



UNC GREENSBORO

Division *of* Student Affairs
Fraternity & Sorority Life

Scholarship Handbook

Adapted from the University of Western Florida Model Scholarship Program

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Purpose

Academic excellence is a priority of the University of North Carolina at Greensboro Fraternity and Sorority Life. Our chapters were founded with academic excellence as a cornerstone to creating well-rounded and high-functioning members. Academic obligations are not just something created by universities, but are an expectation by the local and national organization. It is critical that each chapter hold its members and leaders accountable, ensuring they are meeting the standard so they graduate.

This guide is intended to support your chapter's scholarship program as well as any materials provided by your national office/HQ. These resources have been created for the benefit of you and the members of your chapter.

“Engaging and supporting students in acknowledging responsibility for their choices in preparation for meaningful lives and engaged citizenship in a global community.”

Introduction

Before implementing a new scholarship program, answer the following questions to determine your chapter's current needs.

1. What is your chapter's biggest strength (in regards to academics)?
2. What is your chapter's biggest challenge (in regards to academics)?
3. What has NOT worked in the past to increase your chapter's overall GPA?
4. What is being suggested by your executive board?
5. What is being suggested by your advisor/advisory board?
6. What are the reasons your members provide for attending college?
7. What are the reasons your members provide for their excellent academic performance?
8. What are the reasons your members provide for their poor academic performance?

Chapter Academic Assessment

We suggest you ask your Executive Board to fill out the following chapter academic assessment and begin the conversation there.

1. Is the academic priority emphasized to new members?
 - a. Yes
 - b. No
2. Are academic integrity and other University policies reviewed with new members?
 - a. Yes
 - b. No
3. Is scholarship a priority in membership selection?
 - a. Yes
 - b. No
4. Is there a reinforcement of academic achievement throughout the semester?
 - a. Yes
 - b. No
5. Does your chapter have written academic goals?
 - a. Yes
 - b. No
6. Have they been distributed for members to reference?
 - a. Yes
 - b. No
7. Does each member set academic goals too?
 - a. Yes
 - b. No
8. Are those goals turned into the scholarship officer?
 - a. Yes
 - b. No
9. Are they reviewed periodically throughout the term?
 - a. Yes
 - b. No
10. Is the scholarship officer a respected leadership position?
 - a. Yes
 - b. No
11. Is there a Scholarship Committee? Does it have a well defined job description?
 - a. Yes
 - b. No
12. Does your chapter use your inter/national academic manual or resources?
 - a. Yes
 - b. No

13. Do you have a system of recognizing/rewarding those who do well in your chapter/council?
 - a. Yes
 - b. No
14. Do you have a system of feedback and support for those who are below academic expectations?
 - a. Yes
 - b. No
15. Is intellectual curiosity encouraged by your brothers/sisters?
 - a. Yes
 - b. No
16. Are faculty relationships cultivated?
 - a. Yes
 - b. No
17. Is there little to no programming during the weeks of midterms and just before final exams?
 - a. Yes
 - b. No
18. Are at-risk members given special monitoring?
 - a. Yes
 - b. No
19. Do members talk about their classes/professors with one another?
 - a. Yes
 - b. No
20. Is recognition of academic excellence part of your Public Relations?
 - a. Yes
 - b. No
21. Do you know about and/or have members in honorary societies?
 - a. Yes
 - b. No
22. Are programs of cultural and intellectual interest on campus announced? Is attendance encouraged?
 - a. Yes
 - b. No
23. Does your program consider the different academic needs of different class levels (freshman, sophomores, juniors and seniors)?
 - a. Yes
 - b. No
24. Do you work in conjunction with the Students First Office?
 - a. Yes
 - b. No

25. Do you regularly sport members at the library?
 - a. Yes
 - b. No
26. Do you provide opportunities for members to learn about internships, study abroad opportunities?
 - a. Yes
 - b. No
27. Do you request educational programs and services from Student Success Center?
 - a. Yes
 - b. No
28. Do you utilize the high-achieving students in the chapter?
 - a. Yes
 - b. No
29. Do you share work of the members in your chapter who conduct undergraduate research?
 - a. Yes
 - b. No
30. Has your chapter developed criteria to assist in the selection of a faculty advisor?
 - a. Yes
 - b. No

How did you score? Count how many “Yes” responses you gave to the questions. See below for how you can improve.

