

# Greek Scholarship Manual



For now. For tomorrow. **Forever.**

Information Compiles by the Office of Student Life  
for Interfraternity and Panhellenic Councils

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## INTRODUCTION |

Dear Scholarship Chair,

Congratulations on being selected as the new scholarship chair for your chapter!

The Office of Student Life believes that have a well established scholarship program in your chapter assists in the development and sustainability of academics within your chapter and the Greek community.

This Scholarship Chair workbook was developed by the Office of Student Life as an additional resource for Ball State University's Greek community. It is our hope that this workbook will compliment your chapter's current scholarship program as well as introduce your chapter to the academic support services available at Ball State University. The ultimate goals of this workbook are to:

- Successfully prepare all members to have academic success
- Enhance new member academic performance
- Provide a challenging educational experience which will cultivate commitment and define goals, purposeful membership selection and individual support services.

The Office of Student Life would like to support you in developing and executing a scholarship program where members feel they have grown to appreciate scholarship and the importance of academic achievement in the rich tradition of your chapter.

Remember, members with high academic potential will only achieve what is expected; environment and expectations provide the keys to success.

In doing so, scholarship chairs will have the opportunity to take part in Scholarship Chair training, at the first roundtable on Spring semester.

Each chapter is expected to have their scholarship chair or assistant at the training program. It is beneficial for the incoming scholarship chair to attend, as they will have the opportunity to reflect on the foundation of their scholarship program as well as create or modify a program that is reflective of the chapter's values for the upcoming term of the scholarship chair.

Again, we congratulate you on being selected to serve as the scholarship chair for your chapter and thank you for your commitment to the Greek community.

Sincerely,

The Office of Student Life

# THE PURPOSE OF A SCHOLARSHIP PROGRAM |

To plan an effective program, the scholarship chair must first examine the purpose of academic achievement. A Scholarship Program is a compilation of all chapter policies, programming and initiatives related to academics. The purpose of a scholarship program is:

1. To let the chapter members, new members, alumni/ae and The Office of Student Life know what is to be done in terms of chapter scholarship.
2. To serve as a transition packet and job description of the new scholarship chair.
3. To inform all members (especially new members) about chapter academic programming and scholastic expectations.
4. To have a means of achieving all chapter member scholastic goals

The scholarship chair should read the section on purpose and objectives to better understand the framework of the program. As a scholarship chair, if you have much freedom in developing a program that is distinctively your chapters; be sure not to undermine the basic objectives of the program.

THE OBJECTIVES OF AN EFFECTIVE SCHOLARSHIP PROGRAM ARE:

1. To assist and develop members to be outstanding men and women - not just fraternity men and sorority women
2. To develop members intellectually
3. To create an atmosphere where scholarship is viewed as a group expectation and event.
4. To create an environment conducive to academic achievement - the *organization* and the *people*
5. To establish written, measurable goals on the individual level, chapter level, and inter/national level.

What members expect from a scholarship program:

Members desire many things from the chapter. They expect certain components from a scholarship program.

MEMBERS WANT THE PROGRAM:

- To promote a healthy chapter attitude regarding scholarship
- To educate the chapter regarding the provisions of the chapter's academic standards, and to ensure that the academic standards are constantly enforced.
- To establish goals and objectives that directs the chapter to improved scholarship achievements and attitudes.
- To ensure that the chapter strives to reach their full academic potential and to achieve the highest GPA on campus.
- To promote a "Study Skills" program each semester.
- To establish incentive and rewards program to reward high scholastic achievement and improvements.

- To coordinate a career development program for graduating members.

#### LEARNING OUTCOMES:

- Students will be given the opportunity to share ideas and create or modify their chapter's program, if necessary
- Students will learn and discuss the purpose and goals of their chapter's scholarship program
- Students will talk about values and how they are reinforced through the scholarship program
- Students will identify 3 or 4 programming ideas for their chapter
- Students will identify ways to enhance their members' academic performance
- Students will learn the role of a faculty advisor and identify 3 ways to utilize them as a resource
- Students will learn and discuss the purpose and details of utilizing records for an effective scholarship program
- Students will be inspired to create change within their chapter's scholarship program

#### OBJECTIVES:

- To have an upfront and honest conversation about the issues facing Greek members on our campus today and how we as the members can hold our membership accountable for academic achievement.
- To provide a challenging educational experience in order to cultivate commitment and excitement in scholarship chairs.

# SCHOLARSHIP PLAN OUTLINE |

## **SCHOLARSHIP CHAIR'S RESPONSIBILITIES**

- Create and implement a chapter scholarship plan within the first 2-3 weeks of the each semester
- Notify chapter members about important academic dates and deadlines (i.e. date to withdraw from classes)
- Utilize the chapter's judicial board/honor board to hold member's accountable for not meeting requirements
- Work with the new member educator to ensure academics are a priority in the new member education program
- Schedule educational programs for the chapter on a regular basis
- Educate members on the resources available through the university or national organization
- Provide incentives for members who meet academic requirements or show progress
- Ensure that academics are a priority within the entire chapter

## **WHO SHOULD BE THE SCHOLARSHIP CHAIR?**

- *Consider electing the Scholarship Chair.*
  - This will increase the prestige of the position and communicate its significance.
  - An election process requires the candidates to commit to proposed goals and causes the chapter members to focus on the importance of scholarship within their chapter.
- *Do not always rely on the "brain" of the chapter to be the Scholarship Chair.*
  - Just as the chapter's best "partier" may be poorly suited for Social Chair, the chapter "brain" may not be the most qualified for the Scholarship Chair position.
  - A Scholarship Chair needs to be at least an average student.
  - Good grades are an indication of an academic achievement, strong study skills and effective time management.
- *The Scholarship Chair must be a leader.*
  - Leadership is defined as the ability to influence the behavior of individuals or groups toward attainment of specific goals, which is necessary for academic achievement.
  - A strong leader is best suited for the position, as at times they must advocate for a policy that is not always popular with all chapter members.
- *The Scholarship Chair must sometimes be a teacher and a counselor.*
  - This person must be sincere, caring and willing to aid others in achieving their potential. This person must be respected, trustworthy and able to respect confidentiality.

## **THE SCHOLARSHIP COMMITTEE RESPONSIBILITIES**

- Review the written scholarship plan and submit it to the chapter for approval no later than the second week of the semester. (Having the chapter review and adopt the plan is important. Remember, people support what they help create!)
- Recommend policies, such as quiet or courtesy hours, to be included in the chapter's bylaws, including a procedure for enforcement.

- Assist the New Member Education Committee in establishing and implementing a scholarship program for pledges.
- Assist the Recruitment Committee in evaluating the academic potential of new members.
- Work with the Social Committee to ensure that chapter social activities are not scheduled during critical times on the academic calendar (i.e. mid-terms, the last two weeks of a semester, and final exams) and that weeknight events are limited and end at a reasonable time.
- Review the academic performance of new members, holdovers and initiates not in good academic good standing.
  - Utilize mid-term deficiency reports.
- Coordinate an academic goal-setting program, with individualized goals for each member, new member and holdover.
  - Monitor progress in attaining those goals and recognize those who meet or exceed their personalized goals.
- Establish and arrange for the presentation of chapter awards and incentives for scholastic excellence.
- Inform the chapter about other awards, scholarship, and financial assistance available from the university and the inter/national fraternity/sorority (i.e. loan programs, alumni-funded scholarships, awards programs, etc.).
- Maintain a chapter scholarship bulletin board (i.e. in the house or suite).
- Establish or maintain course and instructor evaluation files. Distribute and collect the evaluation forms.
- Let members know about the services that are available (i.e., offices providing counseling, career exploration and placement, study skills development, financial aid and academic advising).
- Arrange for chapter presentations with campus officials and/or alumni speaking on educationally related matters such as time management, study skills, career development, etc.
- Conduct an evaluation of the chapter's scholarship plan.
  - Analyze grade point average data.
  - Seek input from chapter members.
  - Prepare recommendations for the Scholarship Chair's written annual report.

### **WHO SHOULD BE ON THE SCHOLARSHIP COMMITTEE?**

- The Scholarship Chair as the chair of the committee.
- Four at-large undergraduate chapter members (appointed).
  - One system to consider is to have one member elected from each class (freshman, sophomore, junior, senior). This ensures diversity on the committee.
- It is essential that a liaison from the New Member Education Committee serve on the committee to help coordinate new member scholarship activities (i.e. Assistant New Member Educator).
- The Faculty Advisor and the Chapter Advisor should also serve as *ex officio* members of the committee.
- It is also recommended that new members be appointed to the committee.
  - This will allow new members to receive a leadership role without having to have a position.

