This New Member Educator Resource Guide was modified from Duke University’s Office of Fraternity and Sorority Life’s New Member Educators Hanbook for adaptation to College of Charleston’s Greek Community. For more information about Duke University’s program, please visit:

www.studentaffairs.duke.edu/greek
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THE PURPOSE OF NEW MEMBER EDUCATION

To plan an effective program, the new member educator must first examine the purpose of new member education. The purpose of any good new member education program is to develop qualified, participating members of your chapter, not to make good pledges. Each New Member Education Program is designed to teach the fundamentals of being an effective member of your fraternity or sorority, so that the chapter might enjoy the future leadership of these young men and women. The program will give the new members the skills, put them into practice and temper their use with the wisdom of your fraternity or sorority’s principles.

The objectives of an effective New Member Education Program are:

- To teach members the values of the organization, and why it is important that they work to live these values everyday.
- To provide an understanding of the local and national history, traditions, programs, organization and governance structure.
- To better acquaint new members with each other, initiates, and alumni.
- To develop friendships, loyalty and brotherhood/sisterhood.
- To instill the values of teamwork, community service, academic achievement, and leadership.
- To provide social and recreational opportunities.
- To ensure that new members are meeting the organization’s standards and requirements.
- To educate new members about the broader Greek community.

What new members expect from their education:
New members desire many things from the chapter. They expect these things when they become full members, and they expect them during their education period.

New members want:

- To make friends.
- To have a positive experience with their chapter.
- To learn about the organization.
- To join and organization, not a disorganization.
- To be respected as individuals and members.
- To have fair treatment and not be subservient to initiated members.
- To do only the work that initiated members do.
- To have initiation requirements, but not have to earn active status through personal favors, competition, or juvenile activities.
- To have lots of fun. After all, what did everyone tell them during recruitment?
HAZING

**Hazing:** Any action taken or situation created intentionally:
- That causes embarrassment, harassment or ridicule,
- That risks emotional and/or physical harm,

To members of an organization or team regardless of
- Whether the person is new or not,
- The person’s willingness to participate

**Make the following inquiries of each activity to determine whether or not it is hazing:**

1. Is alcohol involved?
2. Will active/current members of the group refuse to participate with the new members and do exactly what they’re asked to do?
3. Does the activity risk emotional or physical abuse?
4. Is there risk of injury or a question of safety?
5. Do you have any reservation describing the activity to your parents, to a professor or College official?
6. Would we get in trouble if an Office of Student Life staff member walked by?
7. Are you being asked/ asking others to keep these activities secret?
8. Is something illegal going on?
9. Does participation violate personal values or those of the organization?
10. Would you object to the activity being photographed for the school newspaper or filmed by the local TV news crew?

*If the answer to any of these questions is 'yes,' the activity is probably hazing.*

In addition, it is important to have conversations with new members about hazing. If a new member was asked by an initiated member to do something that could potentially be considered hazing, would he or she really say no?

**Statistics**

- 1.5 million high school students are hazed each year; 47% of students came to college already having experienced hazing.
- 55% of college students involved in clubs, teams and organizations experience hazing.
- 40% of athletes who reported being involved in hazing behaviors report that a coach or advisor was aware of the activity; 22% report that the coach was involved.
- One out of five students say that they are aware of hazing taking place on their campus. More than one out of five report that they witnessed hazing personally.
- In 95% of cases where students identified their experience as hazing, they did not report the events to campus officials.
- Nine out of ten students who have experienced hazing behavior in college do not consider themselves to have been hazed.
- As of February 12, 2010 the number of recorded hazing/pledging/rushing-related deaths in fraternities and sororities stands at 96 – 90 males and 6 females.
- 82% of deaths from hazing involve alcohol.
MYTHS AND FACTS ABOUT HAZING

Myth #1: Hazing a primarily a problem in only fraternities and sororities.
• Fact: Hazing is a societal problem. Hazing incidents have been frequently documented in the military, athletic teams, marching bands, religious cults, professional schools, and other types of clubs and/or, organizations. Reports of hazing activities in high schools are on the rise.