Fewer than 10: Select ways to improve your programming by reviewing your responses. Start with easy steps.

11-15: You are on the way to better academic achievement. Review the areas where you did not answer Yes, and add the ones that are relevant to your chapter/council.

16-24: You have a strong academic program, but think through what can make it better and add those ideas/events.

25-30: Congratulations! Your group is operating at a high level of prioritizing academic achievement.

It is okay if your chapter is struggling with academics, that means that you know the areas in which the chapter can improve.

New Member Education

Understanding the importance of academic success for any new member will be critical for their time within the chapter. Academic success should not be a topic that is simply brushed over and never discussed again, rather it should be a continuous conversation about finding ways to improve. Additionally, new members who are struggling should be provided with ample support and guidance throughout their process to ensure they do not become overwhelmed with their academic requirements and their new member education program. The objective of new member education is to teach the individual's how to become contributing chapter members, part of which means attaining a strong GPA. The goal of any new member orientation period should be to show the candidates for membership how to succeed in college.

Prior to accepting a bid, all potential new members must complete the PNM Academic Waiver which allows the Office of Campus Activities and Programs with the ability to check and review their academic record. **Students who are seeking membership must have completed 12 collegiate credits with at least a 2.50 collegiate GPA.**

How can you emphasize scholarship during the new member education period?

1. Make academics interesting and worthwhile- Educate beyond the GPA requirements and help the students see how important a college degree is in today's society. Provide current research on fraternity and sorority academic success as it relates to being hired.
2. Allow the new members to ask questions about how current members made the switch from the high school to college workload.
3. Designate at least one new member meeting solely to the formation of and discussion of scholarship goals. Plan the agenda so that everything revolves around scholarship. Use this time to motivate the new members to excel in the classroom. At the meeting ask the students for their goals, expected problem areas, majors, and class schedule.
4. Help the new members understand who is in their academic network by passing out a list of active members/majors/minors.
5. Educate the chapter that mentoring is a two-way street and no one, even big brothers or big sisters, should be embarrassed to ask for scholarship help.
6. Ask the new members to communicate their grade with you after their first big exam and the week before finals.

Encouraging a Positive Attitude in New Members

It goes without saying the foundation of sound scholarship program is attitude and shared acceptance of the chapter's goals. Consider these factors, which contribute to a new member's perception of academics.

1. Personal pride in achievement
2. Hope for further employment and professional development

3. Desire for respect and approval
4. Group recognition and approval
5. Sense of duty and obligation
6. Expectation of reward and recognition
7. Fear of failure and its consequences

New Member Education Scholarship Week-By-Week Outline

Week One

Goal: Ensure new members are familiar with the fraternity/sorority academic expectations and see how their personal goals align with those expectations.

Do: Meet with new members to discuss chapter academic policies and goals. Collect their course schedules. Help new members set personal scholarship goals. Discuss any study hours expectations and accompanying rewards.

Week Two

Goal: Ensure new members are discovering productive ways to juggle demands of fraternity/sorority life and school.

Do: Conduct a time management workshop.

Week Three

Goal: Ensure new members are aware of campus resources.

Do: Provide information on the Student Success Center. Schedule a staff member to come and speak about the services the center provides.

Week Four

Goal: Ensure new members are aware of the importance of building relationships with faculty.

Do: Invite the Faculty Advisor to new member meetings.

Week Five

Goal: Ensure new members are building college-level study, note taking, and test taking skills.

Do: Invite a university administrator in to conduct a study skills workshop.

Week Six

Goal: Emphasize the mentor relationship.