## GRADE REQUIREMENTS

- A potential member must possess \_\_\_\_\_ minimum GPA to receive a bid
  - *Grades can be obtained from of the Office of Student Life by submitting an anti-hazing grade release form before extending bids*
- A new member must possess \_\_\_\_\_ to be initiated
  - An initiated member must possess \_\_\_\_\_ to remain in good standing with the organization *Individual chapter member GPAs are distributed to chapter presidents, chapter advisors and faculty advisors at the end of each semester*
- Chapter officers must possess \_\_\_\_\_ to be elected to their positions and maintain \_\_\_\_\_ to keep them.
- Executive-board positions must possess \_\_\_\_\_ to be elected to their positions and maintain \_\_\_\_\_ to keep them
- Scholarship Chair must possess \_\_\_\_\_ to be elected to the position and maintain \_\_\_\_\_ to keep it

## INFORMATION ABOUT CHAPTER AND CAMPUS RESOURCES

- General
  - Academic Calendar
    - Be aware of important academic related deadlines by visiting : [www.bsu.edu/events/academic](http://www.bsu.edu/events/academic)
  - Library
    - Learn more about library services by visiting: [www.bsu.edu/library/services](http://www.bsu.edu/library/services)
  - Academic Advising
    - All freshmen are required to visit an academic advisor prior to registering for classes. The Academic Advising Center is located on the 3<sup>rd</sup> floor of North Quad (NQ324). Students in the Honors College must meet with their honors advisor in Carmichael Hall (CA 104)
    - For more information on academic advising visit: [www.bsu.edu/advising](http://www.bsu.edu/advising)
  - Faculty advisor
    - Each fraternity and sorority should have a faculty advisor that can assist with achieving academic goals. If your chapter does not have a faculty advisor, contact the Office of Student Life for assistance with locating one
    - Include contact information
- Career Center
  - Information on choosing majors, obtaining internships, resume writing and interviewing tips. Visit [www.bsu.edu/careers](http://www.bsu.edu/careers) for more information
- Learning Center: <http://bsu.edu/universitycollege/learningcenter/>
  - Tutoring sessions
    - Core curriculum classes
    - Math, physics, accounting and economics
    - Study strategies
    - Writing
  - Supplemental instruction
    - An SI leader who has already taken the course will attend the class, take notes and then hold two study sessions per week. Students can attend study sessions or SI office hours for assistance
  - Workshops

- Free workshops are offered throughout the semester. Visit the site for the times and locations
- Office of Student Life
  - Scholarship Manual available [www.bsu.edu/greeklife/resources](http://www.bsu.edu/greeklife/resources)
  - Academic Greek graduate assistant available to meet with scholarship chairs or any member struggling academically
  - Midterm deficiencies are provided for all freshmen each semester. Midterm deficiencies are given to any students who have a C- or below in 100 or 200 level courses
  - Meetings are held by the Office of Student life with those freshmen receiving deficiencies
- National Organization
  - Visit your organization's national website or read your scholarship chair manual for more information

### **INCENTIVES/RECOGNITION PLAN FOR MEMBERS WHO PERFORM WELL ACADEMICALLY**

- Should include weekly and semester incentives. Here are some ideas for incentives:
  - Select rooms in house or parking spots based on GPA
  - Ad in Daily News or alumni newsletter
  - Scholarship reception
  - Announcements on chapter house or suite bulletin board
  - Trophies and plaques
  - Scholarship and other financial incentives
  - Certificates
  - Food/candy
  - Be creative!

### **CONSEQUENCES FOR MEMBERS WHO DO NOT PERFORM WELL ACADEMICALLY**

- Members must be held accountable for not meeting minimum GPA requirements. Here are a few suggested consequences:
  - Loss of vote at chapter meetings
  - Loss of social privileges
  - Loss of participation in intramurals
  - Loss of membership or suspension
  - Consequences should gradually increase. The member who has had poor grades for the last 3 semesters should not have the same consequences as the member who has had poor grades for one semester

### **SUPPORT FOR MEMBERS WHO DO NOT PERFORM WELL ACADEMICALLY**

- Consequences are helpful in upholding accountability, but punishments alone will not bring member's grades up. Support is necessary for members who are not excelling in academics. Here are some supports:
  - Signed scholarship contract
  - Midterm reports
  - Required meetings with faculty advisor/academic advisor/scholarship chair
  - Additional study hours

- Tutoring/Supplemental Instruction
- Assistance with individualized goals planning/time management

## **RECRUITMENT**

- One of the best ways to promote chapter scholarship is to recruit new members who are academically oriented. These steps can help make academics an integral part of recruitment:
  - Set and enforce clear, written academic expectations to join the chapter.
  - Utilize a committee to select a potential new member to receive a chapter scholarship.
  - Include ALL of the chapter's scholarship accomplishments in recruitment materials.
  - Stress the importance of scholarship with all potential new members.
  - Place an ad in the BSU Daily News for members who made the Dean's list and most improved GPA.
  - Have a scholarship bulletin board in the house that honors members in Order of Omega, Rho Lambda, Golden Key, Mortar Board, etc.
  - Invite potential new members to scholarship programs or study nights.
  - Verify ALL potential new members' grades with the Office of Student Life or to extending a bid.
  - Get names of high achieving potential members from faculty, graduate advisors and alumnus.
  - Target members who belong to honorary academic groups who are not yet Greek.

## **NEW MEMBER EDUCATION**

- Academics must be a priority from the beginning of the new member education program. Here are a few ideas on how to incorporate academics into your weekly new member meetings:
  - Work with the learning center and library to conduct a tour with the new members and get an overview of the services offered there
  - Hold a session on course selection for the following semester
  - Introduce your new members to the chapter's faculty advisor and have them schedule a meeting with the advisor
  - Teach your new members how to calculate their GPAs and make sure they are keeping track of their grades in each class
  - Attend one of the workshops offered by the Learning Center each semester – the one on Learning Styles and preparing for midterms or finals week could be particularly helpful
  - Don't just force your new members to attend the typical study hours – incorporate tutoring and SI sessions into the weekly study hours
  - Show your new members where the Academic Advising Center is located
  - Pair new members up with an initiated member based on major so they can study together
  - Create individual scholarship plan for each new member (faculty advisor or Office of Student Life can assistance with this)
  - Limit time commitment especially during busy academic weeks

## **PROGRAMMING FOR ALL MEMBERS**

- Educational programs should take place at least once a month. Chapters can utilize the workshops offered by the Learning Center or hold their own. Topics should be selected based on what fits the needs of the members. Topics can include:
  - Study skills
  - Picking a major
  - Time management
  - Test taking
  - Learning styles
  - Preparing for midterms/finals
  - Calculating your GPA
  - Preparing for graduate school
- Additional Learning Center Resources
  - Tutoring/Supplemental Instruction
  - Paper Revision
- Weekly study table hours should be held to ensure all chapter members devote adequate time to academics
  - Establish a consistent location, time, and day(s)
  - Have a reporting system for recording attendance
  - Incentives/penalties for participation or lack thereof
- Records/Files/Resources
  - Maintain a library of test files (make sure to have professor permission)
  - Maintain a library of course files including syllabi, notes, and other course resources
  - Have a textbook exchange program
  - Keep a chapter calendar with all important chapter and university dates
  - Utilize a scholarship bulletin
- Career Planning
  - Alumni Presentations/Networking
  - Etiquette

## **ADDITIONAL RECOMMENDATIONS**

- Guest speakers
- Have a designated study room with quiet hours
- Study group referrals
- Setting a chapter GPA Goal

## **GENERAL QUESTIONS TO ASK YOURSELF:**

- Do members set individual goal GPAs?
- Does the chapter have a GPA goal?
- What tools are given to the members to help them succeed?
- Are members held accountable for not meeting academic requirements?
- Is adequate support offered to members who are doing poorly in academics?
- Will the scholastic needs of every member be addressed?
- At what point in time are academics introduced into the new member program?
- What kind of a role does scholarship play during recruitment?
- Is the house (if applicable) conducive to studying? Is there a designated study room or quiet hours?

# CHAPTER & INDIVIDUAL MEMBER GOAL SETTING |

## WHO SHOULD THE SCHOLARSHIP CHAIR SET GOALS WITH?

### NEW MEMBERS

The scholarship chair should work with the new member educator to:

- Have the new member class set a goal and individual GPAs
- Create an individual scholarship plan for each member as soon as they join. Have your faculty advisor assist with the plan.

### MEMBERS WHO ARE NOT ACHIEVING

Your chapter must define what it means not to be in good standing academically with the chapter. Once chapter members find themselves at this limit or below they need to be placed on a form of academic probation. The scholarship chair has a responsibility to sit down with these members to assess:

Have poor grades become a trend?

- Is the member utilizing campus resources?
- Do they have a designated study plan?
- Are they attending tutoring sessions?
- Are they involved in too muchOnce these areas have been evaluated:
- Hold a confidential meeting with the member and the faculty advisor to assess their current situation
- Work with the member to develop a structured study schedule and written plan (i.e., involve tutors, meetings the academic advisor, and a reduction in social events).

### SCHOLASTIC ALL STARS

There are members who consistently perform well academically and have little or no interaction with the scholarship chair.

Utilize these high performing members:

- Develop a mentor program – they can help other members
- Offer opportunities for these members to extend themselves (i.e., joining honorary organizations, applying for internships, set higher scholastic goals, assisting other members in scholastic programming).

### WORKING WITH THE MIDDLE MAN

These members obtain average grades. These members need the encouragement and support to increase their grades. The middle man sits on the fence and they have the potential to go up or down each semester.

- Have these members develop clear, written goals for each class.
- Assess how and where these members are studying - inform them of support services that can assist in raising their grades.
- Provide opportunities for them to enhance their test taking skills, study strategies and note taking skills.
- Discuss the way that these members approach their studies:
  - Do they attend all classes?
  - How much time do they spend outside of class on each course?

