

THE UNIVERSITY OF ALABAMA®

A person is sitting outdoors, using a laptop. The laptop screen displays the University of Alabama website, which includes the text "What's Happening #TodayatUA?". The entire image is overlaid with a semi-transparent red filter and several concentric white circles centered on the laptop. The background shows a blurred outdoor setting with trees and foliage.

ACADEMIC RESOURCE MANUAL



Division of
Student Life
Fraternity and Sorority Life

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THIS RESOURCE MANUAL WILL HIGHLIGHT THE IMPORTANCE OF EVALUATION, COLLABORATION, RESOURCES, AND ACHIEVEMENT CELEBRATION.

Academics are the forefront of the college experience; as such, scholarship is a key pillar in Greek letter organizations. This manual is designed to give chapters a foundation for creating an effective scholarship plan that will aid in assisting its members. While the manual is comprehensive, it is only meant to serve as a foundation for the chapter's scholarship initiatives. Therefore, the manual can be implemented in its entirety or applicable pieces can be taken and used to create a scholarship plan that will be more fitting for your chapter's needs as well as member needs.

This resource manual highlights the importance of evaluation, collaboration, resources, and achievement celebration. The manual shall aid in meeting the needs of the members who did not make the required GPA, the member who has showed a steady decline in GPA, as well as the member who is excelling academically.

SCHOLARSHIP CHAIR

CAMPUS ACADEMIC RESOURCES

In order for a chapter to excel academically, it must have a chapter member whose responsibility it is to be the point person for all matters related to academic achievements. Therefore, the position of scholarship chair is essential for the well-being of the chapter. A scholarship chair has to be in tune with the dynamics that enhance academic achievement and hinder academic achievement. In addition, the scholarship chair has to be well-versed in the academic resources provided by the University.

Scholarship Chair responsibilities include:

- Completing a chapter evaluation on chapter's academic climate
- Working with the chapter's faculty advisor to complete monitoring of the chapter's academic progress each semester
- Developing a committee that helps with the chapter's academic enrichment
- Helping individual chapter members with goal setting to aid in their academic achievement
- Ensuring that the chapter has an environment that is conducive for studying and academic related activities
- Recognizing chapter members that are excelling academically
- Using the grade report provided by OFSL to monitor the grades of the chapter and chapter members
- Working with campus partners to provide chapter with educational enrichment programming and resources
- Providing chapter members with University dates that include, but are not limited to: registration, dates to withdraw from classes, midterm week, dead week, and finals week



CAMPUS ACADEMIC RESOURCES

CAPSTONE CENTER FOR STUDENT SUCCESS

The Capstone Center for Student Success provides holistic academic advising and support services for exploratory students and those who need assistance in identifying or transitioning into an appropriate major. It also offers academic resources that will provide techniques and strategies that will help you inside the classroom. They provide you with study skills, time management skills, test-taking skills, and additional academic resources. They can even do workshops for your chapter centered around academic performance tips.

success.ua.edu success@ua.edu 205-348-7011 Russell Hall 3rd Floor

UNIVERSITY WRITING CENTER

The University Writing Center provides free one-on-one consultations for UA students in all disciplines. They help students build confidence as writers, revise drafts, and develop the skills necessary for long-term improvement. They offer feedback on any kind of writing, whether it is personal, professional, or academic. Students can bring their draft in at any stage in the process and get help with brainstorming, understanding an assignment, researching a topic, drafting, revising, working with sources, or improving their grammar and style.

writingcenter.ua.edu (For appointments ua.mywconline.com)
writingcenter@ua.edu 205-348-5049 322 Lloyd Hall

CAREER CENTER

The Career Center offers a variety of resources for UA students and alumni. They can assist you with preparing for a job search, as well as selecting a major. You don't have to wait until your last year in college to attend. From providing assessments for major and career selection, to helping to make sure you have a solid resume and cover letter to navigate a job search, the Career Center has resources that you can utilize during your entire college career.

career.sl.ua.edu career@ua.edu 205-348-5848
 Main office: 3400 Ferguson Center
 Satellite locations: Career Center at Culverhouse (149 Bidgood Hall)
 Career Center at C&IS (190 Tisch Student Services in Reese Phifer Hall)
 ACIPCO Engineering Career Development Center (2004 H.M. Comer Hall)

COUNSELING CENTER

The Counseling Center provides one-on-one counseling, group counseling, and couples counseling. The University of Alabama Counseling Center's mission is to help UA students achieve academic success and personal growth through quality brief counseling and psychological services, outreach and consultative services, and training of mental health professionals. The fee is as low as \$15 per individual session.

counseling.ua.edu [205-348-3863](tel:205-348-3863) [3000 South Lawn Office Building \(1101 Jackson Ave.\)](#)

OFFICE OF DISABILITY SERVICES

The Office of Disability Services (ODS) is the central campus resource for students who wish to request academic accommodations. In collaboration with students and instructors, the staff coordinate accommodations and support to ensure equal access to an education.

ods.ua.edu ods@ua.edu [205-348-4285 \(Voice\) or 205-348-3081 \(TTY\)](tel:205-348-4285)
[Houser Hall, Room 1000](#)

STUDENT CARE AND WELL-BEING

The Student Care and Well-Being office provides assistance and case management for students in crisis and outreach to parents and families. The staff in this area coordinates a range of services to assist students with issues and concerns that may interfere with their academic success.

bamacares.ua.edu bamacares@ua.edu [205-348-2461](tel:205-348-2461)
[Ferguson Student Center, Room 2500](#)

STUDENT SUPPORT SERVICES TRIO PROGRAM

The SSS program's mission is to increase the retention and graduation rates of first generation college students, students with limited family income, and disabled students. It provides an array of support services including tutoring in many core subjects, academic advisement, and one-on-one counseling.

sss.ua.edu [205-348-7087](tel:205-348-7087) [225 Osband Hall](#)

MATHEMATICS TECHNOLOGY LEARNING CENTER

The MTLC is a program that assists students in the active learning of mathematics. This is accomplished through a computer lab/tutoring center open over 60 hours per week for one-on-one tutoring.

mtlc.ua.edu [205-348-2592](tel:205-348-2592) [B-1 Tutwiler Hall](#)



UA Peer Coaches Present YOUR ^{brief} GUIDE TO SUCCESS IN UA CLASSES DURING COVID

SHOW UP

Stay connected: attend virtual office hours and study groups. Reach out to friends and family who build you up.



FOCUS IN



Create a study space that helps you focus.

Video lectures? Attend regularly and take notes just as if you were in the classroom.



TAKE CHARGE

Manage your time and priorities wisely. Use a daily planner to visualize what you need to accomplish each day.



CHILL OUT



Take good care of YOU: make time for sleep, stay active, get outdoors frequently, and find healthy ways to relax.

FIND SUCCESS

UA offers many FREE resources to help you be successful! Whether you need tutoring, coaching or skill building at the Capstone Center for Student Success, writing help at the Writing Center, or research assistance at UA Libraries, we are here for you.



SUCCESS.UA.EDU

 Capstone Center
for Student Success

VIRTUAL LEARNING RESOURCES

YOUR GUIDE TO SUCCESS IN UA CLASSES DURING COVID FALL 2020



A MESSAGE FROM BIG AL:



We all are experiencing changes here at the Capstone. With change comes the opportunity to grow. This guide will help you to increase your success to “Roll with the Tide.” Be patient with yourself, your classmates, your groups, as well as your Professors, who are all taking part in this journey alongside of you. This success guide will help you navigate the Fall Semester at the University of Alabama. Remember, you are not alone.

We are in this together.

THIS GUIDE WILL TALK ABOUT:

- COMMUNICATION
- ENVIRONMENT
- MULTITASKING
- VIDEO LECTURES
- ORGANIZATION
- STRATEGIES
- ONLINE GROUPS
- STAYING CONNECTED
- SELF-CARE

Since more of your coursework and teamwork have been moved to online and remote learning, here are some strategies to keep in mind:

1. COMMUNICATION

When communicating with your Professor:

- Make sure you have read your syllabus to understand expectations.

- Clearly state any questions towards the professor.

- Use a professional tone when communicating with a professor.

- Find when zoom office hours are being held to get further assistance.