Do: Invite the new member's sponsor/big/mentor to a new member meeting to go over the goals set by the individual during week one.

Assisting a Struggling Member

Do you know a student who is going through a difficult situation? UNCG provide a variety of services for students that are struggling. The Dean of Students Office can provide support for students who do not have anywhere to turn.

Assessment for Struggling Students

If you are a Scholarship Chair who is meeting with someone who fell below grade requirements or even if you are trying to assist a struggling brother/sister, the Self-Assessment on the following pages can be a helpful guide in analyzing the struggling student's thoughts before meeting one-on-one.

After the student completes the Self-Assessment, review the student's responses and suggest where they can make adjustments in their academic habits and lifestyle. Some other topics for discussion in the one-on-one meeting may include.

- Rewards that would be meaningful when an assignment is completed or when they receive a high grade.
- Strategies to reduce mental and physical stress.
- How they review and keep track of assignments on the syllabus.
- Who they rely on for motivation both in and out of the classroom.

Self-Assessment

Name: _____

UNCG Term GPA: _____ UNCG Cumulative GPA: _____ Major GPA: _____

Circle all answers that are appropriate for you.

1. I believe my GPA is:
 - a. An accurate indication of my academic accomplishment
 - b. No an accurate indication of my academic accomplishment
2. My effort level toward my academic performance:
 - a. Is high
 - b. Is average
 - c. Is low
 - d. Doesn't exist
 - e. Varies with my interest level in the course
3. I study the best:
 - a. In the morning
 - b. In the afternoon
 - c. In the evening
 - d. Late at night
 - e. Under pressure
 - f. In small increments
4. I do most of my studying:
 - a. During the week
 - b. On the weekends
 - c. Toward the end of the term
5. When I am experiencing difficulty in a course, I:
 - a. Visit the professor during office hours
 - b. Seek out the TA if applicable
 - c. Use a tutor
 - d. Ask for help from a member who is in the class or who has taken the class
 - e. Work out the problem on my own
 - f. Seek campus resources
 - g. Talk it over with my family
 - h. Read/re-read specific assignments
 - i. Review tests/professor comments on paper
 - j. Consult with my academic advisor
 - k. Do nothing
6. For my future, I;
 - a. Have a chosen major/minor
 - b. Am undecided about my major
 - c. Am thinking about changing my major
 - d. Have chosen a career path
 - e. Have narrowed my choices for a career path
 - f. Have no idea what my career path will be

- g. Know that I will be applying for graduate/professional school
 - h. Am planning to take grade entrance exams
 - i. Am planning to take prep courses for grade entrance exams
7. I can help myself most if I:
- a. Talk with a career counselor
 - b. Talk with my academic advisor
 - c. Talk with my peers about their majors/minors and course they have taken
 - d. Study abroad
 - e. Get an internship in the field I am considering
8. I would benefit from presentations on
- a. Listening skills
 - b. Note-taking skills
 - c. Making the transition from high school to college-level work
 - d. Time management
 - e. Test-taking skills
 - f. Test anxiety
 - g. Increasing my reading speed and comprehension
 - h. Research skills
 - i. Internet and computer skills
 - j. Paper-writing skills
9. Some roadblocks to my academic achievement are:
- a. Too much time with my romantic partner
 - b. Too much time with friends in general
 - c. Too many hours working at an internship/outside job
 - d. Consuming too much alcohol/illegal substances when I need to be studying
 - e. Not attending all of my classes
 - f. No interest in courses that I am taking this semester
 - g. Family issues (illness, distance, etc.)
 - h. Dropping a class earlier in the term
 - i. Getting behind in class assignments early in the term
 - j. Turning in assignments/papers late
 - k. Not enough rest
 - l. Unhealthy habits in general
 - m. Texting while I am in class
10. Other factors that relate to my academic performance last term:

Utilizing Your Membership (Collegiate and Alumni)

Your organization may have a dedicated position for scholarship or the responsibility of scholarship oversight falls into another job description, a detailed job description and role is recommended by UNCG Fraternity and Sorority Life. However, it is the responsibility of the entire chapter to elevate the role of scholarship. Make sure all chapter officers understand how their area of responsibility can help or hurt individual or chapter GPA.