## **INDIVIDUAL GOAL SETTING**

- Goals should be specific and verifiable (i.e., a chapter GPA goal for each semester and each individual chapter member will set an individual GPA goal).
- A chapter's GPA is simply the average of its members so any attempt at academic goal setting must start with individual members.
- Goals should be in writing:

- Step 1. Have each member complete an Academic Goal Setting Form.
- a. Distribute to all members by the second week of the semester.
  - b. Collect by the third week of the semester.
  - c. This allows members to have a good feel for their classes before completing the form.
- Step 2. Each member should be asked to look at his/her grades this past semester, as well as his/her cumulative GPA, and decide if he/she is performing at his/her level of ability.
- a. If they are not performing, they should be asked to identify factors that caused him/her to earn a GPA less than the one he/she is capable of achieving.
- Step 3. Each member should set a grade goal for each class and a GPA goal for the semester.
- a. It is important to stress the goal must be realistic and attainable, yet challenging.
  - b. In order to be challenging the goal should be above the person's cumulative GPA.
- Step 4. Members should also put on the Academic Goal Setting Form the amount of study time needed per class in order to attain the desired grade and include a pledge to avoid unexcused absences in class.
- Step 5. After completing the Academic Goal Setting Form, they should fill out his/her Individual Member Scholarship Survey.
- a. Use of this schedule will help them identify the specific times during the week that they should set aside for studying.
- Step 6. The Scholarship Committee should collect all forms of the members.
- a. Committee members may be assigned to contact members not submitting their forms by the deadline.
- Step 7. The Scholarship Committee should meet individually with the new members, holdovers and initiates not in good academic standing to personally review their academic goals with them.
- a. It is recommended that the goals set by each member be considered confidential; therefore, they should not be posted or otherwise publicly announced or displayed.
- Step 8. Goals should be reviewed regularly.
- a. The Scholarship Committee should return to each member a photocopy of his/her goal sheet and time management schedule for him/her to put in a location that they view many times during the day, such as a bulletin board about his/her desk.
- Step 9. It is recommended that twice during the semester, Academic Goal Progress, Individual Member Scholarship Survey and Self-Evaluation be distributed to all members to assist them in assessing their progress.

- a. The most appropriate times are one week before mid-terms and two weeks before final examinations.
- Goal achievement should be recognized and praised.
  - At the end of each semester, the Scholarship Committee should determine which members were successful in reaching their GPA goals.
    - These members should be recognized in a visible way, such as posting on the Scholarship Bulletin Board, and should receive a tangible award, such as a certificate.

Financial incentives are not recommended for this purpose, since some members may be tempted to set unchallenging goals in order to receive the monetary benefit.

## CHAPTER GOAL SETTING

- Step 1. Determine a chapter grade point average target.
- a. Analyze the chapter's performance during the past couple of years to determine any trends, and identify the factor contributing to those trends.
  - b. Look at the chapter's academic ranking on campus at the end of the last semester and determine where you realistically would like to rank at the end of the current semester and the approximate GPA that would be required.
- Step 2. It is usually interesting to see what grade point average the chapter would attain if every member attained their academic goals.
- a. Just add up the individual GPA goals and divide by the number of members.
  - b. You should avoid using the result as a chapter goal since it is very unlikely that all members will attain their goal.
  - c. In fact, if the situation existed it probably means that the members did not establish goals that were challenging enough.
- Step 3. One way to set the chapter goal is take the midway point between the mean of the individual members' goals and the chapter's actual GPA from the previous semester.
- Step 4. Setting the chapter GPA goal is a subjective process that involves many factors.
- a. Regardless of how it is derived, the goal should be put in writing, be officially adopted by the membership and be posted on the Scholarship Bulletin Board.
  - b. The individual members need to be reminded that the chapter's performance will be determined by the degree to which they attain their personal academic goals.
- Step 5. Goals should always be accompanied by action plans (i.e. scholarship program/plan) to indicate what steps need to be taken in order to reach the goal.
- a. The Scholarship Committee should prepare a written action plan, usually referred to as a Scholarship Plan, to include a listing of all program components, a calendar showing when each activity will occur and a budget.
  - b. The action plan should indicate which person has been assigned each responsibility and should include deadlines.

- c. The Scholarship Plan should be approved by the membership should be approved by the membership at a chapter meeting and a copy of the program should be distributed to all members, including new members, including an additional copy posted on the Scholarship Bulletin Board.
- d. The Scholarship Plan should be reviewed and revised at the end of each semester, after the chapter's GPA has been determined.

# ACADEMIC GOAL SETTING FORM

Name:

Major:

Minor:

Last Term GPA

Classes This Term  
Goal

Personal Grade

1.

2.

3.

4.

5.

6.

7.

Overall GPA Goal for This Term: \_\_\_\_\_

# SCHOLASTIC GOAL COMMITMENT SAMPLE

Name:

Scholastic Goals:

What must you do to accomplish these goals?

Signed: \_\_\_\_\_ Date:

\_\_\_\_\_

To help in making the contract, ask yourself the following:

1. What goals would you like to set for yourself?
2. What is your GPA?
3. What courses are you taking?
4. How many hours do you have?
5. What impact will your semester/quarter GPA have on your cumulative GPA?
6. What might keep you from achieving these goals?
7. What can you do about that?
8. What does the organization need to do to help you achieve these goals?

# INDIVIDUAL MEMBER SCHOLARSHIP SURVEY

Name: \_\_\_\_\_  
Major: \_\_\_\_\_

Schedule for this term:

	Class	Date/Time	Test Dates
1.			
2.			
3.			
4.			
5.			
6.			

I study best in the following environments:

What most motivates me to get good grades is:

I learn best in classes that (check all that apply):

Cover most of the materials through lecture  
essay tests or papers

Have primarily

Offer a lot of small group work  
experiences/activities

Offer hand-on

Have primarily objective tests  
homework assignments

Give regular

# SELF-EVALUATION

(CHECK ALL THAT APPLY)

## PROBLEMS ADJUSTING TO COLLEGE

- I enrolled in college because of parental pressure.
- I am enrolled in too many courses.
- I am uncertain about academics
- I am not interested in course(s).
- I am easily distracted by extracurricular activities.

- I prefer to work rather than attend class.
- I am not able to manage my time.
- I have negative emotions (stress, boredom, etc.).
- Other (Please list.)

\_\_\_\_\_  
\_\_\_\_\_

## PROBLEMS PREPARING FOR EXAMS

- I am not able to concentrate for long periods.
- I am not prepared for class
- I am surprised by questions on tests.
- I have poor study habits.

- I am not certain about the importance of material.
- I prefer memorizing to understanding material.
- I have limited review time.
- Other (Please list)

\_\_\_\_\_  
\_\_\_\_\_

## PERSONAL PROBLEMS RESULTING IN LOW GRADES

- I have health problems.
- I have family problems.
- I have financial problems.
- I have too many outside commitments.
- I have unresolved personal problems.
- I lack self-confidence.

- I have conflict between my job and school.
- I have several social distractions.
- I am having problems in a personal relationship.
- I have anxiety and tension in my life.
- I lack motivation.
- Other (Please list.)

\_\_\_\_\_  
\_\_\_\_\_

# SCHOLARSHIP COMMITTEE EVALUATION

Think about the past scholarship program. Look at the following headings and give your honest opinions about the success and value of each activity. Consider what the committee should keep in the scholarship program and what should be deleted for this year.

**EDUCATIONAL PROGRAMS PLEASE CHECK TOPIC APPROPRIATENESS FOR WHICH CLASSES:**

Topics	Fresh.	Soph.	Juniors	Seniors
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

**MOST VALUABLE EDUCATIONAL PROGRAM:**

**LEAST VALUABLE EDUCATIONAL PROGRAM:**

**REWARD AND INCENTIVES**

What has been successful and valuable?

**PROGRAMS FOR ACADEMICALLY CHALLENGED MEMBERS**

What has been implemented?

What should be added to support our sisters/brothers?

**PROGRAMMING**

What has been implemented?

What should be added?

What should be deleted?

What is the best use of our money and resources?

# SCHOLARSHIP EVALUATION FOR MEMBERS

The purpose of this evaluation is to gather YOUR opinions on the chapter scholarship program. Once we gather your input, the Scholarship Committee will be developing a program addressing our members' academic needs.

Scoring Key:

Always = 5 points

Frequently = 4 points

Occasionally = 3 points

Rarely = 2 points

Never = 0 points

Total all "grades" given by members on each question. Low scores indicate weaknesses in the scholarship program.

## **DOES EACH MEMBER UNDERSTAND SCHOLASTIC RESPONSIBILITY?**

- Does member attend all classes?
- Does member budget time so studying is completed before social activities?
- Does member seek academic help when needed?
- Does member think grades are important for success in college?
- Does member understand chapter bylaws and policies pertaining to scholarship?

## **DOES EACH MEMBER SET A PERSONAL GPA GOAL?**

- Does member determine her goal each term by setting a goal for each course taken?
- Does member write it down for the Scholarship Chair to keep?
- Does member write it down?
- Does member review progress toward the goal frequently?
- Does member explain what must be done in order to achieve the goal?

## **DOES THE SCHOLARSHIP COMMITTEE DO THE FOLLOWING?**

- Determine a GPA goal based on individual goals?
- Check periodically with each member on progress toward goals?
- Regularly review progress toward the goals with members?
- Provide a program of incentives and rewards for success?
- Set up support systems to help members short of their goals?
- Participate actively in the program?
- Provide for the presentation of programs for the development of good study skills?
- Participate in the development of the chapter calendar to insure no over programming?

## **IS SCHOLARSHIP CONSIDERED IN MEMBERSHIP SELECTION?**

- Is consideration given to a potential new member's high school or university academic record?
- Is a minimum high school or university GPA required for membership consideration?

## **ARE APPROPRIATE SYSTEMS IN OPERATION TO ENCOURAGE SCHOLARSHIP?**

- Are there study hours?
- Are study hours actually quiet?
- Do members know of resources available to them: advisors, tutors, labs, etc.?
- Are programs of cultural and intellectual enrichment presented to the chapter?
- Does each room have adequate lighting?
- Is there a limitation of social privileges when scholarship is unsatisfactory?