Myth #2: Hazing is no more than foolish pranks that sometimes go awry.
• Fact: Hazing is an act of power and control over others – it is victimization. Hazing is premeditated and NOT accidental. Hazing is abusive, degrading and often life-threatening.

Myth #3: As long as there’s no malicious intent, a little hazing should be O.K.
• Fact: Even if there’s no malicious intent, safety may still be a factor in traditional hazing activities that are considered to be all in good fun. For example: serious accidents have occurred during scavenger hunts and kidnapping trips. Besides, what purpose do such activities serve in promoting growth and development of group team members?

Myth #4: Hazing is an effective way to teach respect and develop discipline.
• Fact: First of all, respect must be earned- not taught. Victims of hazing rarely report having respect for those who have hazed them. Just like other forms victimization, hazing breeds mistrust, apathy and alienation.

Myth #5: If someone agrees to participate in an activity, it can’t be considered hazing.
• Fact: In states that have laws against hazing, consent of the victim can’t be used as a defense in a civil suit. This is because even if someone agrees to participate in a potentially hazardous action it may not be true consent when considering the peer pressure and desire to belong to the group.

Myth #6: It’s difficult to determine whether or not a certain activity is hazing- it’s such a gray area sometimes.
• Fact: It’s not difficult to decide if an activity is hazing if you use common sense and ask yourself the questions listed on the previous page (5).
HIDDEN HARM OF HAZING

The concept of Hidden Harm has to do with the fact that:

- We don’t know everything about the newest members of our organizations. We do not even know EVERYTHING about our best friends.
- Someone could have a hidden background that would make him or her highly susceptible to serious repercussions if hazed.
- Hazing can be physically or psychologically harmful to even perfectly healthy individuals.
- Mixing hazing with any one of numerous issues individuals may be dealing with can cause the damage to increase exponentially.

What kinds of things are we talking about?

- Consider the “baggage” that today’s students can bring with them to high school or college.
- Have you dealt with or know anyone who:
  - Suffers from, depression of another mental health issue?
  - Has served in the military – been in a war zone.
  - Been sexually assaulted?
  - Comes from a family with a history of alcohol-abuse?
  - Has suffered the loss of a friend or family member?
  - Has had an alcohol or other addiction?
  - Has attempted or seriously considered suicide?
  - Is on medication for of has been in counseling for a mental health disorder?
  - Has been abused physically or emotionally?
  - Has been hazed or bullied before?

All of the above backgrounds – as well as countless others we can’t even imagine, much less know about – could put someone at higher risk of being re-traumatized through hazing.

The book Goat, by Brad Land, describes the car-jacking in which the author was tied up, put in the trunk of his car, beaten, driven around for hours in fear of his life, only to have his attackers dump him in a ditch in the middle of nowhere. A short time later, Land joined a college fraternity where he was brutally hazed. One of his pledge brothers committed suicide because of the experience, and Land suffered post-traumatic stress symptoms in which the faces of his “brothers” and those of his carjackers became interchangeable.

For further information and ideas, please feel free to visit the following websites:

http://www.StopHazing.org
COLLEGE OF CHARLESTON POLICY ON HAZING

The College of Charleston supports the autonomy of its student organizations within the established rules and regulations as outlined in the Greek Life Risk Management Policy.

No chapter, colony, student or alumnus shall conduct nor condone hazing activities. Permission or approval by a person being hazed is not a defense. Hazing activities are defined as:

"Any action taken or situation created, intentionally, whether on or off fraternity premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities may include but are not limited to the following: use of alcohol, paddling in any form, creation of excessive fatigue, physical and psychological shocks, quests, treasure hunts, scavenger hunts, road trips or any other such activities carried on outside or inside of the confines of the chapter house; wearing of public apparel which is conspicuous and not normally in good taste, engaging in public stunts and buffoonery, morally degrading or humiliating games and activities, and any other activities which are not consistent with academic achievement, fraternal law, ritual or policy or the regulations and policies of the educational institution or applicable state law."

The following is a NON-INCLUSIVE list of fraternity activities considered to be hazing.

1. Physical Abuse, such as extensive calisthenics, paddle swats, and pushing and tackling associate members.

2. Verbal Abuse

3. Total or partial nudity at any time in which the new member is told, encouraged, or some form of the above to expose parts of themselves in public.