- Let your professor know if you run into any issues. They won't know that you are in need of assistance if you don't communicate with them.

- When emailing about a specific class, put the class and section number in the subject line.

When communicating with classmates:

- Use blackboard email. or roster tool to find emails of other classmates.

Remember: Communication requires effort and adaptability. Communication will lead to connecting with others.

New Message

Recipients

Subject

Professor,

2. ENVIRONMENT

Your environment is essential to the way you learn. Having an environment that will help you when learning is important to having a successful semester.

- Use an area that will eliminate your distractions.
- Have a structured environment.
- The University of Alabama has libraries on campus that you can utilize if you do not have a suitable environment.

Example:

Have a specific place to study that is free of clutter, away from others and a space that is quiet to help aid in concentration . This could be a place in your room at home such a a designated desk space in your room. Try to avoid using a comfortable space like your bed.

Remember: Our Environment influences our performance.

3. MULTITASKING

When starting a new semester, we experience cognitive overload and start to jump from task to task. We begin to feel frantic and want to work on multiple things at once. Make sure to slow down and do one thing at a time.

The downside of multitasking:

- Takes longer: You are spending more time trying to reengage in an assignment than to sit down & just do it.
- More likely to make a mistake.
- Taking in less information: Your brain is divided into different tasks and not focused on just one. This makes an individual less able to take in information and store in in their memory.

Instead:

- Take on thing at a time: accomplish an assignment before you start on the next.
- Take breaks in between to restart your brain for another task.

4. VIDEO LECTURE

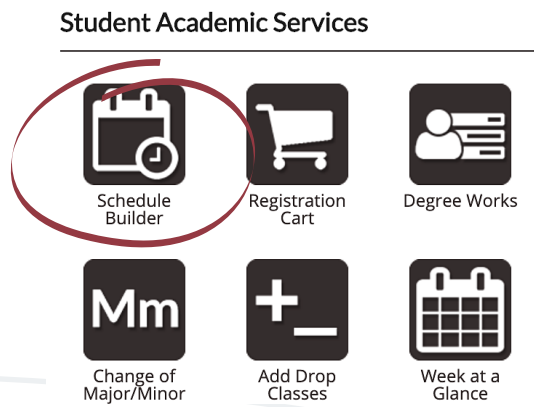
Video lectures, both live and pre-recorded, are a common feature in online classes. The lectures are designed to help you learn the material as if you were in the actual classroom. Whether you are in a pre-recorded class, synchronous video lecture class with zoom, synchronous hybrid video lecture class, or in a class that involves a combination of all of the above, these points can be useful for you.

- Stick to your professor's schedule as much as you can. Even if the lecture is pre-recorded, go ahead and use your assigned class time to view it.
- Staying on a schedule will help you have a feeling of normalcy and prevent you from falling behind.
- Find out how to ask questions. If the lecture is live, is there a chat feature? If the lecture is pre-recorded, is there a discussion forum?
- Remember that your professor and/or your TA also have office hours. Make it a priority to attend these hours to ask questions.
- Even if the class does not require you to login to the video lectures for a grade, attend to be sure you are getting all materials and staying up to date.
- Always take notes during your video lectures, just as you would in the classroom. Think of them less like a movie or TV show and more like an opportunity to learn what you need to know for upcoming assignments and tests.

5. ORGANIZATION

With the overwhelming feeling that the first few weeks of class brings, here are some things to keep in mind:

- Are in-person parts of the class changing?
- What are the in-person parts of this course? (lecture, lab, hybrid, etc)
 - Where can you find it or how do you access it? (zoom, blackboard, etc)
 - Is it at a specific time or can you watch it anytime?
- Are assignments changing?
- Is how you're submitting your assignments changing?
 - Are certain assignments being given virtually?
- What should you do if you need help?
- Is your course offering virtual office hours? When and on what day?
- What platform?
- Is there an online forum for asking questions? (do you need to go to a discussion board, email, zoom sessions, etc.)
- Utilize a planner to keep your classes and outside activities in order.
 - Set out a time to accomplish each classes work.

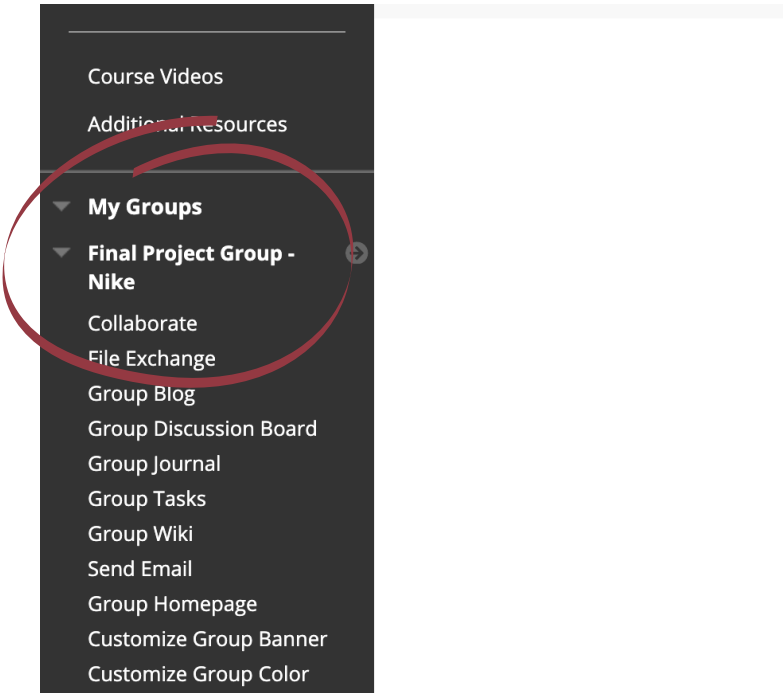


6. STRATEGIES

Replacing old strategies is important to help you form habits that will lead you to succeed.

For example:

- If you usually study in a coffee shop or library, ask yourself what kind of environment helps you study. See if you can recreate that.
- If you always study in groups, try a virtual study session with your group. (Zoom, Microsoft Teams, Blackboard Collaborate, etc.)
- If you normally schedule in person office hours for help on assignments, schedule virtual office hours on zoom to get that same visual learning help.

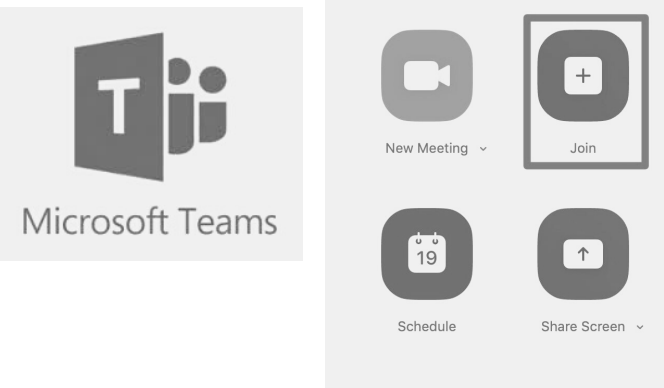


7. ONLINE GROUPS

Remote collaboration will look a little different, but it is definitely possible.

- Try not to procrastinate. Stay on track and engaged with other group members.
- Meet regularly, especially if you usually touch base during class or lab. Consider a quick text on your group chat about progress every couple of days. Meet virtually once a week to work closely together.
- Set a purpose for meetings in advance. Take notes in a shared document (ex. google docs) so you can all contribute and follow along.
- Check on each other and ask for backup: If someone has been absent from your group meetings or chat, ask them directly if they're still able to participate in the project. If you aren't getting responses within a day or two, let your instructor know.

You can set up zoom calls, GroupMe's, and work in Teams on Microsoft. The resources to engage with groups are endless. Make use of these!



8. STAYING CONNECTED

Even if we limit how much face-to-face time we spend with others on campus, connecting with family and friends might be more important than ever. And staying in touch with instructors, classmates, and group mates is still important for continued classwork.

Here are a few ideas:

- Schedule video calls with friends and family. Talking with loved ones is often really helpful when you're stressed or nervous about something.
- Take a break and go outside.
- Use Collaborate in Blackboard. to connect with classmates to talk through a tough problem.
- Attend virtual office hours or study groups so that you can stay up-to-date on your coursework.