# FACULTY ADVISORS 101

## **WHO ARE FACULTY ADVISORS AND WHAT DO THEY DO?**

- A faculty advisor may or may not be a member of your inter/national organization. Faculty advisors are not required to be a member of your inter/national organization.
- Any male or female Ball State University faculty or staff member could fill the principle role of faculty advisor.
- Faculty Advisors can assist with course selection, effective study habits, use of university resources and other traditional advising roles for members.
- The most important role is that of being a role model of a scholar as well as a mentor for chapter members interested in his or her field of study.
- The faculty advisor can serve that direct link to the university community on how your fraternity or sorority is complementing the university's mission of education, research and service.

## **WHAT IS THE DIFFERENCE BETWEEN A FACULTY ADVISOR AND A CHAPTER ADVISOR?**

- A chapter advisor, nearly always a member of your inter/national organization, is the inter/national organization's agent to the local chapter.
- A chapter advisor is usually responsible for such chapter functions as preserving the Ritual, administering the fraternity/sorority examination, serving on the finance committee, attending chapter meetings and serving as a transmitter of fraternity/sorority traditions and new policies as well as the first line of support in emergency situations.

## **HOW DOES MY CHAPTER DECIDE WHO SHOULD BE OUR FACULTY ADVISOR?**

Step 1. Deciding on a faculty advisor requires the chapter to define:

- qualities that the chapter is seeking
- skills that the chapter needs
- experiences that the chapter needs

Step 2. Brainstorm a list of likely candidates (Use the steps to recruit a faculty advisor). Evaluate the faculty advisor candidates from your list and select from those candidates who to meet with to find out if they are interested as serving as your chapter's faculty advisor.

## **STEPS TO RECRUITING A FACULTY ADVISOR:**

1. Provide the description below to the faculty members you meet with.
2. Schedule a meeting with the top faculty advisor candidates.
  - a. Discuss the faculty advisor role.
  - b. Present basic information about your inter/national organization and the chapter.
  - c. Provide scholarship materials and discuss (i.e., scholarship plan, etc.).
  - d. Discuss any questions about the position.
    - i. Address typical faculty concerns, such as time constraints and academic advising.
  - e. Highlight the benefits:
    - i. Student/faculty interaction outside of the classroom
    - ii. Academic initiatives

- iii. Chapter facilities
  - iv. Nationally provided incentives (i.e., travel and accommodations to national conferences)
  - f. As a next step, invite the faculty advisor candidate to dinner or a chapter event.
  - g. Send a thank-you note after each interview.
3. If the faculty advisor candidate accepts the position, notify the Office of Student Life.
  4. If the response is no, ask the faculty advisor candidate if he/she could provide recommendations for other likely candidates.
- \*If your chapter does not have a faculty advisor contact the Office of Student Life for assistance*

### **ROLES OF A FACULTY ADVISOR**

The following points are suggested as the basis of a faculty advisor:

1. The faculty advisor's role is not static but dynamic. The faculty advisor must continually adapt his or her activities to fit the ever-changing situations of the chapter.
2. A close working relationship between the faculty advisor and the chapter is critical. Such a relationship provides an opportunity for the faculty advisor to serve as teacher, counselor, mentor and friend.
3. The faculty advisor should strive continually to help the chapter become as self-sufficient as possible.
4. The faculty advisor should be interested in the collective welfare of the chapter and its individual member. The faculty advisor should recognize and accept the fact that his or her function is not to produce direct results.
5. The faculty advisor works through the chapter officers and members. In this manner, they gain experience and self-confidence.
6. Possible areas of consideration for faculty advisor assistance include:
  - Academic improvement
  - Study skill development
  - Leadership development program support
  - Building and improving relationships with the faculty and school administration

### **ACTIVITIES OF A FACULTY ADVISOR**

#### **INITIAL ACTIVITIES**

1. Introduce and discuss involvement with the chapter and with the Ball State Greek advisor
2. Share with chapter officers the initial understanding and expectations of the role of a faculty advisor.
3. Serve as liaison for the undergraduate chapter in its relationship with the university as well as consult with the members of the chapter in developing and operating a scholarship program.
4. Review existing programs sponsored by the chapter that would affect the proper emphasis on scholarship in the chapter.

## **CONTINUING ACTIVITIES**

1. Meet at least once a month with the chapter for dinner, chapter meeting or a planned chapter event in order to acquaint yourself with chapter operations and attitudes.
2. Meet with new members/associates/novices/pledges at the onset of their new member period to discuss topics such as academic expectations.
3. Maintain contact with chapter officers to discuss progress toward goals, formal fraternity/sorority programs and faculty advisor responsibilities.
4. Maintain contact with the college or university Greek advisor and appropriate college or university officials.
5. Challenge members to define and achieve their fraternity/sorority's mission, goals and purposes.
6. Act as a mentor, role model, counselor and friend to members.
7. Interpret the Ball State policies, procedures and resources to the chapter.
8. Assist in the development of an incentive program with the chapter to encourage excellence in individual member's academic performance and meet, when required, with students having difficulty.
9. Stress the importance of looking for students who are serious about scholarship in the recruitment process.
10. Represent the interests of your chapter to the campus community.

## **PERIODIC ACTIVITIES**

1. Attend all-campus Greek Faculty Advisor meetings when/if held.
2. Meet a minimum of once a year with the Ball State University's Greek advisor.
3. Meet with any visiting chapter consultant who will be working with the chapter and Greek advisor.
4. Encourage and support the chapter officers in completing and submitting all required reports to the school and to the inter/national headquarter main office in a timely manner.
5. Encourage fraternity/sorority members to apply for any campus scholarships.
6. Encourage and support chapter participation in all facets of campus life.
7. Assist the chapter in recognizing where they stand on campus in relation to the all-men's/all-women's, all-fraternity/all-sorority and the all-Ball State/all-Greek average and where they rank in regard to the other chapters on campus.
8. Assist the chapter in developing a monthly speaker series, and invite faculty members and other campus resources to address various aspects of education and how students should make the most of their time at the institution.
9. Develop awareness among the members of the chapter as to the expectations of the campus community in relation to the Greek community.
10. Develop an understanding of student services that are available to the undergraduate members of the chapter, including library resources, student health care services, campus tutoring assistance, student loan services and special campus resources.
11. Attend special chapter functions (i.e., parent's day, founder's day, awards dinners and homecoming).

## **YOU HAVE A FACULTY ADVISOR, SO NOW WHAT? (THE ROLE OF THE CHAPTER WORKING WITH A FACULTY ADVISOR)**

- Make contact with your chapter's faculty advisor early and introduce them to the chapter
- Continue to meet with your advisor on a regular basis
- Work with the advisor to develop or revise your chapter's scholarship plan
- Utilize your advisor as a link to the university
- Have the advisors meet with all members on academic probation/below the chapter's standards
- Hold meetings with your advisor and those members who did not reach their academic goals
- Provide the advisor with a copy of the chapter's scholarship plan

### **REMEMBER YOUR ADVISOR IS A VOLUNTEER, MAKE SURE TO:**

- Keep the advisor informed of chapter activities/sponsored events
- Invite the advisor to all appropriate events
- Honor your advisor throughout the academic year, through letters, plaque, dinner, etc.

# UNIVERSITY RESOURCES AND SUPPORT

## 1. EMERGENCY ABSENCE NOTIFICATIONS

The staff in the office of Student Rights and Community Standards assists students in notifying professors if they experience an emergency and must be away from campus for an extended period of time. Anyone may call our office at 285-5036 on the behalf of the student. We will ask the reason for the absence if the student feels comfortable in sharing it and the date they anticipate returning to classes.

***This notification should not be confused with an excuse*** and it will still be necessary for students to provide documentation for the absence to their professors when they return. This service merely allows students to call one office and we can notify all professors so a student may leave immediately.

In the case of an emergency, we will also help a family reach a student in class.

## 2. ACADEMIC DISQUALIFICATION

***Minimum Grade Requirements:*** Students who fail to earn a grade-point average of at least 1.0 during the first semester of the freshman year will be dismissed from the university.

Undergraduates will be placed on academic probation if their cumulative grade-point average falls below 2.0. Students completing one semester or attempting 9 credits (whichever comes first) should have a grade-point average of at least 1.9. If the cumulative grade-point average falls below 1.9, the student must increase it to 1.9 in the next term of enrollment, or must earn at least a 2.0 each term until the cumulative grade-point average reaches 1.9. Otherwise, the student will be subject to academic dismissal.

For more information on minimum grade requirements, refer to the Undergraduate Catalog.

***Appealing Disqualification:*** If you have questions regarding your individual course grades, you should contact the instructor to discuss your grade. Grade changes come from the instructor to college departments and then finally to the Records Office in Lucina. This takes a while to process.

- If you discuss a grade with your instructor and if a grade change is coming for your record, have the instructor notify and confirm the change immediately with Julia Dotson, Asst. Registrar so that we may figure your GPA and take the action that the new grade will create. 765-285-1725.
- If you are appealing a grade, see the information on Students Rights and Community Standards page [www.bsu.edu/sa/srcs](http://www.bsu.edu/sa/srcs) or call 765-285-5036.
- If you had extenuating circumstances i.e.: medical, family health or deaths, other extenuating circumstances that lead to unsatisfactory grades for the term...
- YOU SHOULD WRITE AN APPEAL LETTER explaining your circumstances within 2 weeks of the day your grades are on the system....