4. Extremely loud music or many repetitions of the same music played during pre-initiation week and/or between portions of the ritual.

5. Forcing alcoholic beverages on a member who does not wish to drink.

6. Required eating of raw onion, spoiled food, etc.

7. Associate members/pledges are not permitted adequate time for studies during pre-initiation or initiation periods.

8. Associate members/pledges expected to do anything of an unreasonable nature that the active members say.

9. Exposure to extreme climate changes.

10. Any activity not consistent with the policies of your (Inter) National organization, the school and/or the Law.

The College of Charleston Student Handbook defines hazing activities as:

“Hazing, defined as an act which endangers the mental or physical health or safety of a student, which subjects a student to harassment, ridicule, intimidation, physical exhaustion, abuse, or mental distress, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. The express or implied consent of the victim will not be a defense. Apathy and/or acquiescence in the presence of hazing are not neutral acts; they are violations of this rule.”
SOUTH CAROLINA LAW ON HAZING

SECTION 16-3-510. Hazing unlawful; definitions. [SC ST SEC 16-3-510]
It is unlawful for a person to intentionally or recklessly engage in acts which have a foreseeable potential for causing physical harm to a person for the purpose of initiation or admission into or affiliation with a chartered or nonchartered student, fraternal, or sororal organization. Fraternity, sorority, or other organization for purposes of this section means those chartered and nonchartered fraternities, sororities, or other organizations operating in connection with a school, college, or university.

This section does not include customary athletic events or similar contests or competitions, or military training whether state, federal, or educational.

SECTION 16-3-520. Unlawful to assist in or fail to report hazing. [SC ST SEC 16-3-520]
It is unlawful for any person to knowingly permit or assist any person in committing acts made unlawful by § 16-3-510 or to fail to report promptly any information within his knowledge of acts made unlawful by § 16-3-510 to the chief executive officer of the appropriate school, college, or university.

SECTION 16-3-530. Penalties. [SC ST SEC 16-3-530]
Any person who violates the provisions of §§ 16-3-510 or 16-3-520 is guilty of a misdemeanor and, upon conviction, must be punished by a fine not to exceed five hundred dollars or by imprisonment for a term not to exceed twelve months, or both.

SECTION 16-3-540. Consent not a defense. [SC ST SEC 16-3-540]
The implied or express consent of a person to acts which violate § 16-3-510 does not constitute a defense to violations of §§ 16-3-510 or 16-3-520

(A) For purposes of this section:
(1) "Student" means a person enrolled in a state university, college, or other public institution of higher learning.
(2) "Superior student" means a student who has attended a state university, college, or other public institution of higher learning longer than another student or who has an official position giving authority over another student.
(3) "Subordinate student" means a person who attends a state university, college, or other public institution of higher learning who is not defined as a "superior student" in sub item (2).
(4) "Hazing" means the wrongful striking, laying open hand upon, threatening with violence, or offering to do bodily harm by a superior student to a subordinate student with intent to punish or injure the subordinate student, or other unauthorized treatment by the superior student of a subordinate student of a tyrannical, abusive, shameful, insulting, or humiliating nature.

(B) Hazing at all state supported universities, colleges, and public institutions of higher learning is prohibited. When an investigation has disclosed substantial evidence that a student has committed an act or acts of hazing, the student may be dismissed, expelled, suspended, or punished as the president considers appropriate.

(C) The provisions of this section are in addition to the provisions of Article 6, Chapter 3 of Title 16.

(D) The provisions of Section 30-4-40(a) (2) and 30-4-70(a)(1) continue to apply to hazing incident.
THE MENTOR PROGRAM

The intent of a Mentor Program is to foster, obviously, brotherhood and sisterhood, but also to provide the new member with a stable, one-on-one relationship. It stimulates the new member’s involvement in the chapter by replacing the entire—somewhat intimidating—chapter with a name and a friendly face. Such a step is vital in the development of a good member. Men and women who feel comfortable with their brothers and sisters best understand the seriousness of the organization’s mission and values.