9. SELF-CARE

Self care includes your sleep cycle, physical activity, and breaks in your schedule. It is important during this time to keep yourself healthy considering everything that is happening.

Key Factors in ensuring Self Care:

Sleep:

- Sleep cycle: strive for 8-10 hours of sleep each night.
- Eliminate distractions in order to prepare your brain for sleep.
- Get up everyday at the same time.

Activity:

- Utilize your resources to get active; workout classes online, being active outside, and doing exercises at home.
- Get outside to raise your levels of Serotonin.
- Be active to release endorphins.



You are already accomplishing big changes.
Take each day one step at a time. This is a new experience for you, your friends, classmates as well as your instructors. The University of Alabama is here for you and will help guide you through the Fall semester.

We are in this together.

Roll Tide!

ADDITIONAL RESOURCES:

Please remember that
The University of Alabama
offers FREE tutoring and
academic coaching:

[Academic Coaching](#)
[UA Tutoring Schedule](#)

HELPFUL LINKS:

- [UA's updates on Covid-19](#)
- [CDC: COVID-19](#)
- [Alabama Public Health Updates](#)
- [Tuscaloosa City Guidelines & Updates for COVID-19](#)
- [Capstone Center for Student Success](#)

LOW CHAPTER SCHOLARSHIP

A chapter's scholarship and the all-sorority and all-fraternity average should always be measured against the all-women's and all-men's average at your university. If your chapter and/or the all-sorority or all-fraternity average are below the all-women's, all-men's, or all undergraduate average at your institution, then it is time to analyze the causes and develop a plan to improve the academic performance of chapter members.

Low INDIVIDUAL scholarship in college is usually caused by one or more of these factors:

- Lack of motivation and incentive
- Poor time management skills
- Setting unrealistic priorities
- Lack of basic study skills required in college-level work
- Poor physical and/or mental health
- Interference from outside sources: social life, economic pressures, family responsibilities
- Lack of writing skills and/or oral communication skills
- Inadequate preparation for course work
- Insufficient ability to undertake college-level work



Low CHAPTER scholarship may be caused by one or more of these factors:

- An apathetic attitude about individual and/or collective academic achievement on the part of the chapter
- Lack of adequate study facilities and/or respect for quiet hours in a housed chapter
- Lack of scholarship consideration in selecting new members
- Overemphasis of other activities, especially those that are social in nature
- Over-programming, especially during weeks of midterms and immediately before finals
- Poor scholarship officer/committee effectiveness
- Lack of programming and incentives related to enhancing academic performance

Adapted from National Panhellenic Conference © 2011

MEMBERS AT RISK: WARNING SIGNS OF LOW SCHOLARSHIP

GROUP Causes of Low Scholarship

- Chapter members are overscheduled; beware of this for officers too.
- Scholarship is not a priority in membership selection.
- Scholarship is not a priority in new member programming.

What to do:

- Monitor trend line of individual and group academic performance.
- Make your Scholarship Committee important; give it a larger budget. Put the scholarship officer on your executive board if they are not already.
- Give academic achievement a larger presence in your chapter; provide incentives for improvement.
- Make adjustments to chapter programming, and monitor members who have a decline in their performance or are below academic expectations.
- Enforce academic monitoring and restrictions.
- Develop more member-to-member mentoring.
- Develop more faculty relationships with your chapter; for example, arrange for a chapter faculty advisor.
- Cut back your social budget and increase your scholarship budget.

INDIVIDUAL Causes of Low Scholarship

- Lack of basic study skills needed to make the transition from high school to college-level work.
- Lack of motivation.
- Lack of clear goals.
- Poor study skills and/or time management skills.
- Overwhelming coursework.
- Poor or negative attitude.
- Unhealthy personal habits, such as lack of sleep, unhealthy eating, too much socializing.
- Lack of exercise/fitness.
- Academic disability.

Note: All institutions that receive federal grants are required to provide accommodations for all students with certified learning disabilities. Make sure your members take advantage of the Office of Disability Services.

What to do:

- Monitor throughout the term, beginning in the first weeks of the semester.
- Advise members of deadlines to drop classes with a withdrawal or change from credit to audit, pass/no pass.
- Know the influence of alcohol/partying on member academic achievement.
- Emphasize going to every class and knowing the professors.
- Prepare a schedule of paper due dates and exams so the big sis/brother can reinforce adequate preparation.

Adapted from National Panhellenic Conference © 2011

CHAPTER ACADEMIC GOAL SETTING WORKSHEET

Date:
Person Completing Form:
Chapter/Organization:
University:

CHAPTER ACADEMIC PERFORMANCE

Chapter’s most recent term GPA:
Chapter’s most recent cumulative GPA:
New member class term GPA:
Number of chapter members:
Number of members below chapter GPA requirement:
Number of new members below chapter GPA requirement:
Number of members receiving a 4.0 term GPA:
Number of members with GPA above all-male/female average:

REFLECTION ON PAST ACADEMIC PERFORMANCE

What is the academic environment of your chapter? Discuss the attitudes toward classes and learning as well as chapter living environment if applicable.

What has or has not worked in the past to improve academic performance?

CHAPTER ACADEMIC GOAL SETTING WORKSHEET

TARGET ACADEMIC PERFORMANCE

Select goal GPAs for the upcoming term.

Chapter Term GPA Goal:
Chapter Cumulative GPA Goal:
Minimum Individual Term GPA:

ACADEMIC PROGRAMMING

Identify at least 3 academic-related topics or programs that would benefit your members in the next term:

CHAPTER SMART GOALS – SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, AND TIMELY

Create at least three goals for the upcoming semester/term/year for the chapter. Be sure they include who, what, when and how. You can create goals in any or all of the following areas: academic performance, academic and educational programming, new member academic performance, faculty engagement, etc. *Example: All members on academic probation will achieve a 2.5 or higher term GPA during the next term.*

Goal 1:

Goal 2:

Goal 3:

Additional Goals:

CHAPTER ACADEMIC GOAL SETTING WORKSHEET

What assistance will you need in achieving these goals? Please include any university or fraternity/sorority resources or faculty/staff you may need to consult to achieve these goals.

ACADEMIC INCENTIVES & REWARDS

How will the chapter celebrate the achievement of the above goals?

How will the chapter recognize/reward individual members' academic achievements?

MEMBER ACADEMIC GOAL SETTING WORKSHEET

Date:

Name:

Major:

Graduation Year:

Credits Completed:

Fraternity/Sorority:

ACADEMIC PERFORMANCE

Most recent term GPA:

Most recent cumulative GPA:

Chapter term GPA:

Chapter cumulative GPA:

All-male/female term GPA:

All-male/female cumulative GPA:

REFLECTION ON PAST ACADEMIC PERFORMANCE

What contributed both positively and negatively to your academic performance during the previous term (i.e. class selection, time management, class attendance, utilization of resources, different approach to studying, etc.)?

What has or has not worked in the past to improve your academic performance?

MEMBER ACADEMIC GOAL SETTING WORKSHEET

Identify at least three areas in which you need to develop skills or experience (i.e. writing papers, note taking, time management, test taking, etc.).

TARGET ACADEMIC PERFORMANCE

Select goal GPAs for the upcoming term.

Term GPA Goal:
Cumulative GPA Goal:

SMART GOALS – SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, AND TIMELY

Create at least three goals for the upcoming semester/term/year for the yourself. Be sure they include who, what, when and how. You can create goals in any or all of the following areas: academic performance, educational programming, study skills, time management, class attendance, faculty engagement, etc.
(Example: During the next semester, I will not miss more than one class meeting per course.)

Goal 1:

Goal 2:

Goal 3:

Additional Goals:

MEMBER ACADEMIC GOAL SETTING WORKSHEET

What assistance will you need in achieving these goals? Please include any university or fraternity/sorority resources or faculty/staff you may need to consult to achieve these goals.

ACADEMIC INCENTIVES & REWARDS

How will you reward yourself for meeting your target academic performance and goals?



GETTING ALONG WITH YOUR PROFESSORS

By The University of Alabama Capstone Center for Student Success

1. ATTEND CLASS: Nothing takes the place of regular attendance for good relations with the professor and for ensuring that you don't miss anything. Notes borrowed from a friend cannot replace your concept of the important points made in a lecture. Regardless of attendance policies, most professors are aware of who's present and who's not.