- You should include supporting documentation with your appeal letter: Emergency room and doctor receipts or letters, obituaries, and other pertinent letters such as support letters on letterhead from advisor or faculty, or resource center logs.
- Letter should be legible and documentation should support statements made in the appeal letter. After you have compiled your appeal information, you should call the Registrar's Office and make an appointment for an appeal meeting.
  - The Registrar's Office is located in the ground floor of Lucina Hall B-43. Hours of operation during the summer are 7:30 am to 4:00 pm. Academic year 8am-5pm.
  - No appointments will be made if you have not compiled your letter and documentation. RESOLVE ALL "HOLDS" FIRST.
  - Be prompt and bring your appeal letter and documentation with you.
- If you are unable to come to campus please fax your letter and documentation complete with your email and phone number where you may be reached during office hours. Fax 765-285-8765. Please allow up to 48 hours to process your appeal.

***If you are granted an appeal...***

- You should be aware that you are on Probation unless your grade changes take your accumulative average above 2.000.
- Probation means you are still required to meet university standards.
- All students fewer than 30 credits earned must receive a 2.000 for the next semester.
- Or 2.100 for all students who have earned 30 or more credits.
- You should use all the resources available to you such as Learning Center, Advising, Counseling Center and Dean of Student's Office to have a successful term.

**3. WITHDRAWING OR DROPPING A CLASS, CREDIT/NO CREDIT CLASSES.**

**Drop/Add:** Once the Change-of-Course period has ended at the start of a term, it is possible to withdraw from a class.

During the ***First Course Withdrawal Period***, you can withdraw from a course with no penalty by visiting the Registrar's Office in Lucina Hall B43. However, before withdrawing from a class you are encouraged to discuss the withdrawal with your instructor and/or academic advisor. A *W* will appear on the student's record for the course.

During the ***Second Course Withdrawal Period***, you can withdraw from a course only with the instructor's approval. You must get a withdrawal form, discuss withdrawal with the instructor and have him/her sign the withdrawal form. The instructor can choose to enter a *W* on the your record if the course grade at the time of withdrawal is above failing, if you have a certifiable health problem, if extenuating circumstances make withdrawal desirable, or if you withdraw completely from the university. If the course grade at the time of withdrawal is a failing grade, an *F* will be entered on your record. The form must be submitted to

the Registrar's Office in Lucina Hall B43 no later than 4 p.m. on the last day for withdrawals.

Schedules can be adjusted during the ***Change-of-Course period***, which ends the fifth day of each semester and the third day of each summer session. During this period, you may drop or add classes without the approval of an academic advisor. *Advisors will be available, however, and should be consulted if you have questions about appropriate classes, hours, etc.*

There is no fee assessed for changes made.

Follow the instructions below to make any necessary changes to your schedule.

1. Once you are on the internet, go to [www.bsu.edu/student-services](http://www.bsu.edu/student-services).
2. Click on the link for "Course Add/Drop/Registration."
3. Enter your BSU username and password.
4. Your current schedule will appear and directions at the top of the page will instruct you as to how to drop or add classes. To look up available classes, go to "Course Planner" on the student services web site ([www.bsu.edu/student-services](http://www.bsu.edu/student-services)).

*\*If you have a hold on your record, you will not be able to add/drop classes*

***Registration for Graduation:*** An application is required in order to graduate. The application is available at each advising center, and needs to be turned in at the appropriate center. The graduation application is due well in advance of your projected graduation date. Check the academic calendar for due dates.

### ***Credit/No-Credit Option***

- Students may choose to earn up to 15 credits under the credit/no-credit option; if a course is offered only for credit/no-credit, it will not be counted in the fifteen-credit allowance.
- Students who have taken a course for a grade cannot take it again on a credit/no-credit basis.
- Courses taken on a credit/no-credit basis will not count toward the academic major, minor, or any University Core Curriculum requirements, except for student teaching, internships and courses offered only for credit/no-credit.
- If a student has taken courses in a particular subject for credit/no-credit and then decides to major or minor in that subject, not more than two of the courses will count toward the major or minor requirements.
- Students on academic probation may not use the credit/no-credit option.
- With these exceptions, departments must allow students to take courses for credit/no-credit.
- To indicate that a course is registered as a credit/no-credit grade option, students must visit the Registration Office (LU B43) and complete a credit/no-credit form.

## **ACADEMIC SUPPORT SERVICES**

### **1. University College Academic Advising Center**

(765) 285-1161

<http://www.bsu.edu/advising/>

Each student is assigned an advisor who offers personalized one-on-one support in areas such as course selection, choice of major, college transition issues and referral to other support services.

**\*\*Members should meet with an advisor when planning their schedules or having difficulty in their major\*\***

## **2. Learning Center**

North Quad 331

(765) 285-1510

<http://www.bsu.edu/universitycollege/learningcenter/>

### **Study Strategies**

These are only a few of the topics that they can address to help you read and study more efficiently. Services available include:

- free peer tutoring in note taking, studying efficiently, technical vocabulary, reading rate flexibility, time management, test taking strategies, and more!
- preparation for standardized tests such as the Praxis I and II
- tutoring in reading for ESL students
- test administrations for students with disabilities
- workshops on reading and study skills topics

**Tutoring:** The Learning Center offers free tutoring to any Ball State student. You may arrange a tutoring appointment by stopping in NQ 323 or by calling (765) 285-1006. **Tutors are available for the following classes:** (Please call their office if your course is not listed below)

- |   |   |
|---|---|
| • ACC 201, 202                                    | • GEOG 101, 120, 211, 212, 311, 3112  |
| • AHS 100   | • 150, 230, 240, 355  |
| • ANAT 201  | • NREM 101, 205, 211, 220, 221  |
| • ANTH 101, 103, 105, 111                         | • GEOL 101, 102, 220  |
| • ASTRO 100, 102, 120                             | • HIST 150, 151, 152, 198, 201, 202   |
| • BIO 100, 102, 111, 112, 113, 213, 215, 216, 453 | • HSC 160, 180, 250   |
| • CC 105, 202, 205                                | • MATHS 105, 106, 108, 111, 112, 125, 135, 161, 162, 165, 166, 201, 202, 203, 207 |
| • CHEM 100, 101, 108, 111, 112, 225, 231, 232     | • MUHIS 100, 200, 330   |
| • CJC 101, 102                                    | • MUSTH 101, 102, 111, 112, 125, 201, 202,  |
| • ECON 116, 201, 202, 221                         | • 211, 212, 311, 3112   |
| • EXSCI 190, 201                                  | • NREM 101, 205, 211, 220, 221  |
|   | • PEP 292, 293, 493   |
|   | • PHIL 100  |
|   | • PHYCS 100, 110, 112, 120  |
|   | • PHYSL 210, 211  |
|   | • PSYSC 100, 241, 277, 284. 316, 317  |
|   | • POLS 130, 210, 237, 280, 281, 290, 293  |
|   | • RELST 101, 151  |
|   | • SOC 100, 341, 421   |
|   | • THEAT 100   |

### **Writing Desk**

You may have a draft of a paper to revise, or you may need help starting a writing assignment. Writing tutors are available to help you with: (Tutoring provided through appointment and walk-in service)

- Paper review
- Editing skills
- Library research skills
- Speeches and presentations
- Grammar and mechanics
- PPST and Writing Competency Exam review
- MLA/APA format
- Brainstorming and outlining
- In-class workshops on the writing process, research strategies, essay exams
- Consultation on writing assignments

### **3. Library**

(765) 285-0161

<http://www.bsu.edu/library/>

Instructional Services--Ball State University Libraries

***The University Libraries' Instructional Services program*** is a multifaceted effort designed to reach out to students in a variety of ways including orientations to University Libraries collections and services, self-guided tours of our facilities, walk-in workshops on a variety of topics, and specific course-related instruction.

***Instruction sessions and workshops are held in University Libraries' electronic classrooms*** to encourage students to gain hands-on experience with research tools and techniques.

***Instructional Services provides learning opportunities for many campus and community groups including*** undergraduate and graduate classes, BSU student organizations, local community college students, local high school students, area civic and community groups, and home school students.

### **4. Career Center**

(765) 285-5634

[www.bsu.edu/careers](http://www.bsu.edu/careers)

The Career Center is located in Lucina Hall, 220. The following services are available to your chapter members:

- Cardinal View Jobs: On-line source for campus employment, internships, and off-campus jobs
- Fall and Spring Cardinal Job Fairs
- Spring Teacher Fair
- Drop-In Career Advising
- Career Exploration
- Outreach programs for your chapter: You pick the topic and the Career Center will adapt it to your needs

### **5. Counseling Center**

(765) 285-1736

<http://www.bsu.edu/students/cpsc/>

**Psychological and career/vocational assessment** is provided on an individual basis for clients in the Counseling Center. Counselors make testing assignments and clients schedule testing appointments through the Counseling Center receptionist (Lucina Hall, Room 320).

Students interested in career/vocational testing should stop in or call the Counseling Center for an intake appointment.

Computer-based testing is now available at Ball State which includes the following ETS (Educational Testing Service) exams:

**Praxis I** (PPST Reading, Mathematics and Writing)

**GRE** (Graduate Record Examination)

**GMAT** (Graduate Management Admission Test)

**TOEFL** (Test of English as a Foreign Language)

For the **GRE, GMAT and TOEFL** register online at <http://www.ets.org/register.html>

For further information regarding any of these exams or to register for the **Praxis I (PPST)**, please call the Office of Testing Programs at (765) 285-1290

**National Testing Program:** Registration information available at the Counseling Center, Office of Testing Programs, Lucina Hall 366

LSAT

MAT

GRE (Subject)

MCAT CHES

### **6. Ball State Scholarships & Financial Aid**

(765) 285-5600

[www.bsu.edu/finaid/scholars](http://www.bsu.edu/finaid/scholars)

In an effort to recognize academic achievement, service, and talent, scholarships are awarded each year to many deserving students. These scholarships and awards are funded by families, clubs, corporations, foundations, alumni and other organizations. To assist students who are searching for opportunities to accomplish their educational goals, the Office of Scholarships and Financial Aid provides this directory of links to Ball State University departmental scholarships and awards.