The close, personal relationship formed between mentor and mentee creates the basis for life-long friendships, is the model on which the new member will form future relationships with brothers and sisters, and is the essence of the fraternity and sorority.

Some crucial aspects for a good chapter Mentor Program are:

• The development of specific goals for the program;
• An alcohol-free environment
• Careful selection, based on specific, predetermined criteria, of the mentors, who must be initiated members;
• Development of a mentor training program;
• Ongoing communication between the mentor, the mentee and the new member education committee.

Goals of a Mentor Program:

• To develop good members of the organization.
• To assist in the academic transition between high school and college.
• To enhance fraternity or sorority education for all members.
• To provide a communication link between the chapter and the new member.
• To provide a role model for behavior and socialization.
• To establish a positive, informal avenue for accountability.
• To insure that each incoming member is prepared for initiation.

A mentor is accountable to the chapter to fulfill his or her daily responsibilities with his or her mentee. Their commitment to friendship with the new member includes offering counsel, helping with schoolwork, urging participation, and listening to the new member’s concerns and triumphs. Such a sacrifice of time and attention is the result of a truly committed, honest brother or sister. It is the duty of the new member educator to ensure that the chapter’s mentors possess the ability and willingness to make this effort.

Establishing specific goals for the Mentor Program and a rigid selection process are crucial so that all mentors are aware of the level of excellence they must maintain to have a mentee.
Selection Process

Each member interested in participating in the program is responsible for proving himself deserving of the role. Being a mentor is both an honor and a privilege, and only men and women of integrity may participate. The future of your chapter rests in their hands.

The following is a suggested time line of events that you should begin two to three weeks before the new member education program.

1. Announce at the chapter meeting that mentor selection for the incoming class will be taking place soon.
2. Invite all active members interested in participating to an organizational meeting at which the expectations of a mentor will be explained.
3. At the organizational meeting, hand out a written job description of the mentor to every member.
   
   Go through the description and explain each item, answering questions as you go, so that all in attendance understand the expectations.
4. Circulate a signup sheet at the meeting for each brother or sister to sign if he or she wishes to be considered as a mentor.
5. At a meeting of the new member education committee, committee members select a pool of eligible mentor based on the following criteria:
   
   a. Academic excellence. Establish a minimum grade point average (at least 2.8 on a 4.0 scale) for consideration to become a mentor.
   
   a. Attitude. Mentees reflect the attitude and behavior of their mentors. Therefore, select mentors who are committed, who live by the values, who are positive about and involved in the organization.
   
   b. Financially in good standing. Do not select any mentors who are financially delinquent to the chapter.
6. Once a pool of eligible mentors has been selected, the new member education committee confirms with each man or woman that he or she is still willing to take on the obligations of the program.
7. Give the list of mentors to the incoming class.
8. Each new member submits the names of three or four members, ranked in order of preference that he or she would like as his or her mentor.
9. Explain to the new members that the names will be used as a basis for selection, but that it may be impossible to match everyone with his or her first choice.
10. The new member education committee meets to match mentors with their mentees. Before you begin, establish selection criteria based on the needs of your chapter. Although none of the following points is an essential part of a good mentor/mentee match, keep them in mind as a basic guideline.

a. **Personalities.** Similar personalities often form closer relationships.

b. **Interests.** Similar interests give mentors and mentees a common reference point and encourage better relationships.

c. **Academic major.** A common academic major among mentor and mentee facilities study and provides guidance for the mentee.

d. **Needs.** A mentee with specific needs – a confidence boost, help with homesickness, etc. – should be matched with a mentor who is able to relate and respond to them.

e. **Age.** Consider seniors and juniors first when choosing mentors. This ensures experienced mentors and encourages seniors to remain involved in the chapter.

11. Formalize the mentor/mentee matches in a ceremony.

The process of selecting mentors, rather than just accepting volunteers, places responsibility on active members to prove themselves worthy of, able and willing to perform the duties required of them. You are presenting active members with an opportunity to live their commitments to excellence.
EFFECTIVE SCHOLARSHIP PLAN

One of the key goals of the new member education program is to assist new members in excelling academically. The chapter aids in this by using the following:

1. 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 receive a chapter scholarship.
   - 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.
   - Invite potential new members to scholarship with all potential new members.
   - Verify ALL potential new members’ grades with the Office of Greek Life
   - Get names of high achieving potential members from faculty, graduate advisors and alumnas
   - Target members who belong to horary academic groups who are not yet Greek

2. Scholarship Chairman and Committee
The Scholarship Chairman can oversee the new member education scholarship program in conjunction with the New Member Educator and Scholarship Advisor.