2. IF EMERGENCIES ARISE CAUSING YOU TO MISS A CLASS, get the lecture notes from a student whose work you respect. After the next class meeting, tell the professor you've gotten the notes but want to double-check any important announcement regarding tests, etc. A brief explanation of the reason for your absence may be in order. But spare the professor a play-by-play account.

3. BE ON TIME! College classes are more fast-paced than high school; and often the first few minutes of class are used in making announcements about quizzes, due dates for assignments, etc., before the lecture begins. Coming into a lecture that has already begun may cause you to miss important material. Furthermore, the interruption may be annoying to the professor and disruptive to the entire class.

4. TRY TO KNOW YOUR PROFESSOR! When office hours are announced, take notes and make an appointment for an office visit at an early date. It is to your advantage to know your professors and to have them know you. The purpose of your visit is to have a good understanding of what is going on in class. Before your appointment:

- Preview your text to familiarize yourself with topics for the remainder of the course.
- Review your notes up to that point and identify topics or issues that you don't understand.
- Write down several good questions about the course, such as potential topics for papers or projects, questions about the most effective ways to study the material, etc.
- Locate the professor's office so that you won't be late for the appointment. Remember, teaching is not your professor's only responsibility.
- Address the professor by his or her correct title (Dr., Mr., Ms.) and know how to pronounce his or her name.

5. THERE ARE MANY BENEFITS IN KNOWING YOUR PROFESSOR. You will find most of them to be interesting people who are knowledgeable about many areas beyond their own disciplines. You may find your association rewarding in helping you to decide on a particular course of study that you might not have considered otherwise. It is not unusual for decisions regarding college majors to originate in a good student-teacher relationship. Many students find lasting friendships continuing after college. There is also the likelihood that the professor will be aware of special internships, competitive awards, graduate programs, or summer jobs of interest to you. Although such information might be posted on a cluttered bulletin board, having a professor who knows you may be the key to your becoming aware of these special opportunities. Should you need a reference at some later time, the professor also would be able to relate more information having known you on a personal basis.

6. BE PUNCTUAL IN HANDING IN ASSIGNMENTS! You want to be remembered for the right reasons. You've got 24 hours in your day just like everyone else. There is a definite relationship between doing poorly on tests, receiving low or failing grades, and turning assignments in late.

7. COURTESY IN THE CLASSROOM doesn't mean that you always agree with everything that's being said. A positive yet inquiring "could you clarify the relationship between...?" or "Could you elaborate on...?" is much better than a hostile or demanding question which prompts a defensive response. Avoid negative leads like "I don't see how..." or "That doesn't make sense...." You can disagree or seek clarification without trying to back the professor into a corner.

8. GRADES ARE ANOTHER POTENTIAL AREA OF DISAGREEMENT. Be specific but courteous when making your points. Don't label the test as "unfair." You will have to deal with "unfair" situations in the world of work, so learn to discuss rather than accuse. If presented in the right way, your points may be considered in the present grading or in the construction of the next test. Positive feedback is helpful to professors, too!

9. CHOOSE A SEAT NEAR THE FRONT OF THE CLASS. There is a strange but definite relationship between your distance from the professor and your distance from an "A." Maintaining eye contact with the instructor helps maintain concentration.

10. ALWAYS BRING TEXTBOOK AND NOTEBOOK TO CLASS. This indicates interest and preparedness.

A GUIDE TO TAKING LECTURE NOTES

By The University of Alabama Capstone Center for Student Success

Missing a lecture can be like throwing out a chapter of a book. Here are some good habits that can increase your chances of remembering lecture material.

Go to every class, if possible. Not attending class is a "no-win" proposition. Each class represents an investment, and non-attendance means you paid for something (with fees and time) for which you received nothing. Think about it!

Have a single notebook for each course, preferably loose-leaf. This gives you the advantage of placing handouts and revised pages in proper order.

Prepare yourself before the lecture begins:

- Complete reading assignments, or at least preview them.
- Review the notes from the previous lecture. This provides continuity and refreshes your memory.
- Be punctual. Don't miss the introductory portion of the lecture - it may contain major points.
- Sit in the front-center of the room.
- Give the professor your undivided attention and respond to the lecture in a way that shows you are interested. Maintaining eye contact encourages concentration.
- Set up your notebook according to a format you have chosen and date your notes.

Use good listening habits:

- Listen for the main points of the lecture.
- Hear the lecture out before making a judgement about whether you agree or disagree.
- Listen for ideas and concepts. Listening only for facts is inefficient.
- Concentrate. Faking attention is kidding yourself
- Listen to and hear the lecturer. Not being able to see or hear is your problem.
- Listen more intently with difficult material. Tuning out because it is hard to understand doesn't accomplish anything.
- Use clues that the lecturer gives, such as:
 - words that are spelled and defined;
 - repetitions and extended comments;
 - superlatives, volume change in voice, and speed of talking;
 - lists and drawings
- When you can, translate what you hear into your own words.

Note-taking tips:

- Do not try to write down every word. Listen, and, if you can, write down what you heard in your words.
- Listen for main topics, key points, and the organization of the ideas presented.
- Write legibly – copying lecture notes is a waste of time.

Lecture note-taking styles:

- Paragraph style is the easiest to use but the most difficult to study. If you choose it, write down the general ideas rather than details. Number or label lists and secondary points.
- Sentence style consists of a series of numbered statements. This is best used with an unorganized lecturer, but is difficult to study.
- Outlining (using Roman numerals, headings, etc.) is the easiest style to study but requires a high degree of thinking and organization of the material. It does discourage copying the lecture word-for-word, however. Outlining requires a certain amount of anticipation as to what is coming next in the lecture, but this encourages active listening.

What to do with your lecture notes after you have them:

- Review them as soon as possible and clean them up, clarifying, filling in gaps, etc.
- Reduce major points to "clues" by identifying key words and main ideas.
- Periodically revise your notes. Instead of waiting "till the night before the exam," review every few days to encourage long term memory and to make it easy on yourself when the test does come along. You'll also be in good shape if you are given a pop quiz.
- Review the last lecture's notes before each lecture.
- Tie together what is learned from your lectures with that learned in your text.



CREATING A GOOD STUDY ENVIRONMENT

By The University of Alabama Capstone Center for Student Success

Creating a good study environment allows you to maximize your learning efficiency. When combined with effective time management, high motivation, good reading and note taking skills, and systematic test preparation, a good study environment serves as a catalyst for productive effort.

A good study environment is a highly individualized matter. What's right for you may not be right for a friend or roommate. As much as possible, you should designate a special place to study. This place should be uncluttered and should provide few distractions to allow for maximum concentration. Needless to say, some study tasks, must be done elsewhere, but having a regular “home base” that you associate with studying helps to reinforce your self-discipline. It also provides a place where essential materials can be stored.

There are three primary considerations in creating your study environment:

- Your most effective and efficient learning style
- The nature of the learning task
- The availability of learning resources

LEARNING STYLE

In determining your learning style, pay attention to your senses. Eliminate things in your environment that interfere with your concentration, and utilize your senses to accommodate learning.

Consider the following:

Hearing: What level and what kind of noise can you tolerate? Do you work best in total silence or with a low to moderate noise level? You may be able to concentrate rather well with a jack hammer right outside your window, but a leaky faucet may be intolerable! As a general rule, quieter is better, but listen and decide for yourself.

Sight: Adequate lighting is a must, and the direction and intensity of the lighting are important factors. Poor lighting is a chief cause of eyestrain and headaches among college students, and improper lighting also leads to fatigue. Coverage of study materials should be even with no shadows or glare. Shielded full-spectrum fluorescents may cause you to be calmer, steadier, and less easily distracted. Another “sight” consideration is the level of movement in your study area. Studying near a major traffic path (whether near a hallway in the dorm or an aisle in the library) can lead to distractions in watching the passing scenery.

Touch: Your environment should be comfortable but not too comfortable. Slight amounts of muscular tension have been found to increase efficiency and accuracy in mental work. A chair which promotes good posture is a better choice than a recliner or waterbed.