Scholarship Chairperson Job Duties:

- Maintain and update a public schedule of classes for individuals to provide accountability and support to each other.
- Maintain a database of academic records including: grades, personal goals, accomplishments, or challenges.
- Maintain a file of current scholarship and fraternity/sorority-sponsored scholarships.
- Establish a rotation or committee of volunteers in the chapter who have good grades and can serve as tutors.
- Being knowledgeable about campus resources, campus professionals willing to help, and any other tools for success.

Alumni can be very helpful in helping chapters succeed academically

Take advantage of the members who have come before you by:

- Sending out an alumni flyer or newsletter recognizing high-achieving students.
- Ask alumni to support scholarship programs through funding opportunities.
- Include the alumni in your goal planning. Ask them to donate money for each hundredth of a point you plan to increase your chapter GPA. (i.e. An alumni member sponsored the chapter \$10 per hundredth of a point. The chapter raises their cumulative GPA from 3.4 to a 3.6, therefore the chapter receives \$20 from the donor).
- Ask your alumni to send care packages during finals week.
- Formulate an “All-time Academic Team,” which can be comprised of all chapter members ever to receive a 3.0 GPA.
- Organize a career day at which graduates in certain fields can come back and present seminars in their respective profession. They can speak on: interview skills, cover letter writing, how to make a time for finding a job, investing for the future, and how to market yourself.

Utilizing Your Faculty Advisor

Why have a faculty advisor?

This campus professional can provide counseling related to academic majors, serve as a link between the chapter and academic community, identify resources, and assist the executive board in encouraging academic behavior.

How do you recruit a faculty advisor?

Ask your membership to write down a list of faculty whom they admire or know from being in classes. Ask the Fraternity and Sorority Advisor or the Office of Campus Activities and Programs if they know of any staff/faculty on campus looking for a volunteer role. Invite any names you have generated as potential advisors to a meal, meetings, or alcohol-free social event so they can meet your members. Emphasize what advisory style you are looking for and how the position can benefit the individual. Present a decision to the executive board or your general membership for approval/necessary votes. Offer the role to your faculty advisor.

What should the faculty advisor do?

- Lead discussion with members on academic importance. A Faculty Advisor can be the perfect person with whom to review your semester scholarship report. Work alongside this individual to report and analyze the following facts and figures:
- Graduation rate of your fraternity/sorority members including: percentage that graduate with a degree from the institution, percentage that transferred to another institution, percentage that terminate their membership due to academic, financial, or personal reasons.
- Grade rankings amongst other CPC/IFC/MGC/NPHC organizations.
- GPA sorted by your member's majors.

Awards and Incentives

Fraternity and sorority members who achieve academic excellence should be publicly recognized after grades are released each semester. The most important element of recognition is the joyous and celebratory environment in which it is conducted. Consider, the public relations benefits of recognizing the high-performing members in your organization.

Recipients for awards may include the following:

- Members who earned a 4.0 GPA
- Members who earned a 3.5 GPA or higher
- Members who earned a 2.75 GPA or higher
- Members who made the president's list
- Members who made the dean's list
- Members who improved their GPA
- Members who received a scholarship from your organization, the university, or an outside entity
- Members who studies abroad
- Members who held an internship on or off-campus
- Members who serve as tutors or study partners in the fraternity/sorority
- Members who dedicated their semester to research
- Members who are part of the Lloyd International Honors College
- Members who have been admitted into Phi Beta Kappa National Honor Society

Incentives:

- Plan a Dean's List Dinner. Recognize members who have made the Dean's List the previous semester by taking them to dinner at a restaurant of their choosing.
- Form a "breakfast club" for students that have to get up for 8:00 AM classes.
- Adopt a scholarship motto or slogan at chapter meetings.
- Publish names of awards recipients in the campus newspaper.
- Plan a scholarship banquet.
- Select a Scholar of the Week/Month/Year- Give this person an award and praise at chapter.
- Give preferences or privileges to members with high scholarship. Allow outstanding scholars to get a first chance at limited fraternity or sorority merchandise (i.e. free shirts, free pass to miss chapter or academic workshops).
- Send congratulatory notes to the excelling member's parents or supporters.