3. Use a Faculty Advisor
A Faculty Advisor plays a key role in monitoring and assisting members of the new member Scholarship Chairman will need to work with this person to define his or her role. The following activities are suggested:
   - Meet with the new members individually to help gauge past performance, progress after any midterm deficiencies, current schedule, challenges and needs. He or she may direct the new member resource centers or tutoring in some areas.
   - Meet with those individuals with midterm deficiencies in order to discuss their plan of action for improvement.
   - Aid the Scholarship Chair in arranging and presenting appropriate programming.
   - Aid in development of the chapter and new member education scholarship program.

4. Incorporating Mentors
Mentors have a major role in the academic performance of their mentee. A Mentor, who must be an initiated member, will:
   - Set the example for their mentee to follow.
   - Study with his or her mentee at least once per week, whether for classes or a new member education exam.
   - Report his or her mentee’s progress to the Scholarship Chairman and/or Scholarship Advisor.
   - Assist his or her mentee in using campus libraries and academic resources.
   - Assist his or her mentee in setting academic goals, checking and reporting progress.
5. Monitoring
During the first week, ask new members to submit a copy of their course schedules and syllabi. This can aid the New Member Educator and Scholarship Chairman in scheduling and knowing when members have heavy academic responsibilities. Each new member should meet with the chapter’s Faculty Advisor during the new member period. It is suggested he meet with the advisor during the first two weeks of the new member education process. He or she may (and should) also meet with his campus academic advisor on a regular basis. New Members should ask their professors to provide them with the academic advisor on a regular basis. New Members should ask their professors to provide them with academic evaluations throughout the new member period. The Scholarship Committee and/or Faculty Advisor should review these.

6. Incentive Programs
New members should participate in any academic incentive programs offered by the chapter. This may include individual or team competitions, chapter scholarships or recognition programs. More information will be provided by the scholarship chair.

7. Study Time
Each new member should document time spent studying on a weekly basis and report this to his or her Mentor and the Scholarship Chairman.

8. Resources
New members should utilize all academic resources available to chapter members. This may include chapter study tables, tutoring, etc. In addition, it is strongly encouraged for new members to participate in academic skill and time management programs throughout the new member program. In order to facilitate this, the new member educator should contact the Center for Student Learning to request a workshop for your new members. Workshop topics include, but are not limited to: time management, the studying process, keys to communication, plans for exams, read and remember, and noteworthy notes. For more information on how to schedule a workshop, visit http://csl.cofc.edu.
GUIDELINES FOR NEW MEMBER EDUCATION PLANNING

When planning New Member Education programs, it is important to understand its overall purpose and goals and how they relate to your organization. Use the following guidelines template when developing and planning your program.

I. Core Principles & Values

List the core principles and values of the organization. This should include the national organization’s core principles and values.

For example:
- Wisdom
- Faith
- Brotherhood
- Leadership

II. Goals & Objectives of New Member Education

What is the organization trying to instill during the New Member Orientation period? What do members hope new members will learn? Provide a paragraph or two describing the main orientation goals and objectives and how they will be addressed.

For example, during the New Member Education period, here are the important components to learn:
- National and Local History of the Organization
- Develop brotherhood/sisterhood with members of both the new class and also the entire fraternity/sorority
- Understanding of values and principles of the national organization
- Build relationships with alumni
- Learn rules regarding risk management
- Learn individual responsibilities to the group
- Develop time management skills

III. Schedule of Orientation Activities

List every activity, meeting, or event that is part of the New Member Education period. List in chronological order, divided by week. Include the day, date, time, location and description of each activity. Include all activities in which new members are expected to participate. You should create a schedule or calendar of events that will be given to new members at their first meeting.