Taste and Smell: Beware of appealing aromas (such as the smell of food coming from a nearby kitchen or exotic colognes worn by the opposite sex) in the immediate vicinity of your study environment. Such distractions, though pleasant, may interfere with concentration. A move to another area might allow for more efficient use of time.

LEARNING TASK

The nature of the learning task sometimes dictates a particular study environment. If heavy- duty memory work is called for, you may want to study alone for a while and then get together with someone else for a recall drill. For problem-solving, a study group may be your choice, provided the group sets some ground rules about staying on course! This usually works best when group members have done preliminary studying before the group convenes. A large uncluttered work space provides the best accommodation in preparing a project for presentation.

LEARNING RESOURCES

Accumulate the necessary resources—texts, notebooks, pens, etc. before you begin to study. Plan ahead if an assignment is one that requires the use of a book on reserve at the library. Utilize available laboratory facilities when appropriate.

Speaking of resources, do you find yourself with a stock of junk food on hand when studying? Constant nibbling is not only bad for your waistline but also distracts you from studying. Furthermore, a “sugar fix” creates a temporary high, but sugar metabolizes rapidly and you soon “crash” and become drowsy. Try having fresh fruits and vegetables, handy, but save munching time for a study break. Reward yourself with a nutritious snack for your hard work.

A little planning helps too. If you have a class in Comer, why not take your reading list along and use the time after class to go to the reserve room of the library before returning to the dorm. You can waste a lot of time traveling back and forth.

In summary, remember that there is no one best study environment. Determine your best place by being aware of your learning style, the learning tasks, and the required learning resources.

MEMORY SKILLS

The University of Alabama Capstone Center for Student Success

Have you found on occasion that you were unable to recall something learned but actually were trying to recall something “NOT LEARNED” in the first place? Unless the material was learned thoroughly at the time you read or heard it, you, in fact, never had it in your memory. This might be the case in any situation, whether it involves remembering names upon introduction or remembering facts or ideas from classroom lectures.

Whenever the recall of information is important to you, the following principles should help you learn to remember:

INTEND TO REMEMBER: We tend to learn in accordance with how much interest, incentive, and intention we have in learning. By the same token, we remember those things that we are motivated to remember, whether we are naturally interested or have created an interest and enthusiasm in learning the subject matter because we realize the ultimate benefits. Intending to remember is, perhaps, the most vital learning task.

SELECTIVELY CHOOSE MEMORY TASKS: Attempting to remember everything one sees or hears is an exercise in futility! Selecting the important topics, facts, and ideas and disregarding the least essential elements allows maximum memory to occur. Therefore, when studying, first skim the chapter outline to identify key concepts to be remembered.

UNDERSTAND THE MATERIAL: A poorly understood concept is difficult to remember because it has little meaning. For long-term recall, it is necessary to understand what you are trying to remember.

REVIEW: Immediate review (after class lectures or textbook reading), even if for a few minutes, reinforces learning and remembering of material. The greatest amount of forgetting occurs directly after finishing the learning task (psychologists say within 20 minutes). Try reviewing notes immediately before and after class period to enhance recall.

USE ALL OF YOUR SENSES: Sight and hearing are the most important senses in acquiring information. Although both senses should be used, decide whether you are primarily a visual or an auditory learner. A visual learner should take copious notes. Visual learners tend to deal directly with the subject matter, and by taking notes, the material is presented more often and in different forms. Auditory learners should spend more time in reciting orally. For both learning styles, however, mental recitation is important in transferring material from short-term memory. Experts suggest 80 percent of textbook study should be involved in reciting and 20 percent in reading.

ASSOCIATE NEW MATERIAL WITH PRIOR KNOWLEDGE: Learn new material by associating the new idea with something you already know about and are interested in. As new learning occurs with your later courses, this material will provide additional background with which to associate future learning. An important fact to remember is that the more you learn, the easier it is to learn more because you have a broader base for anchoring new information.

USE SHORT STUDY PERIODS RATHER THAN CRAMMING: As a general rule, short study periods interspersed with rest intervals are to be preferred over massed practice or cram sessions. The exception to this rule would involve the writing of a paper where organizational tasks would require longer work periods and more intense concentration on the project without break.

ORGANIZE MATERIAL MEANINGFULLY: Large masses of material are less threatening and more easily committed to memory when broken into smaller sections or categories. Envision each fact or idea as a part of that category or section, and then relate the sections to each other. It is also helpful when remembering a list of items to give extra attention and practice to those items in the middle of the list. Those items at the first and last of a list are recalled with greater accuracy than those within the list.

LEARNING BY ASSOCIATION: In most cases, understanding the material is paramount in learning. However, there are times when it is necessary to remember facts that seemingly defy organization, in which case mnemonic devices can be helpful. (Example: “Thirty days has September”). This might include phrases or combinations or words which could be associated and adapted to material to be remembered, but mnemonic devices should be used only until you know the material so well that you no longer need them.