Smart Points

Assign members points for making good grades, using campus resources and studying with each other. Points can be submitted each week during chapter into the smart points jar. The member that gets the most smart points each month is given a prize. The chart for the smart points is shown below:

Points	What Qualifies
10	A on a Final, Mid-term, or a Project
9	B on a Final, Mid-term, or a Project
8	A on a Test or Paper
7	B on a Test or Paper
6	A on a Quiz, Lab Report, Discussion, or Homework
5	B on a Quiz, Lab Report, Discussion or Homework
4	Going to Tutoring Session, the Math Lab, the Writing Lab, and a Professor's Office Hours
1-3	3: 11 or more study hours 2: 6-10 study hours 1: 0-5 study hours **You will get an additional 1 point for studying with a brother/sister or with a group

Challenges or Competitions:

Pair off brothers/sisters by drawing names out of a hat. At the end of the semester the team(s) with the highest combined GPA can win discount off their chapter dues.

Partners can also be paired together strategically (members with the highest GPA paired with members with the lowest GPA).

Chapters can issue a formal challenge to another fraternity or sorority.

Scholarship Policy and Sanctions

The implementation of a scholarship policy is recommended and can take the following forms:

- Minimum GPA required for offering a bid
- Minimum GPA required to be elected to an officer/executive board position
- Minimum GPA required for remaining in good standing
- Requirement for all brother/sister not in good academic standing to meet with a Scholarship Chair/Chapter Advisor/Faculty Advisor

Sanctions

The implementation of sanctions for members who do not meet academic expectations is recommended and can take the following forms:

Big Brother/Big Sister/Mentor Privileges: Brothers/sisters whose cumulative and semester GPA falls below a 2.75 will not be eligible to take a little brother/little sister/mentee until such time that their semester or cumulative GPA is 2.75 or above. This individual is to be a role model for newly initiated individual(s) in every way including scholarship. Having a little brother/sister/mentee is a privilege that requires time and effort, which can detract from scholastic endeavors that are to be the sanctioned person's main goals for the semester.

Social Privileges: Brothers/sisters whose cumulative and/or semester GPA falls below 2.50 will have their social privileges suspended until such time that their semester and/or cumulative GPA is 2.50 or above. This includes but is not limited to socials and date parties.

Leadership/chair positions: Brothers/sisters whose semester and/or cumulative GPA falls below 2.50 will be removed from their leadership positions.

Intramural Sports: Brothers/sisters whose cumulative and/or semester GPA falls below 2.50 will not be able to participate in intramural events until such time as their semester and/or cumulative GPA is 2.50 or above.

Voting Privileges: Brothers/sisters whose cumulative and/or semester GPA falls below 2.00 will have their voting privileges revoked until such time that their semester or cumulative GPA is 2.50 or above.

Note: These are suggestions for your chapter to follow, these are not requirements of UNCG.

System of Accountability

Mandated study hours based on their GPA is one way of holding members accountable. Study hours can be held at the library, proctored, or under the honor system. Mandated study hours are not to be a punishment, rather a tool to help members raise their GPA's to where they should be. These suggested hours are to compliment other parts of the scholarship program outlines in this packet. **Study hours alone DO NOT produce results.**

The following is an example of the breakdown of hours that could be used if this system is implemented:

GPA	Study Hours Per Week
4.00-3.75	6
3.75-3.50	8
3.50-3.00	10
3.00-2.75	12
2.75-2.50	14
Below 2.50	15

Warning: Study Hours

There is limited evidence that shows that the number of study hours are directly correlated to improvement of academic performance. Each person learns differently, it is important to remember this especially when requiring members to attend library hours because of their academic struggles. Additionally, just because library hours are assigned, does not mean that the individual will use that time for studying.