IV. Articulate how Events and Activities Connect to Values

For each activity, list the core principle/value and goal/objective to which it correlates.
SAMPLE NEW MEMBER EDUCATION PERIOD OUTLINE

Week 1: What is a Fraternity/ Sorority
- Introductions
  - New Members
  - Council
- Discussion of New Member Education Period
  - Outline
  - Assignments
  - Expectations and Responsibilities
  - Scholarship
  - Mentor Program
- Discussion of the Greek System
  - History
  - IFC/NPHC/Panhellenic
  - CofC Greek Community
  - Office of Greek Life
- Discussion of Chapter Insignia, Badges, Flags, Flowers, Coat of Arms, etc.

Week 2: Chapter Heritage
- Discussion of Chapter History
  - Founders
  - Growth of the Organization
  - History Timeline
  - Organizational Structure
  - History on CofC’s Campus

Week 3: Responsibilities of Membership
- Discussion of Responsibilities
  - Academic Performance
  - Personal Finance
  - Participation
  - Campus Involvement
  - Recruitment
  - Risk Management
  - Image
  - Support
  - Time Management

Week 4: Values
- Discussion of Chapter Tenets
  - Personal Values
  - Chapter Values
  - Chapter Mission
  - Chapter Purpose
  - Chapter Objective
  - Chapter Motto
  - Chapter Creed
  - Living those Values

Week 5: Service and Philanthropy
- Discussion of Service
  - National Philanthropic Organizations
  - Local Philanthropic Organizations
  - Chapter’s Philanthropic Events
  - Personal Community Service

Week 6: Ritual
- Discussion on Ritual
  - Ritual
  - Ritual Importance
SAMPLE NEW MEMBER EDUCATION MEETING OUTLINE

Fraternity/Sorority
Week Two Meeting Agenda

Attendance (5 minutes)

Recite Brotherhood/ Sisterhood Creed or Motto (5 minutes)

Group Activity/ Teambuilding Exercise (15 minutes)

Review First Meeting (5 minutes)

Lesson (45 minutes)
  • History of Fraternity or Sorority
  • History of Local Chapter
  • History of CofC Greek Community
  • Note: Provide Handouts to new members

Assignment
  • Read New Member Manual- Chapters 1-2
  • List 3 ideas for a new member class community service project

Announcement:
  • Study session on Wednesday - 7pm – Bracken Library
LEADERSHIP DEVELOPMENT AND OTHER RESOURCES

The following leadership opportunities are available to Greek Students:

**Greek Emerging Leaders Program (GEL)** – GEL is a program designed for freshmen and sophomore members of the Greek community who are interested in getting involved on campus and in the Greek community and in developing their own leadership skills. Participants will attend six sessions during the second half of the semester that will focus on understanding the values of the Greek community, involvement within the Greek and CofC community, personally developing to levels of excellence, and leading positive change in the Greek community. This program will be led by Greek Life Staff as well as peer leaders from the Greek community, and is a great opportunity for new members to work with emerging leaders from other fraternities and sororities and to shape the direction of the Greek community.

**Fall Leadership Conference** – This is an annual event hosted by the Higdon Student Leadership Center each fall. The conference is free for students and consists of breakout sessions, lunch, and a keynote speaker. Breakout sessions are hosted by a variety of professionals, and are aimed at increasing the skill base and leadership knowledge of attendees. The keynote speaker is chosen every year, and closes out the day with a presentation that relates the theme of the conference to its real world application.

**LeaderShape** – Each session of The LeaderShape Institute consists of approximately 60 men and women representing diverse ethnic, religious, and cultural backgrounds. Everyone is a teacher and everyone is learner because, LeaderShape utilizes highly interactive program methods rather than classroom lectures.

**Undergraduate Interfraternity Institute (UIFI)** – UIFI is a five-day institute that brings together fraternity men and sorority women from across the nation. Most sessions are held at Indiana University or Butler University. UIFI challenges students intellectually, emotionally, and physically. Students also develop leadership skills, learn how to resolve complex issues, grow in confidence, and enhance their critical thinking ability. UIFI also increases the network of relationships that can help students reach their potentials and attain goals.