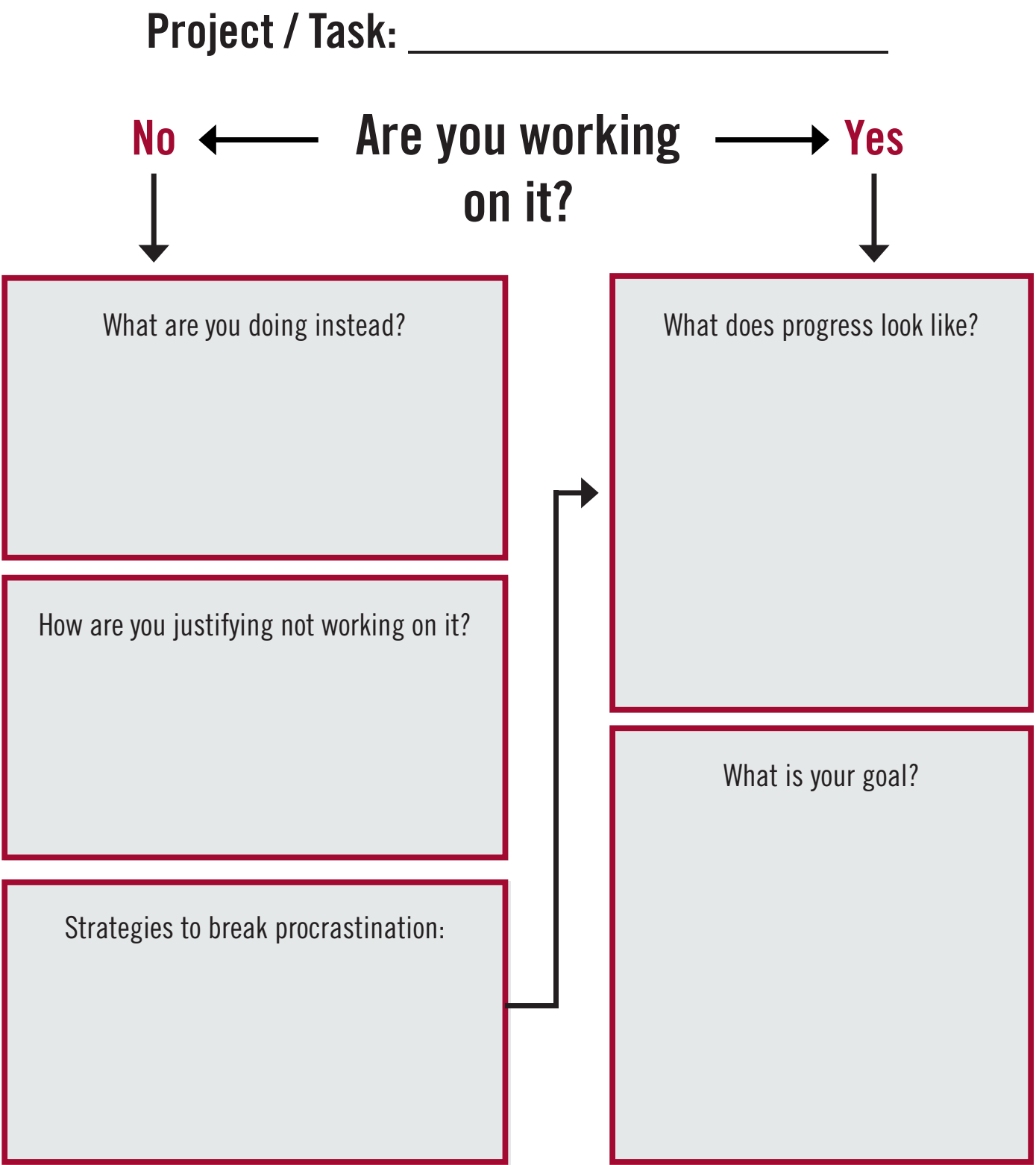
TIME MANAGEMENT

The University of Alabama Capstone Center for Student Success

1. On a sheet of paper, write the days of the week from left to right across the top. (You can get a printed schedule from the Center for Academic Success). In a column going down the left side of the paper, write down the hours of the days starting with 7:30 (or earlier if necessary) and ending with the time you generally go to bed.
2. In the appropriate spaces, write the abbreviations of the courses you are taking (i.e. Mkt 300).
3. If you have a job, write in the hours that you work.
4. Write in any activities that you plan to pursue during the coming week, such as club meetings, athletic practice, or any daily exercise that you do, like jogging or swimming.
5. Write in the times you have meals. Don't skip on hours—be sure to give yourself plenty of time to relax and enjoy.
6. With a pen of a different color, write in the times you're going to study. There are a number of things to keep in mind when scheduling time to study:
 - A good rule-of-thumb is to plan to study two hours outside of class for every hour that you spend in class. This may sound like a lot of studying, but if you're planning to do well in college, you'll probably need to spend at least that much time at it. Some courses, like foreign language courses, may require much more than two hours outside of class; others may not require as much. After you're into the semester a week or so, you should have a good idea how much time it'll take to keep up with each of your different classes.
 - The word "study" needs to be defined. To complete "studying" for a course, you should read the course syllabus and complete any assignments that are due for the next class period, including the reading assignment. (This means either underlining the important points in your book or taking notes from it). Once you've done these things, you can always reread or revise your class notes, start reviewing for the next test, look up old tests that were given in the course in previous semesters, or start on any long-term projects like a term paper that will be due at the end of the semester.
 - Schedule your studying for times when you are fresh and alert. Some people are at their best in the mornings and should try to do their studying then. Other people don't start to function well until the afternoon, and still others prefer studying in the evening.
 - Be specific about what you are going to study when. In that way you establish the habit of studying a certain course at a certain time. The more such habits you establish, the easier it will be to discipline yourself to study.
 - Be sure to put the free time between your classes to good use. For example, if you have a free hour before your biology class, use that time to read the assignment and to review your previous class notes. If you have an hour free after your class, use the time to revise your class notes while the material is still fresh in your mind. Or, use the time to start on the next assignment while you're still in the proper mental state.
 - If most of your classes fall on the same day, don't try to do a lot of heavy studying that evening. Just plan to attend your classes, review the material, and study hard on a day that is less hectic.
 - Concentrate when you study. One hour deep in thought and concentration will be more productive than three to four hours of unfocused study. It will help if you set a goal for each of your study sessions so you'll know where you're heading and when you're done.
 - Don't study for long periods of time. Research shows that three to four hour-long periods of study without breaks are not as conducive to learning as studying for short periods of time with frequent breaks. Some students stop every thirty minutes; others prefer studying for an hour before taking a break.
 - Finally, a word about where to study. The kinds of places where people study best vary. Some people need absolute quiet while others can study in front of the television set. Some people like working alone while others prefer studying in a group. You may need to vary your location depending on the kind of work you're doing. For example, you may need a greater amount of quiet and privacy when you're studying for a test than when you're simply doing a homework assignment. Ideally, you should try to find several places on campus where you feel comfortable studying so you don't waste your time running back to the dorm between classes.
7. Carry your schedule with you for a week and try following it. At the end of the week, you'll probably want to make some adjustments in it. Throw out the parts that didn't work for you, and keep the parts that you felt were successful. Remember, your study schedule is YOURS; so if you don't like it, change it! If you feel that your schedule was too structured, try loosening it up. If you feel that you wasted too much time or that you didn't get as much accomplished, as you needed to, you may want to structure it a little more. However, the sooner you can establish some regular patterns of behavior, the better off you'll be.

PROCRASTINATION MANAGEMENT

Steps you can take to get yourself out of procrastination and into progress.



SEMESTER AT A GLANCE

Fill in the appropriate dates in each box. All examinations and due dates of major assignments, projects, exams, and papers can be entered on the calendar to assist you in planning your course of study each week throughout the semester.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
WEEK 1							
WEEK 2							
WEEK 3							
WEEK 4							
WEEK 5							
WEEK 6							
WEEK 7							
WEEK 8							
WEEK 9							
WEEK 10							
WEEK 11							
WEEK 12							
WEEK 13							
WEEK 14							
WEEK 15							
FINALS							

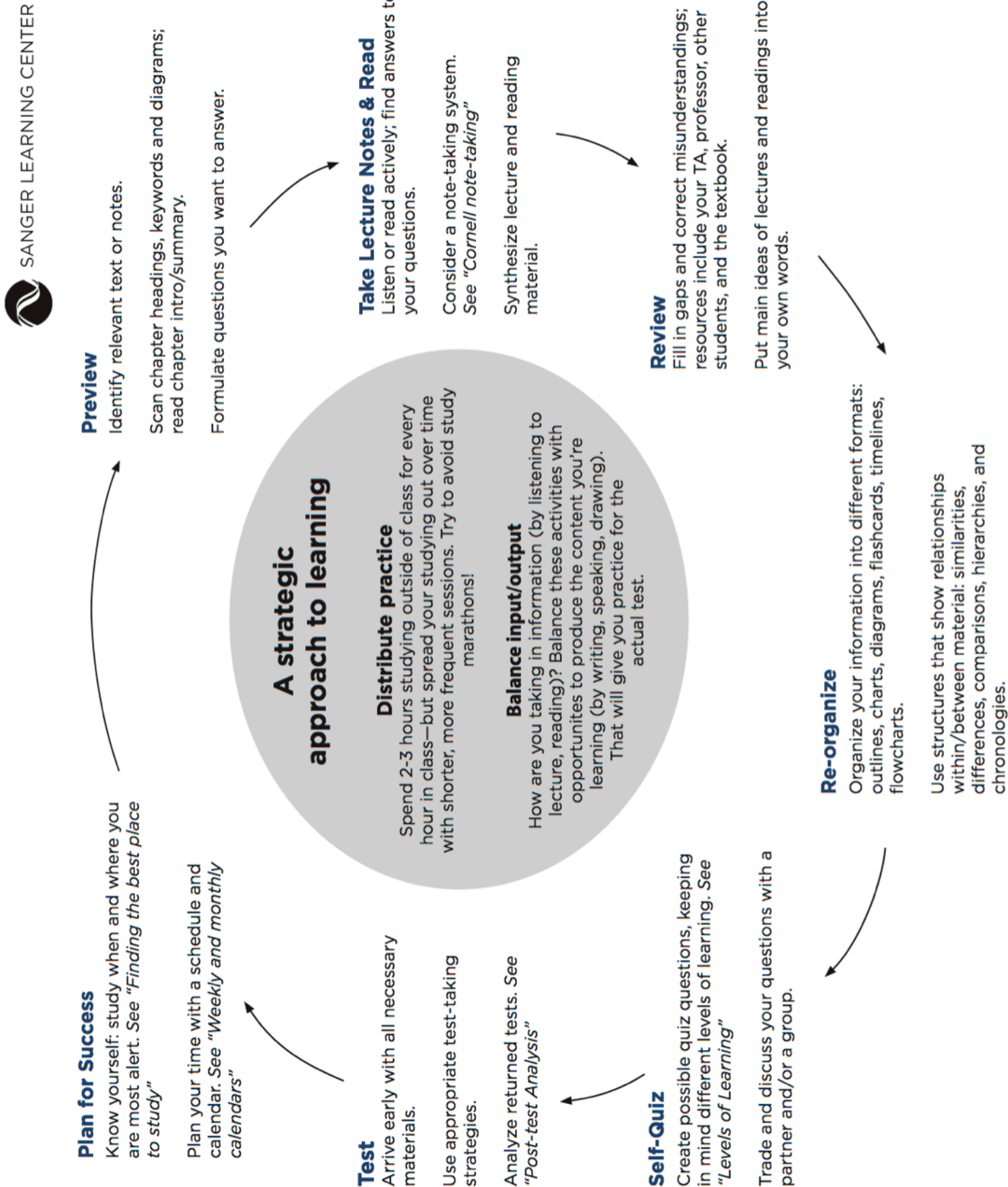
PRIORITIES FOR THIS WEEK (REGULAR)