**Scholarship applications and information may be obtained from the academic department or office indicated. If an award requires financial need, the student must apply for financial aid by filing the Free Application for Federal Student Aid (FAFSA). The FAFSA must be received by the federal processor on or before March 10<sup>th</sup>.**

# AWARDS AND INCENTIVES

## BASICS

- The purpose of awards is to create a chapter climate in which academic excellence and achievement is recognized, valued and honored.
- Just as it is important to enforce minimum academic standards, it is also important to recognize those who excel academically.
- Keep in mind that award systems do little to improve a chapter's academic performance.
- Those members who receive high grades do so because they are self-motivated, goal-oriented students.
- Likewise, a poor student, particularly if his/her problem is a lack of motivation, is unlikely to be stimulated to put forth the extra effort needed to earn an award.
- A chapter awards program is most effective if it not only recognizes members with the highest GPA, but also recognizes individuals who made noteworthy academic achievements (i.e. largest GPA improvement or attaining a GPA goal).
- Scholarship awards should be given out in a formal setting such as a banquet and should be given out at the same time as other chapter awards (i.e. initiation, officer installation, founder's day, parent's day or graduation).

## AWARD CATEGORIES:

The following are possible awards you can present each semester:

- **Highest GPA** – awarded to the member with the highest GPA for the previous semester. In addition, a highest GPA award can be given out to the person with the highest grade point average in various categories, for example, new members and initiates; and/or freshmen, sophomores, juniors, and seniors.
- **Highest Team GPA** – awarded to teams of two or more members and/or new members who attain the highest grade point average. A popular team is Big Brother/Little Brother or Big Sister/Little Sister. If your scholarship plan utilizes study groups, they can compete as teams. Some chapters assign teams by putting together "pools" based on grade point averages the previous semester. Members with high grade point averages are matched with those with low grade point averages. This not only balances the competition, it also provides an incentive for the good students to tutor those having difficulty. Other possibilities for team selection include majors, new member "classes," roommates, hometowns, etc.
- **Recognition for College/University Awards** – to recognize members who make the college/university Dean's List, including special recognition for those earning straight "A's"; members who earn scholarships; members who are selected to be in an academic honorary organizations such as Order of Omega, Rho Lambda or Golden Key.
- **Most Improved GPA** – awarded to members whose grade point average demonstrated the greatest improvement over the previous semester. This award can also be given out in categories and/or teams.
- **Goal Attainment** – awarded to those members, holdovers and new members who attained or exceeded their personal goal, as determined at the beginning of the semester in consultation with the Scholarship Committee.
- **Scholar Athlete** – awarded to a member who excels both in academic and athletic (intramural and/or intercollegiate) activities.

- **Scholar Leader** – awarded to a member who excels both in academic and leadership (chapter and/or campus/community) activities.
- **Scholar Brother/Sister** – awarded to a member who not only excels academically, but also contributes time to tutor or otherwise help brothers/sisters who need academic assistance.

#### **WEEKLY AWARD:**

- In addition to giving out awards each semester, the Scholarship Committee can create continuous enthusiasm by giving out awards at each chapter meeting, during the committee's weekly report.
- The recognition might include a gift, a financial incentive and/or applause.
- Members and teams can also be recognized on the chapter scholarship bulletin board.
- Some suggestions are members who received an "A" on a test the previous week, members who completed a major project or term paper, study groups who put in the most hours, members who provided volunteer tutoring, and members who were accepted into graduate school.

#### **AWARD AND INCENTIVE ITEMS:**

Your program should not only have several award categories, but also a variety of methods of recognition. The type of recognition selected will depend on the nature and significance of the award. Some suggestions are:

- **Plaques and Trophies** – These can be given out individually to the recipient and/or perpetual plaques hung in a conspicuous location in the chapter house.
- **Certificates** – These are appropriate for such awards as grade point average goal attainment.
- **Financial Incentives** – These can include dues or initiation rebates, tuition subsidies, "pools" (where each team contributes a specified amount to the pool and the winning team splits the "pot"), or other types of cash awards.
- **Scholarships** – Establish a scholarship through your college/university scholarship office to be funded by tax-deductible alumni donations.
- **Gift Items** – A few ideas are gift certificates to the campus bookstore, clothing stores, restaurants, limousine services, etc.; tickets to concerts or sporting events; fraternity/sorority jewelry, sportswear and novelty items; and candy bars or other small items for weekly awards. Be creative, but avoid using alcoholic beverages as incentives.
- **Point Systems** – If your chapter uses a point system for incentives (for room priority, order of initiation, etc.), be sure that scholarship is a significant component of the system.
- **Printed Announcements** – Ideas include a display or classified advertisement in the campus newspaper, an article in a chapter or parent's newsletter, and mention in your alumni newsletter and/or national magazine (particularly for recognizing winners of alumni-funded scholarships).

# PROGRAMMING SUGGESTIONS

## **CHAPTER/HOUSE EVENTS**

- Give a vocabulary word of the week and the definition
- Announce all final course drop and registration dates
- Announce cultural, educational, and career opportunities on campus and in the community
- Give a list of study tips
- Hand out applications for honor societies, scholarships, and internships
- Publicly recognize members admitted to Order of Omega, Rho Lambda or Golden Key or other scholarship organizations
- Have members answer roll call with the number of classes they missed the previous week
- Hold weekly drawings for members that submit "A" grades tests, papers, or quizzes (prizes can be planners, etc.)
- Take cookies to meetings and pass out a smart cookie award to each "A" on tests, quizzes, papers
- Collect 25 cents for each missed class and use the money for a raffle.
- Post an "I Need Help" sheet for members to sign to request academic assessment and an "I Can Help" sheet for members offering academic assistance
- Make healthy snacks available for finals week
- Arrange for parents/alumni to send finals week care packages
- Invite faculty members, deans, advisors to dinner more than once per year
- Earn rooms/parking spaces by GPA
- Reserve a study room at the library or campus building
- Have each member post their schedule on their door

## **CHAPTER LIBRARY RESOURCES**

- Prepare test files to be used as study aids
- List of members majors and minors
- University Catalog
- GRE, GMAT, and LSAT information and review materials
- Provide members with a list of qualified tutors including chapter members as well as Alumni scholarships
- Have a library day
- Create scholarship improvement contracts to be approved by the advisors

## **PRESENT THE FACTS**

- Chart how your chapter compares with other chapters on campus and with other chapters on nearby campuses
- Compare your chapter average to other chapters on campus, including new members and initiates
- Chart the percentage of members on academic probation versus the number on the dean's list

## **RECOGNIZE AND ACKNOWLEDGE!**

- *Academic Excellence Tea:* Invite faculty and alumni for recognition
- *Scholarship/Banquet Reception:* Invite faculty and alumni for recognition, ask someone to speak briefly on academic success.
- *Professor of the month:* Honor a professor who has supported your chapter. Take them a mug, cookies and place an ad in the paper
- *Scheduling night:* Set up tables with course catalogs and invite your academic advisor and plan your schedules.
- Challenge another chapter, that performs higher than your own, to a GPA contest: Whoever loses hosts a pizza party
- Publicize chapter and individual academic achievement in the campus newspaper
- Send letters to new members parents to introduce yourself and the chapters scholarship program
- Incorporate scholarship recognition into formals, founder's day, etc.
- Create a budget to pay for members initiation into honoraries (i.e., Order of Omega, Rho Lambda)
- Have a rotating pin or chapter jewelry for the most improved GPA per semester
- Create a BRAG board for scholarship achievements
- Give raffle tickets for each A earned, and hold a drawing at the end of the semester or each week in chapter. Have the alumni donate prizes to be given away.

## **SIMPLE TIPS TO IMPROVE GRADES TO USE IN PROGRAMS**

- Attend ALL classes and participate. Involvement is the key!
- Read and prepare assignments before classes
- Maintain a schedule and follow it. How many hours per week do you study?
- Turn in all assignments on time
- Visit your academic advisor each semester you plan your course
- Keep a record of points possible/points earned in each class
- Proofread all papers
- Schedule study time and stick to it
- Take notes as you read assignments
- Do your work as soon as you can! Unexpected events come up

## UTILIZING YOUR MEMBERSHIP

### **BROTHERS TEACHING BROTHERS...SISTERS TEACHING SISTERS**

- One of the benefits of fraternity/sorority life is the opportunity for members to share their talents to help their brothers/sisters.
- Since the promotion of academic excellence is one the primary missions of the fraternity/sorority; chapter tutoring programs are at the heart of what fraternity/sorority life is supposed to be about.
- Two points need to be made about chapter tutoring programs:
  - 1) They should supplement, not replace, existing resources on campus.
    - In many cases, the best way a fraternity/sorority to assist its members is to encourage the use of tutoring services offered by the university.
  - 2) Tutoring programs are not just for those with serious academic difficulties.
    - While it is critical that students in danger of failing courses seek assistance, tutoring services can also be beneficial to average or good students who need a little extra assistance in order to achieve their academic goals.
    - The chapter should promote an atmosphere that encourages all members who would benefit from tutoring to seek out such services.
    - There need be no stigma attached to asking for and receiving academic assistance.