**Order of Omega** – The Order of Omega is a nationally recognized leadership honor society that strives to recognize those students who have attained a high standard of leadership in Greek and college activities, to encourage them to continue to along this line, and to inspire others to strive for similar achievement. The Order is open to members in any of CofC’s three Greek Councils. However, as an honor society, its membership cannot exceed 3% of the total Greek population at CofC.

- To be **eligible** for membership in the Order of Omega, a student shall meet the following minimum requirements, an applicant must:
  - Display leadership in his or her own chapter, in the broader CofC community, and/or in the Charleston Community
  - Show a commitment to supporting and fostering Greek life at CofC
  - Have a completed 60 hours for credit and have been on campus for at least 2 semesters
  - Retain a cumulative GPA of at least 3.0 and be in good academic and disciplinary standing with the College
  - Must be in good standing within your fraternity or sorority.
  - Must participate in at least one Order of Omega sponsored program/event beyond the regular meetings if accepted
Rho Lambda – Rho Lambda is a National Sorority Leadership Recognition Society created to honor women within the sorority community who have exhibited the highest qualities of leadership and service to their chapter and Greek community. Rho Lambda is open to any women in a Greek sorority who possesses the following requirements:

- To be eligible for membership in the Order of Omega, a student shall meet the following minimum requirements, an applicant must:
  - Display significant leadership within her sorority
  - Show a commitment to supporting and fostering Greek life at CofC
  - Have a completed 60 hours for credit and have been on campus for at least 2 semesters (or one semester for transfer students)
  - Retain a cumulative GPA of at least 3.0 and be in good academic and disciplinary standing with the College
  - Must have an active sorority membership for at least two full academic terms

Career Center – The Career Center helps educate, develop and assist students in successfully meeting the ever-changing work environment for which they are preparing. The office has several resources that can assist students in the following areas:

- Career planning and exploration
- Choosing a major
- Job search
- Resumes and cover letters
- Interviewing
- Finding part time employment
- Graduate/professional school
- Networking

Visit http://careercenter.cofc.edu for more information.

Counseling and Substance Abuse Services (CASAS) – CASAS offers several services to enhance and support CofC students as they develop their personal and academic lives. Some of the services they provide includes: emergency and suicide concern services, counseling for common concerns, counseling for alcohol and other substance abuse, and health education. For more information, or to report a concern, visit www.counseling.cofc.edu.
EXAMPLE: MEMBERSHIP CONTRACT

(DATE)

(CHapter) Membership Contract

In my association with (Fraternity/Sorority), I, [NAME] will, in all my endeavors, strive to respect the (CHapter) and the (Men/Women) who are its members. I will strive to further the moral, social and intellectual development of its members through association and (Brotherhood/Sisterhood); I will fulfill all requirements necessary for my approval for initiation into the (CHapter) of (Fraternity/Sorority):

- (GPA Requirements)
- Financial responsibilities of (Dollar Amount)
- Understanding of teachings, traditions, and history

In pursuit of these goals, I will fulfill to the best of my ability the duties and responsibilities with which I am charged. As a new member, it is my honor to abide by this code. As a New Member of (Chapter) of (Fraternity/Sorority), I realize that by signing below, I agree to abide by the New Member Code. I realize that any violations of this code are a serious matter, and will be dealt with by the New Member Educator and/or Judicial board of my chapter.

Signed ___________________________________________ Date _____________________
EXAMPLE: LETTER TO PARENTS

(DATE)

Mr. and Mrs. (PARENTS’ LAST NAME):
(ADDRESS)
(ADDRESS)

Dear Mr. and Mrs. (PARENTS’ LAST NAME):

On behalf of the (CHAPTER) of (FRATERNITY/SORORITY), it is my pleasure to welcome (NEW MEMBER’S FIRST NAME) as a New Member.

As a New Member, your (SON/DAUGHTER) is given the opportunity to create a new experience for (HIMSELF/HERSELF) and many young (MEN/WOMEN) to come. At College of Charleston, we will endeavor to lead the way in the Greek community as we are guided by our (FRATERNITY/SORORITY)’s values, values based leadership program that focuses on the principles in which we were founded upon in (FOUNDING DATE). These principles, when adhered to, will help your (SON/DAUGHTER) to become a better (MAN/WOMAN).