PRIORITIES FOR THIS WEEK (SPECIAL)

EST. TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	7 AM							
	8 AM							
	9 AM							
	10 AM							
	11 AM							
	12 PM							
	1 PM							
	2 PM							
	3 PM							
	4 PM							
	5 PM							
	6 PM							
	7 PM							
	8 PM							
	9 PM							
	10 PM							
	11 PM							
TOTAL TIME	TO DO LIST							

THE STUDY CYCLE: STUDY SMARTER, NOT HARDER

CREATING STUDY GUIDES



THE PURPOSE OF STUDY GUIDES is to organize lecture notes and text book material so that you can increase your comprehension and memory of large amounts of information. Preparing study guides that are visual is even more effective, as the visual organization helps you see related concepts and make meaningful connections with the material, thus acquiring the higher levels of learning expected by many of your professors.

STUDY GUIDES AND LEARNING LEVELS

Preparing for tests often involves more than knowing facts, figures, formulas, and definitions. Many professors expect you to demonstrate critical thinking, which involves more than rote memorization. Therefore, you must organize and process course materials so that you can increase your comprehension and ability to think critically.

Examples of Learning Levels

Review the following examples of test questions from a sociology class. The first question only requires that you recall a definition, which you can do well through rote memorization techniques, such as flash cards. The remaining questions require you to make connections or conclusions that may not have been directly presented by your professor or your text book.

- Question 1:** A group of relatives by marriage constitutes
a) a conjugal family b) an extended family c) a nuclear family d) none of the above
- Question 2:** Describe the similarities and differences of these societal forms: matriarchal, neolocal, and patriarchal societies...
- Question 3:** Illustrate the economic flow and functions of a neolocal society.

To correctly answer test questions like those in the example, you must create study guides that will help you:

- **condense** course material into smaller amounts of information that are easier to remember.
- **Visualize**, understand, and demonstrate relationships among concepts and ideas.
- **create** examples and apply information to "real world" situations.

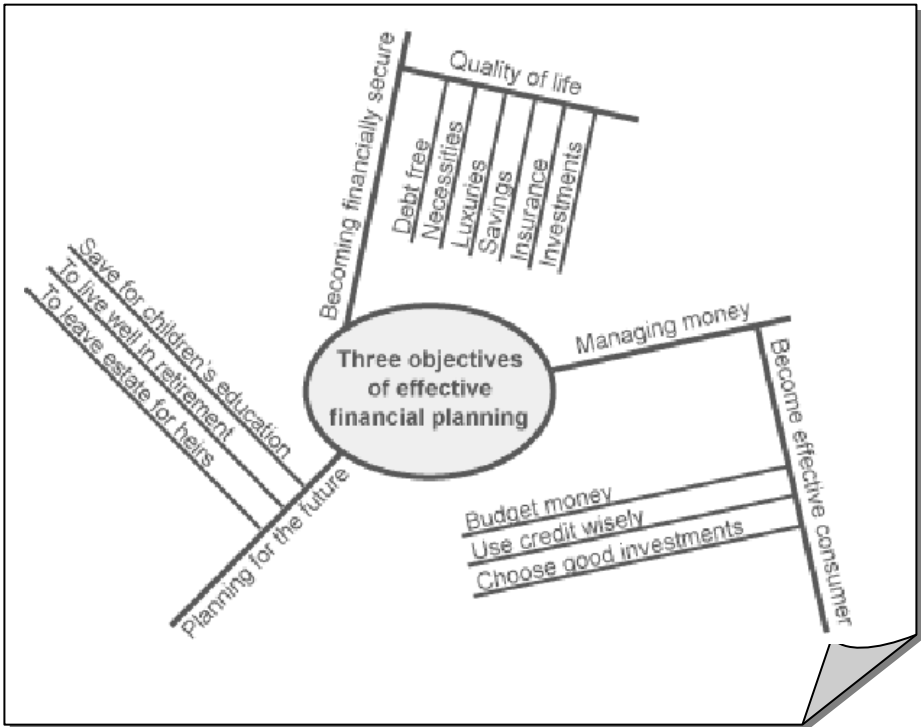
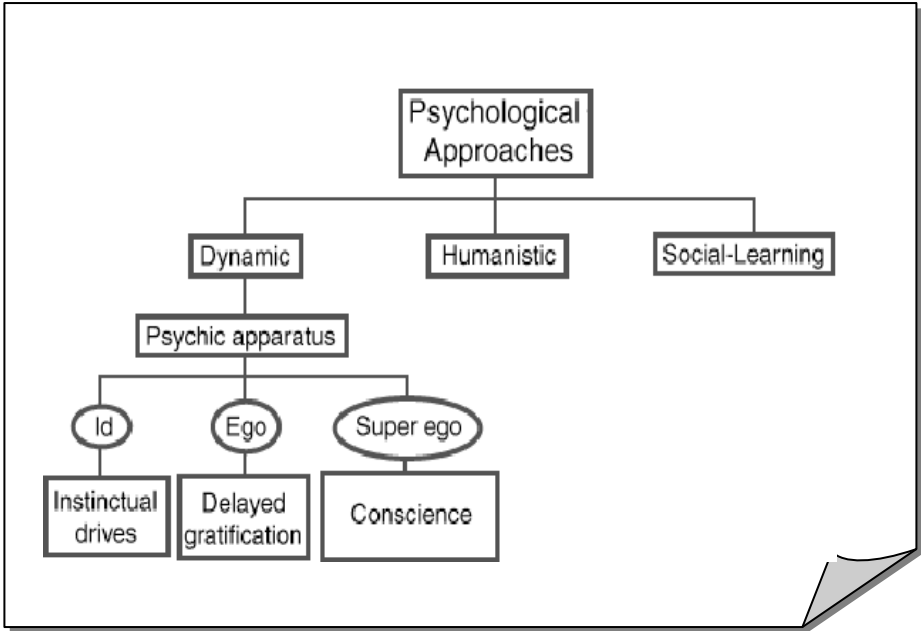
COMMON TYPES OF STUDY GUIDES

Within this Idea Sheet are examples of common types of study guides or "visual organizers". These study guides can be adapted based on your personal learning style and the information you need to organize. Experiment with these, as well as using other study guide formats that you have found to be effective. Remember, the purpose for study guides is to organize information so that you can demonstrate your knowledge at the critical thinking level your professor expects.



1. Concept map and branching diagram

Many students benefit when information is presented visually. Concept maps and branching diagrams allow you to organize information spatially versus in a linear outline format. However, you still organize information from the general to the specific. You can then add details and examples that help you apply the information. Concept maps and branching diagrams are useful for classes in any subject area.



2. Comparison chart

A comparison chart allows you to organize information visually so that you can see relationships among categories or characteristics. It is a very effective format when you need to be able to understand the differences or similarities among facts, theories, theorists, processes, etc.

