Studies, who performed below what was expected. Business majors performed fairly close to what was expected.

Table 2. Major Compared with Final Grade

Major	A	B	C	D or F	Totals
Business	19 (16.9)	26 (26.7)	10 (12.7)	10 (17.7)	74
Education	3 (6.6)	14 (10.5)	4 (5.0)	8 (6.9)	29
I & T and Public Affairs	6 (6.2)	8 (9.8)	11 (4.6)	2 (6.4)	27
Fine Arts, Communication, and Humanistic Studies	1 (5.9)	12 (9.4)	3 (4.5)	10 (6.2)	26
Science and Computer	12 (5.4)	5 (8.7)	3 (4.1)	4 (5.7)	24
Totals	41	65	31	43	180
Degrees of Freedom = 12 Calculated Chi-Square Value = 34.78 Confidence Level = >99.9 Percent					

Table 3. GPA Compared to Final Grade

GPA	A	B	C	D or F	Totals
3.5-4.0	20 (8.0)	13 (13.5)	1 (6.1)	2 (8.4)	36
3.3-3.49	6 (5.5)	13 (9.4)	3 (4.3)	3 (5.8)	25
3.0-3.29	5 (8.4)	16 (14.2)	8 (6.5)	9 (8.8)	38
2.5-2.99	6 (12.6)	22 (21.4)	12 (9.7)	17 (13.3)	57
2.0-2.49	2 (4.4)	2 (7.5)	6 (3.4)	10 (4.6)	20
Totals	39	66	30	41	176
Degrees of Freedom = 12 Calculated Chi-Square Value = 50.51 Level of Confidence = >99.9 Percent					

Table 4. Keyboarding Ability Compared to Final Grade

Ability Level	A	B	C	D	F	Totals
Poor or Fair	10 (17.5)	25 (30.3)	17 (14.1)	15 (8.5)	18 (14.5)	85
Good or Excellent	31 (23.5)	46 (40.7)	16 (18.9)	5 (11.5)	16 (19.5)	114
Totals	41	71	33	20	34	199
Degrees of Freedom = 4 Calculated Chi-Square Statistics = 18.384 Level of Confidence = >99.9 Percent						

Table 5. Final Grade Compared to Mathematics and Computer Courses Previously

Credits Taken	A	B	C	D or F	Totals
0	6 (8.1)	9 (13.9)	7 (6.4)	17 (10.6)	39
1-3	17 (19.3)	38 (33.1)	19 (15.2)	19 (25.3)	93
4-6	9 (9.6)	17 (16.4)	5 (7.5)	15 (12.5)	46
7 or more	10 (5.0)	8 (8.6)	2 (3.9)	4 (6.5)	24
Totals	42	72	33	55	202
Degrees of Freedom = 9 Calculated Chi-Square Statistic = 18.032 Confidence Level = 96 Percent					

Table 3 shows the comparison between GPA and final grade in the course. Students who withdrew from the course (11) and students who did not report a GPA (22) were not included in the table. In addition, only seven students reported a GPA of 1.99 or less. Because of the small number, these students were also eliminated from the table.

It is logical to expect that students with a higher grade point average would achieve higher grades in a course, and this study confirms that assumption.

Table 4 shows the comparison between final grade and the students' reported level of typing/keyboarding ability. Three students reported having no keyboarding skills or did not respond to the question. These students have been eliminated from the table.

These results confirm the findings of earlier studies, which found that previous keyboarding experience contributed to success in an introductory computer course. In this study, students were asked what they perceived their keyboarding skill to be. Those who felt their keyboarding ability was good or excellent were more likely to be successful in the course.

Table 5 shows the comparison between credits taken in either post-secondary mathematics or computer classes and final grade in the introductory computer course. Students listed a variety of courses that had been taken, including 17 mathematics courses

ranging from 100 (freshman) level up to a 500-level (graduate) course. Thirteen different computer classes were listed, all either 100- or 200-level courses.

Students who had previously taken courses in either mathematics or computer science tended to earn higher grades than those who had not; and the more credits taken in these areas, the more likelihood for success in the introductory computer course.

Conclusions and Recommendations

Age, gender, and class rank do not appear to be factors in determining success in an introductory computer course. Factors influencing success in such a course include grade point average, major, keyboarding ability, and previous course work in mathematics and computers.

Since non-business majors tended to perform at levels lower than expected, colleges and universities might consider separate courses for students in business programs and those in non-business programs. Keyboarding ability has been shown to be an indicator for success in this as well as other studies. Students should be either strongly encouraged or required to obtain keyboarding ability prior to enrolling in this course.

The relationship between previous courses in mathematics and computers indicates that experience contributes to success. If students take the introductory computer course in their freshman year,

they will be less likely to have taken a large number of such courses or those at higher levels. In addition, the skills learned in the course could be put to use in other required courses in the program.

Recommendations for future study would include the replication of such studies to determine if there will be changes over time. It is also recommended that researchers consider courses taken at the secondary school level. Such experience could also be indicators of success.

Computers are important in every field of study, not just business. Business educators will be asked to meet the needs of students in all majors for these skills. It is important to realize which variables are indicators of success.

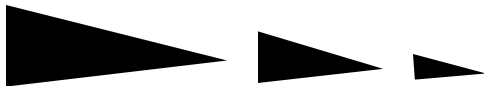
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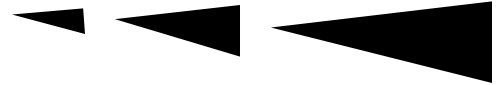
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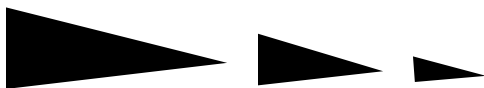
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Representatives

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WBEA 2001-2002

C A L E N D A R

July 1, 2001	2000-2001 Membership Year Begins
August 15, 2001	Deadline for Fall Wisconsin Business Education Journal
September 15, 2001	.....	Executive Board Meeting, Green Lake
October 13, 2001	.....	Fall Seminar, Richland Center
November 1, 2001	.....	Deadline for WBEA Outstanding Awards Nominations
January 12, 2002	.....	Executive Board Meeting, Stevens Point
January 15, 2002	.....	Deadline for Spring Wisconsin Business Education Journal
April 25-27, 2002	Spring Convention, Fond du Lac
..... May 3, 2002	Deadline for Wisconsin Business Education Newsletter

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