The objectives of our New Member Education Program are:
- To assist and develop members to be outstanding (MEN/WOMEN) – not just (FRATERNITY MEN/ SORORITY WOMEN).
- To develop members intellectually, spiritually, and socially/morally.
- To familiarize new members with our (FRATERNITY/SORORITY) – the organization and the people.
- To demonstrate friendship and provide a conduit to build strong, lasting friendships.
- To prepare new members to uphold the standards and ideals (FRATERNITY/SORORITY), and strive to continually improve it.

One concern that students and parents often share involves hazing activities in fraternities and sororities. Hazing constitutes an activity that is designed or intended to humiliate or embarrass a student during the process of joining an organization. Hazing practices are a criminal violation of South Carolina state law, and strictly prohibited by campus and organizational policies as well. New members joining (FRATERNITY/SORORITY) will participate in a number of activities designed to build teamwork, learn more about themselves and others in the group, as well as learn the traditions and history of our organization. These activities are intended to be beneficial to the student as well as the organization. Instances which can be construed as hazing are not tolerated within our (FRATERNITY/SORORITY). It is our goal to provide the best possible experiences for our members throughout their tenure at College of Charleston.

[Promote chapter and individual member accomplishments]

These experiences will allow your (SON/DAUGHTER) to focus on our mission that is rooted academics, responsible leadership and social conduct, a strong commitment to the community, and of course, lifelong friendship.
We want an opportunity to address any questions or concerns you may have about the (FRATERNITY/SORORITY). If you wish additional information, please contact our Chapter President, (NAME), at (PHONE NUMBER), Chapter Advisor, (NAME), at (PHONE NUMBER), or visit our National Headquarters website at (WEBSITE URL). We would welcome the opportunity to talk with you about any concerns or questions you may have regarding the (FRATERNITY/SORORITY). We want you to be as pleased with your (SON/DAUGHTER)’s choice as we are with having (HIM/HER) join (CHAPTER).

Again, I am pleased to welcome (NEW MEMBER’S FIRST NAME) as a New Member in our (FRATERNITY/SORORITY)!

Best Regards,

(SIGNATURE)

New Member Educator
(CHAPTER)

***Enclose a calendar of events, any appropriate brochures, a list and contact information of chapter members, and contact information of advisors.***
EXAMPLE: WELCOME NOTE

(DATE)

Dear (NEW MEMBER),

Congratulations on your choice to join the (CHAPTER DESIGNATION) Chapter of (FRATERNITY/SORORITY). We are proud to have you as a part of our esteemed organization. Membership into the (FRATERNITY/SORORITY) will have an impact on every facet of your life. The fraternal relationships that you develop as an undergraduate will stay with you for the rest of your life. Your development as a new member and as an initiated (BROTHER/SISTER) is the most important work of our (FRATERNITY/SORORITY) and new member education is the foundation of this development. Throughout the next several weeks, you will learn about the (FRATERNITY/SORORITY): its history and its organization. You will begin to develop those friendships that will last a lifetime. We will show you that, as (BROTHERS/SISTERS), we provide you with our aid and support and that we will rely on you to provide the same. We will work beside you, guide you, educate you, and enhance your own excellent qualities, but above all, help you become a full and deserving (BROTHER/SISTER) in (FRATERNITY/SORORITY).

The objectives of our new member program are directly in line with the mission of the (FRATERNITY/SORORITY). The program will:

- To assist and develop members to be outstanding (MEN/WOMEN) – not just (FRATERNITY MEN/ SORORITY WOMEN).
- To develop members intellectually, spiritually, and socially/morally.
- To familiarize new members with our (FRATERNITY/SORORITY) – the organization and the people.
- To demonstrate friendship and provide a conduit to build strong, lasting friendships.
- To prepare new members to uphold the standards and ideals (FRATERNITY/SORORITY), and strive to continually improve it.

The members of this chapter are proud to have you as a new member and will provide you with the opportunity to exemplify the ideals and values of the (FRATERNITY/SORORITY).

Again, congratulations on making this important first step.

Sincerely,

The (BROTHERS/SISTERS) of (FRATERNITY/SORORITY)