### **UTILIZING MEMBERS AS TUTORS:**

- At the beginning of each semester, the Scholarship Committee should distribute Academic Support Volunteer Forms to the members to identify those with special skills that they are willing to share with other members.
- The information should then be compiled by the Scholarship Committee, broken down by area or discipline (math, biology, accounting, history, etc.), and be distributed to all actives and new members.
- If a chapter maintains academic profiles of each member, the Scholarship Committee can also prepare and distribute a list of members who have received an "A" or "B" in various courses as potential resource persons.
- Brothers/Sisters who volunteer their time as tutors should be acknowledged and rewarded.
  - At minimum, they should be publicly thanked at chapter meetings and should be given certificates at the end of the semester in recognition of their services.
  - A plaque or other award should be considered for the brothers/sisters who contribute the most time to the tutoring program.
  - Giving tutors a dues rebate is another appropriate way of rewarding them for their time and effort.

### **TUTOR REFERRALS:**

- In many situations, members will need the assistance of an experienced and/or specially trained tutor.
- The Scholarship Committee should maintain a file of tutoring services available on campus.
- Free tutoring clinics are available from The Learning Center in North Quad.

- The Learning Center specializes in math, physics, accounting, economics, core curriculum classes and computer-based assignments. Contact The Learning Center at 285-1006 to find out what other classes tutors may be available for.
- In addition, academic department offices may have a list of private tutors.
  - The chapter may want keep its own file of private tutors, complete with descriptions of their services and rates, with evaluations by members who have used their services.
- The Scholarship Committee should consider using part of its budget to subsidize private tutoring for members in need of such assistance.
  - If aiding the academic progress of the members is a priority for the chapter, then there is no better use of financial resources.
  - It is recommended that the member be reimbursed for one-half of the cost of private tutoring.
    - Having the member pay for half the cost will minimize any abuse of the system and will encourage member to make effective use of the tutor's services.
  - A policy should state a maximum hourly rate that will be reimbursed and a total amount that can be reimbursed to an individual member per semester.
  - A fund, supported by alumni contributions, can be used for those who need financial assistance in order to receive tutoring.
  - No member should be forced to forgo private tutoring because he/she cannot afford it.

### **STUDY PARTNERS:**

- The Scholarship Committee can also coordinate a program to match up members to study together.
- Two criteria should be used in matching study partners.
  - 1) They should have similar academic programs – same major, similar number of units completed, some common courses this semester, etc.
  - 2) Those with higher grade point averages should be matched with those with lower grade point averages, to facilitate informal tutoring.
- The effectiveness of the study partner program can be reinforced by creating competition among teams to see which team can achieve the highest grade point average.

### **UTILIZE THE SCHOLARSHIP BULLETIN BOARD:**

- Establish a special "Help Wanted" section on the chapter's Scholarship Bulletin Board for members to request assistance with particular issues.
  - To encourage use of the board for this purpose, print up some "3x5" cards with blank spaces for the member's name, telephone number, class and topic he/she needs help with, class instructor and comments.
- Use the Scholarship Bulletin Board to post a listing of free tutoring services on campus.
  - Be sure to describe the type of services available, hours of operation, location, telephone number and other applicable information

**TERM PAPER CRITIQUING SERVICE:**

- A valuable service the chapter can provide is a term paper critiquing service.
- Upper division students proficient in writing can volunteer their time to proofread and critique term papers of other members.
- The list of available readers should be categorized by majors; this will enable readers to also evaluate the content of papers.
- As with tutors, readers should be recognized and compensated for their work.

**SPECIAL WORKSHOPS:**

- The Scholarship Committee can organize a series of special workshops for small groups of members who need particular kinds of skill development.
- Potential facilitators are professionals or graduate assistants from The Learning Center, the Counseling Center, the chapter's Faculty Advisor and Scholarship Committee members who have been trained in a particular area.
- Ideas for workshops include test preparation and test taking skills, improving reading speed and comprehension, writing skills, time management, effective note taking, study methods, research and term paper writing and concentration and memory techniques.

An excellent resource in preparing workshops is *How to Study in College*, by Walter Pauk available in Bracken Library and bookstores

## MAINTAINING RECORDS AND RESOURCES

An effective scholarship plan requires that certain types of records and resource information be maintained. These include grade point average data, individual academic profiles of members and course and instructor evaluations.

### **Grade Point Average Data:**

- The Scholarship Chair needs to keep on file the chapter's grade point average for the previous semester.
- The Scholarship Chair needs to keep on file the ranking of all the other chapters on campus.
- The grade point average of each individual member and new member needs to be kept on file.

### **Academic Profiles:**

- A more comprehensive scholarship plan will require that more specific academic profiles be established for each member.
- To establish academic profiles, request each member to voluntarily submit a copy of his/her transcript (an unofficial copy is sufficient).
- Once established the profiles can be updated each semester by requesting members to turn in a photocopy of their grade reports.
- If possible, the academic profiles should be computerized, utilizing file management software. Fields to be entered are member's name, telephone number, major/minor, semester grade point average, cumulative grade point average, course number, units, instructor and grade. Once entered, it is easy to sort the information and prepare various reports.

### **Confidentiality of Individual Academic Records:**

- Important: Individualized academic information must be kept confidential.
- The chapter should be informed of which members have not met the required academic standards of the fraternity/sorority; however, specific grade point averages should not be disclosed. An acceptable exception is announcing the grade point averages of academic award winners.
- The records and/or computer files/disks should be kept in a secure, locked file, with access restricted to designated members of the Scholarship Committee, the President, the Chapter Advisor and the Faculty Advisor.
- The release of a student's academic records to others, without his/her prior consent or the use of the information for any other purpose than that specifically intended is prohibited by federal law.

### **Course and Instructor Files:**

- Most colleges and universities require faculty members to prepare a syllabus for each course. Standard information one might find in syllabi include a description of the course content and scope, prerequisites, required text(s) and materials, reading assignments, grading methods (percent of grade determined by homework assignments, class participation, reports and term papers, lab work, tests, quizzes, mid-term examinations, final examinations, etc.), grading policies, attendance requirements, schedule of assignments and tests, the instructor's office hours and other information.

- Because syllabi are more complete than the brief course description contained in the general catalog, syllabi can be very useful to students in selecting courses and instructors to take during the next semester.
- For that reason, it is advisable for the Scholarship Committee to keep a file of course syllabi available to members.
- The best way is to keep them in three-ring binders, in order by course name/number. This allows them to be easily updated. Request that your members submit copies of the syllabi from their courses.
- Another useful service the Scholarship Committee can provide is a file of course and instructor evaluations completed by members.
  - The Scholarship Committee should stress the purpose of the file is not for members to choose the easiest classes, but to identify the most beneficial courses and instructors with the best teaching abilities.
  - The Course and Instructor Evaluation Forms should be completed late in the semester, but early enough for them to be collected and filed before class registration begins for the next semester.
  - These forms should also be kept in three-ring binders, in order by course name/number. It is also helpful to have a cross reference by instructor's last name.

#### **Textbook Exchange:**

- By keeping the schedules of all chapter members, the scholarship chair can facilitate a textbook exchange program, where members can find other members who might own a book they will need for a course. Members can also choose to donate their books to the chapter for the future use of other members instead of selling them back.

#### **Test and Term Paper Files:**

- The maintenance of chapter test and term paper files poses several ethical and educational problems. The use of such files tends to promote academic dishonesty. *Ball State University defines academic dishonesty ("cheating" and "plagiarism") in its Code of Student Conduct as follows:*

## **VII. STUDENT ACADEMIC ETHICS POLICY**

### **7.1 Introduction.**

Honesty, trust and personal responsibility are fundamental attributes of the University community. Academic dishonesty by a student will not be tolerated, for it threatens the foundation of an institution dedicated to the pursuit of knowledge. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity.

### **7.2 Academic Dishonesty.**

Academic dishonesty includes, but is not limited to the following:

- 7.2.1 Violations of procedures which protect the integrity of a quiz, examination or similar evaluation, such as:
- a. Possessing, referring to, or employing open textbooks or notes or other devices not authorized by the faculty member;
  - b. Copying from another person's paper;
  - c. Communication with providing assistance to, or receiving assistance from another person in a manner not authorized by the faculty member;
  - d. Possessing, buying, selling, obtaining, giving, or using a copy of any unauthorized materials intended to be used as or in the preparation of a quiz or examination or similar evaluation;
  - e. Taking a quiz or examination or similar evaluation in the place of another person;
  - f. Utilizing another person to take a quiz, examination, or similar evaluation in place of oneself;
  - g. Changing material on a graded examination and then requesting a re-grading of the examination;
  - h. Cooperating with someone else on a quiz, examination or similar evaluation without the prior consent of the faculty member.
  - i. The use of any form of technology capable of originating, storing, receiving or sending alphanumeric data and photographic or other images to accomplish or abet any of the violations listed in parts a through h.

- 7.2.2 Plagiarism or violations of procedures prescribed to protect the integrity of an assignment, such as:
- a. Submitting an assignment purporting to be the student's original work which has been wholly or partly created by another person;
  - b. Presenting as one's own work, ideas, representations or words of another person without customary and proper acknowledgment of sources;
  - c. Submitting as newly executed work, without faculty member's prior knowledge and consent, one's own work which has been previously presented for another class at Ball State University or elsewhere;

- d. Knowingly permitting one's work to be submitted by another person as if it were the submitter's original work.
  - 7.2.3 Cooperating with another person in academic dishonesty, either directly or indirectly as an intermediary agent or broker.
  - 7.2.4 Knowingly destroying or altering another student's work whether in written form, computer files, art work or other format.
  - 7.2.5 Aiding, abetting or attempting to commit an act or action which would constitute academic dishonesty.
- **By this definition, therefore, maintaining test files constitutes cheating, unless permission is obtained from the professor who created the test.**
    - *Written professor permission is required if your chapter is using test files.*
  - **Use of such a test file can without professor's written permission can result in disciplinary action taken by the university against members, and maintenance of the file can result in the university taking disciplinary action against the chapter.**

# The Beneficence Pledge

(Ball State University Honor Code)

Members of the Ball State University Community . . .