- The library may not be the optimal study space for a student, consider other locations.
- Studying in groups may help some, but some students their complete quiet and their own space.

Academic Programming

A chapter's calendar should include workshops or presentations on the following: career development, cultural enrichment, campus resources, and how to study.

Possible Guest Speakers could include:

- Campus librarian
- Career services professional
- Faculty Advisor
- First year advising center professional
- Fraternity/sorority alumni who serve as faculty members
- Prominent and successful alumni in the community

Possible Learning Series Topics could include:

- Knowing your sleep schedule
- Understanding learning styles
- Study abroad
- Choosing the correct graduate school
- Understanding multiple choice exams
- Interviewing for a job
- Stress and anxiety management
- Job searching
- Resiliency

Ideas for Celebrating Month of the Scholar in February (officially recognized by CPC)

- Sponsor a faculty appreciation meal. Members and officers can invite their favorite professors.
- Organize a joint study party with another fraternity or sorority.
- Host a scholarship roundtable where participants discuss quarterly and yearly goals, pass success and challenges facing chapters.
- Arrange goodie bags containing candy, erasers, pens, pencils, and study tips for distribution to students on campus.
- Give out Scholar Dollars for members who get an A or B on an exam during the month of February. At the end of the month let the students redeem the fake money for real gift cards to the university bookstore.

Calendar of Academic Dates

Another part of programming is including important academic dates on your calendar. The timing of your fraternity/sorority events should be interfered with heavy academic times. Check to make sure these dates are provided on your organization's calendar:

- Scholarship due dates for departmental and university wide scholarships
- Academic speakers or seminars provided by the university
- Last day to add a class
- Last day to drop a class
- Pre-registration and registration dates
- Midterms
- Final exams

Techniques for Scholastic Success

Good scholarship habits are learned behavior, therefore it is our responsibility to teach fraternity and sorority members how to study and exert self-discipline.

Below are some suggested tips:

- Invest in a planner
- Use Sunday as a day to plan your week and block out times for school work. Make a Master To-Do List with all tasks that need to be accomplished for each class in the week ahead.
- Study a subject as though you will need to teach the material
- Make whatever space you study in a social media free zone
- Know your most productive hours and use them to study/complete assignments
- Complete your least favorite study tasks first
- Set aside one time each day to make phone calls and send/reply to email
- Listen to music while studying
- Review and re-highlight your notes, writing comments and questions in the margins
- Make time for exercise and take care of your body
- Do not study one subject for more than two or three hours at a time.
- Work through any examples in the book to be sure you understand the principles involved.
- Ask meaningful questions in class by first trying to answer it in your head first, glancing over recent notes, and drawing on personal experiences.
- Anticipate questions your professor might ask on the test when studying.
- Focus on processes and concepts (“how things work”) rather than just memorization.
- Activate your learning by writing summaries, creating charts, using pictures to show processes, and studying out loud.
- Encourage Self-Talk: What are you saying to yourself about finals? Would you encourage a close friend with the same messages? Do not create for yourself stress by undermining your ability to perform on tests.

Resource Directory

The following services at UNCG are available to students looking for academic assistance. The title of each blue resource links to the appropriate UNCG webpage and email.