## **pledge to maintain high standards of scholarship and excellence**

*To work with students, faculty, and staff to strengthen teaching and learning on campus.*

## **pledge to practice academic honesty**

*To model and uphold academic integrity, to honor their peers and earn the trust and respect from all members of the community.*

## **pledge to act in a socially responsible way**

*To treat each person in the Ball State community with civility, courtesy, compassion, and dignity; to respect the property and environment of the campus.*

## **pledge to value the intrinsic worth of every member of the community**

*To respect and learn from differences in people, ideas, and opinions.*

## INSTRUCTOR REFERRAL

Professor Name:

Class:

Your Name:

When class was taken:  
(Term/Year)

**Please check any and all categories that apply to the above-named instructor and/or the class:**

\_\_\_\_\_ Very valuable

\_\_\_\_\_ Challenging but worthwhile

\_\_\_\_\_ Drop now

\_\_\_\_\_ Other (describe):

**Teaching Style (check all that apply)**

\_\_\_\_\_ Straight lecture

\_\_\_\_\_ Complements book

\_\_\_\_\_ Experiential, hands-on projects

\_\_\_\_\_ Other (describe):

**What type of tests were administered?**

\_\_\_\_\_ True/False

\_\_\_\_\_ Multiple Choice

\_\_\_\_\_ Essay

\_\_\_\_\_ Matching

\_\_\_\_\_ Other:

**Number of required papers** \_\_\_\_\_

**Most beneficial aspects of this class:**

**Most challenging aspects of this class:**

**What would you tell someone else about the class?  
(class policies, best way to study, etc.)**

\*Please attach a copy of your course syllabus.

# ADDITIONAL RESOURCES

## SAMPLE ACADEMIC IMPROVEMENT CONTRACT

1. I \_\_\_\_\_, realize that I am on academic probation for the \_\_\_\_\_ term of \_\_\_\_\_ (year) because I did not meet the active grade point average of a 2.5 to be in good standing with \_\_\_\_\_.
2. I will attend study hours when my schedule permits. Otherwise, I will notify the Scholarship Chairman or the assistant no later than 8 hours before study hours with a valid excuse.
3. I will have my professors sign and fill out a monthly grade release form and return it to the Scholarship Chairman only, by the due dates assigned. I will meet with the Scholarship Chairman or assistant at least once a week to show either my calendar/checklist and/or hours studied 20 hours studied. Failure to do so will take away my voice and vote privileges at formal meetings.
4. If this is my second semester on academic probation in a row, and by the end of the week I have not studied 20 hours or more, met deadlines or completed assignments, I will not be able to attend more than one social function per month. It is my responsibility to check with the Scholarship Chairman or assistant at the end of the week before going out. Failure to comply will result in being called to the Discipline Committee. *\* Applies to those on academic probation 2 semesters in a row.*
5. My goal by the end of this semester is to obtain a \_\_\_\_\_GPA. I will try my hardest to reach such a goal and will go to the Scholarship Chairman or committee members if I am having any problems.

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Member Signature

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Scholarship Chairman Signature

**SAMPLE GRADE RELEASE FORM**

**Date** \_\_\_\_\_

**I** \_\_\_\_\_ **(Name)** hereby  
**authorize** \_\_\_\_\_ **(College or University)** to release  
**information concerning my academic standing to**  
\_\_\_\_\_  
**(A registered student**  
**organization), for the purposes of assisting me in Academic improvement**  
**and/or of establishing my eligibility for membership.**

**Signature:**

\_\_\_\_\_

**Student Identification Number:** \_\_\_\_\_

## WHERE SHOULD I STUDY?

Sometimes it is difficult finding a quiet place to study where there are no external distractions such as telephone calls, visitors and noises. This checklist will help you analyze distractions in the places you study. List the three places where you usually study in the order you use them most:

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_

**Now check the column that applies to each of these places. Circle True/False**

	<u>A</u>	<u>B</u>	<u>C</u>
1. Other people often interrupt me when I study here.	T F	T F	T F
2. Much of what I can see here reminds me of things that don't have anything to do with studying.	T F	T F	T F
3. I can often hear the radio or TV when I study here.	T F	T F	T F
4. I can often hear the phone ringing loudly when I study here.	T F	T F	T F
5. I think I take too many breaks when I study here.	T F	T F	T F
6. I seem to be especially bothered by distractions here.	T F	T F	T F
7. I usually don't study here at a regular time each week.	T F	T F	T F
8. My breaks tend to be too long when I study here.	T F	T F	T F
9. I tend to start conversations with people when I study here.	T F	T F	T F
10. I spend time on the phone here that don't have anything to do with studying or school work.	T F	T F	T F
11. There are too many things here that don't have anything to do with studying or school work.	T F	T F	T F
12. Temperature conditions here are not very helpful for studying.	T F	T F	T F
13. Chair, table, and lighting arrangements here are not very helpful for studying.	T F	T F	T F
14. When I study here, I am often distracted by certain people.	T F	T F	T F

Total # false per location \_\_\_\_\_

Now total the number of times you circled false in each column.

The column with the most "false" checks may be the least distracting place to study. Try to plan your day so that you do as much work as you can there.

## COURSE INFORMATION FORM

Course:

Instructor:

Text(s):

Assignments:

<b>Tests Grade</b>	<b>Type</b>	<b>Dates</b>	<b>Percent of</b>
------------------------	-------------	--------------	-------------------

<b>Labs Grade</b>	<b>When</b>	<b>Requirements</b>	<b>Percent of</b>
-----------------------	-------------	---------------------	-------------------

<b>Final Project Grade</b>	<b>Due</b>	<b>Percent of</b>
--------------------------------	------------	-------------------

Overall Course Grading System

\_\_\_\_\_ % tests/lecture

\_\_\_\_\_ % papers

\_\_\_\_\_ % class participation

\_\_\_\_\_ % tests/labs

\_\_\_\_\_ % projects

\_\_\_\_\_ % final exam

# SCHOLARSHIP PROGRAM PLAN GUIDELINES

Fraternity/Sorority: \_\_\_\_\_

Scholarship Chair: \_\_\_\_\_ E-mail: \_\_\_\_\_

## Scholarship Program Components

At minimum, the Office of Student Life strongly recommends that each chapter's Scholarship Program address the following areas. *Please place a check each item that is included in the written program.*

### Grade requirements:

- Minimum GPA to participate in new member education
- Minimum GPA to be initiated
- Minimum GPA to remain in good standing
- Minimum GPA to hold scholarship chair
- Minimum GPA to hold office
- Minimum GPA to hold executive board position

### Academic Information:

- Academic Calendar/Chapter Events Calendar
- Career Center Offerings
- Learning Center Resources (Tutoring, Supplemental Instruction, Workshops)
- Advising Center Resources
- National Organization's Programming and Resources (contact info, website)
- Counseling Center Resources
- Health Center Resources
- Library Instruction

### Advising:

- Faculty Advisor**

### Motivational Programming:

- Chapter/National Scholarships
- Official Recognition (chapter house bulletin, certificates, trophies, plaques)

- Published GPA Recognition (newspaper, alumni newsletter)
- Scholarship Banquets
- Rewards/Prizes

### Enforcement Policy:

- Probation
- Loss of Intramural Participation
- Loss of Voting Privileges
- Loss of Social Privileges
- Suspension of Membership
- Loss of Membership

### Academic Support for Members on Academic Probation:

- Assistance with Individualized Goals Planning/Scheduling
- Meeting with Academic Advisor
- Meeting with Faculty Advisor
- Study Table Requirements
- Learning Center (Tutoring/SI/Workshops)
- National Headquarters' Programming
- Midterm Grade Reports
- Academic Improvement Contract
- Brother/Sister Tutoring

### Chapter/Membership Guidelines:

- Chapter GPA Goal
- Individualized Membership/Chapter GPA Goal Setting
- Study Table Hours
- Quiet Hours

**New Member Education:**

- Meetings with Faculty Advisor
- Meetings with Academic Advisor
- Three Learning Center Programs - *\*IFC Requirement*
- Study Table Hours
- Study Skills Session for New Members\*\*
- Anti-hazing Forms
- Limitations on Time/Demand Placed on New Members
- Individualized Goal Setting/Planning
- New Member High GPA Scholarship
- Teaming With Brothers/Sisters in Same Major or Class
- Library Tour

- Speakers/Workshops/Educational Programming
- Meeting with Academic Advisor
- Meeting with Faculty Advisor
- Office of Student Life Resources
- Chapter House Scholarship Bulletin Board
- Chapter House Study Room
- Instructor Evaluations
- Course Files
- Test Records (with professor permission)
- Textbook Library
- Scholarship Bulletin
- Extracurricular Information
- Career Planning
- Alumni/ae Career Presentations

**Chapter Development and Resources:**

\_\_\_ Total number of components

\*\*Required component for Accreditation for 4 and 5 star chapters.

We, the undersigned, certify that the responses above are honest and correct to the best of our knowledge. Any missing components will be addressed in our chapter’s future new member education program.

<b>Scholarship Chair (print)</b>	<b>Date</b>	<b>E-mail</b>
<b>New Member Educator (print)</b>	<b>Date</b>	<b>E-mail</b>
<b>Chapter President (print)</b>	<b>Date</b>	<b>E-mail</b>