[Academic Advising](#)

101 Forney Student Success Commons
336-334-5730
students@uncg.edu

[International Programs Center](#)

207 Foust Building
336-334-5404
ipc@uncg.edu

[Math Help Center](#)

Room 210 Curry Building
336-334-5836
math_sci@uncg.edu

[Special Support Services](#)

104 McIver Building
336-334-7533
sss@uncg.edu

[Tutoring and Academic Skills Program](#)

Forney Student Success Commons
336-334-3878
tasp@uncg.edu

[University Registrar's Office](#)

180 Mossman Building
336-334-5946
registrar@uncg.edu

[University Writing Center](#)

33211 MHRA Building
336-334-3125
askthewc@uncg.edu

[Dean of Students Office](#)

210 Elliott University Center
336-334-5514
deanofstudents@uncg.edu

[Language Tutoring](#)

2317 MHRA Building
336-334-5655
llc_info@uncg.edu

[Office of Accessibility Resources and Services \(OARS\)](#)

Elliott University Center, Suite 215
336-334-5440
oars@uncg.edu

[Supplemental Instruction Program](#)

104 McIver Building
336-334-3562
sip@uncg.edu

[University Library](#)

Walker Clinton Jackson Library
320 College Avenue
336-334-5304
library@uncg.edu

[University Speaking Center](#)

3211 MHRA Building
336-256-1346
uncgspeakingcenter@gmail.com

Grading Your Study Skills

The following section will serve as a guideline for you to use as a grading tool on your personal academic habits. The following is based on Walter Pauk's How to Study in College. Members of your chapter can take this survey to assess the level of their study skills.

Scoring Key:

- Always = 4 points
- Frequently = 3 points
- Occasionally = 2 points
- Never = 0 points

Budgeting Time:

1. Do you prepare a basic time schedule and follow it?
2. Do you make use of small blocks of study? (The hour between classes, before lunch, etc.)
3. Do you attempt to determine as soon as possible the probable amount of time for study in your weekly schedule?
4. Do you study your most difficult subjects during your "peak" productive periods?

Reading:

1. Do you focus all of your thinking on the task at hand?
2. Do you remember most of the material that you study?
3. Do you use the dictionary when you do not know the meaning of a word?
4. Do you have a high rate of comprehension of the material you read?
5. Do you read the preface of every book?
6. Do you briefly survey each chapter before reading it for factual content?
7. Do you finish an entire paragraph or section before underlining or making notations?
8. When finished reading, can you repeat the material you have just read in your own words?

Lectures:

1. Do you attend all classes?
2. Do you review notes as soon as possible after each class period?
3. Do you use a systematic approach in taking lecture notes?
4. Can you re-read your notes with clear comprehension at a later date?

Exam Time:

1. Do you complete all assignments and required papers well in advance of the exam period?
2. Do you review periodically throughout the term, not just at exam time?
3. Do you find that you remember a good deal of the material covered in the course when you begin your final period of study for an exam?

Writing Papers:

1. Do you set up a time schedule that allows you plenty of time for research and writing?
2. Do you write at least two rough drafts before producing the final copy?
3. Do you put your subject through several "narrowing's" so your topic is not too broad?
4. Do you use the library?
5. Do you avoid making your paper an assorted accumulation of facts by formulating a question to be answered and focusing your research on that question?
6. Do you record your research on index cards?
7. If you paraphrase something from already published material, do you credit it with a reference or a footnote?

Personal Health:

1. Do you eat well-balanced meals on a regular schedule?
2. Do you know how much sleep you require to be alert and refreshed each day, and do you develop a schedule that allows you to get that amount of sleep?
3. Do you engage in some physical activity each day (other than walking to class)?
4. Do you know how you are best able to cope with periods of stress in order to maintain an emotional balance?

A perfect score equals 120 and the greater the difference between a member's score and 120, the greater the need for improvement.

Checking Member Grades

Each semester, the Office of Campus Activities and Programs will audit each chapter's grades and provide a spreadsheet of the members of the chapter. Information that will be shared are the semester GPA (Term GPA) and the member's cumulative GPA (LGPA). Below are some helpful hints to ensure the correct information is provided:

- Chapter rosters should be updated regularly and provided to CAP. Anytime there is a member added or removed from the chapter, a new roster should be sent to CAP within 72 hours of the change.
- Student ID numbers are critical to the review of grades. Make sure that members are providing their ID numbers and they are correct.