HOW TO CREATE A COMPARISON CHART

Information you are comparing	Characteristics you are comparing		
	Transmission	Vaccine	Symptoms
Hepatitis A			
Hepatitis A			
Hepatitis A			

EXAMPLE (from Psychology class)

Type of memory	Information stored	Capacity	Duration of info.	Format
sensory	temporary; senses	high	<1 sec. (vision) few seconds (hearing)	literal
short-term	brief; info. currently being used	limited	<20 seconds	auditory & verbal
long-term	relatively permanent	unlimited (?)	long or perm. (?)	semantic

EXAMPLE (from a Chemistry class)

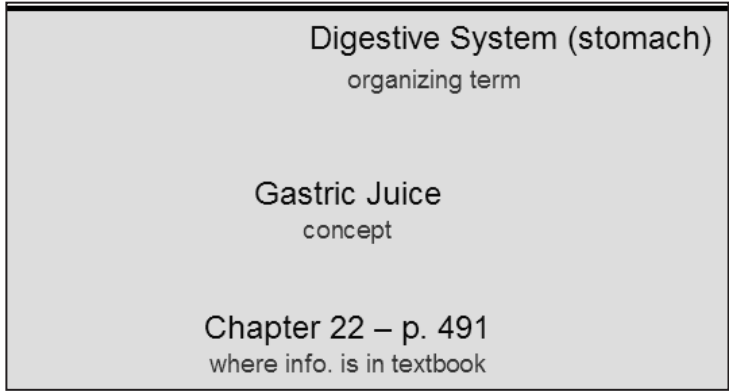
Name of organic compound	Functional group	Structure
1. Alkane		
2.	$\begin{array}{c} \text{O} \\ \parallel \\ \text{C} - \text{H} \end{array}$	$\begin{array}{c} \text{O} \\ \parallel \\ \text{R} - \text{C} - \text{H} \end{array}$
3.	$\text{C} \equiv \text{C}$	

3. Concept card

Concept cards are “flash cards on steroids”, and you create them using index cards that are 3x5 or larger.

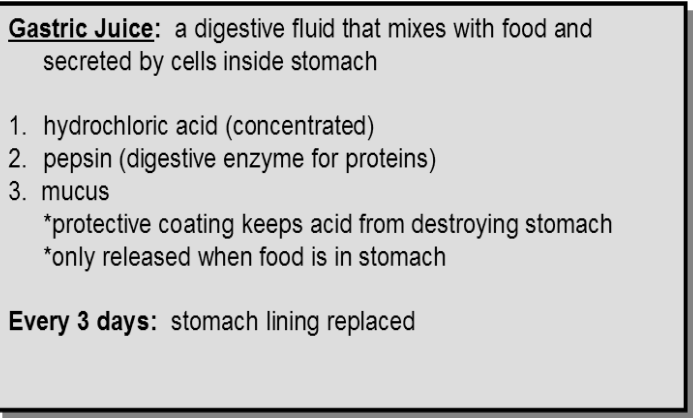
On the **FRONT OF THE CARD**, you write the:

- 1. key idea or concept you want to learn
- 2. organizing term or phrase (upper right-hand corner). This is the category or term that allows you to see how your key ideas or concepts are organized.
- 3. source of the information (textbook page, date of lecture, etc.)

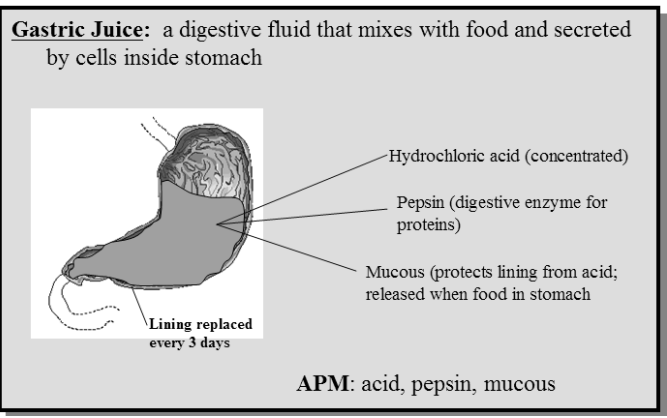


On the **BACK OF THE CARD**, you write what is most important to know and learn about the concept, in your own words. To ensure you do more than just memorize the information, include examples, summaries, and synthesis of main points as well as definitions. Include diagrams, time lines, or other visuals that will help you understand the information at the level your professor expects.

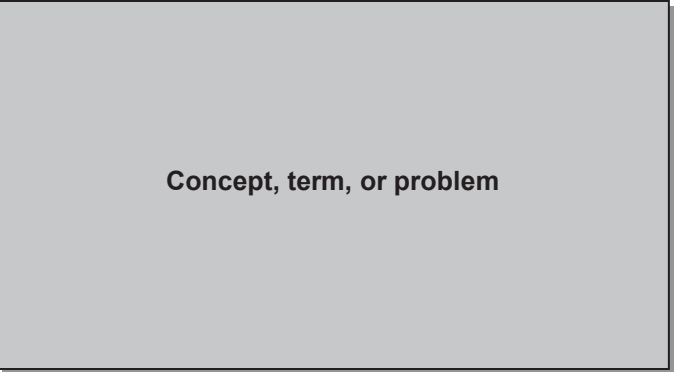
Example 1: BACK OF CARD



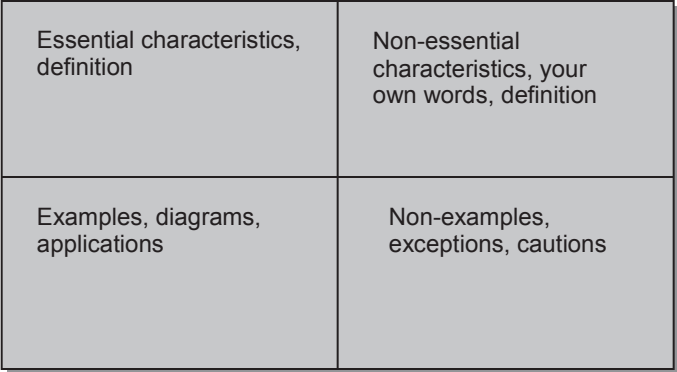
Example 2: BACK OF CARD



Example 3:
FRONT



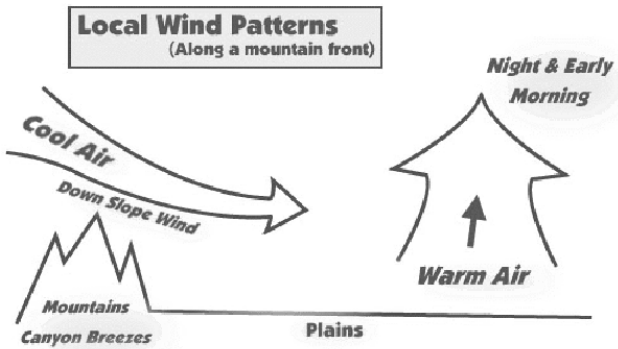
BACK



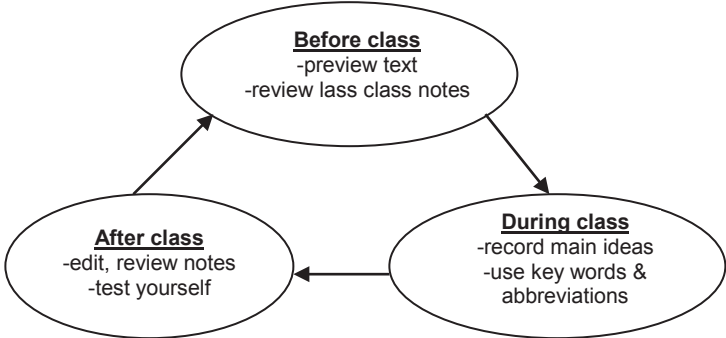
4. Diagram

Diagrams allow you to visually represent dynamic information such as a process, procedure, stages, and steps. For example, in a geology class, you could create a diagram to describe how rock layers are formed. In a political science class, a diagram can help you understand and learn the process for how a bill is passed into law.

Example 1: physical geography class



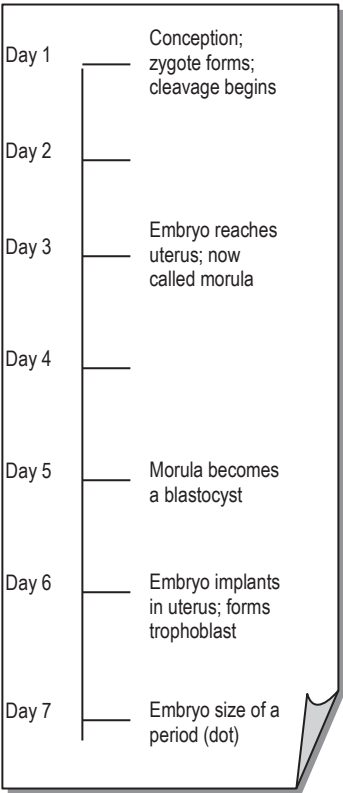
Example 2: note-taking cycle



5. Time Line

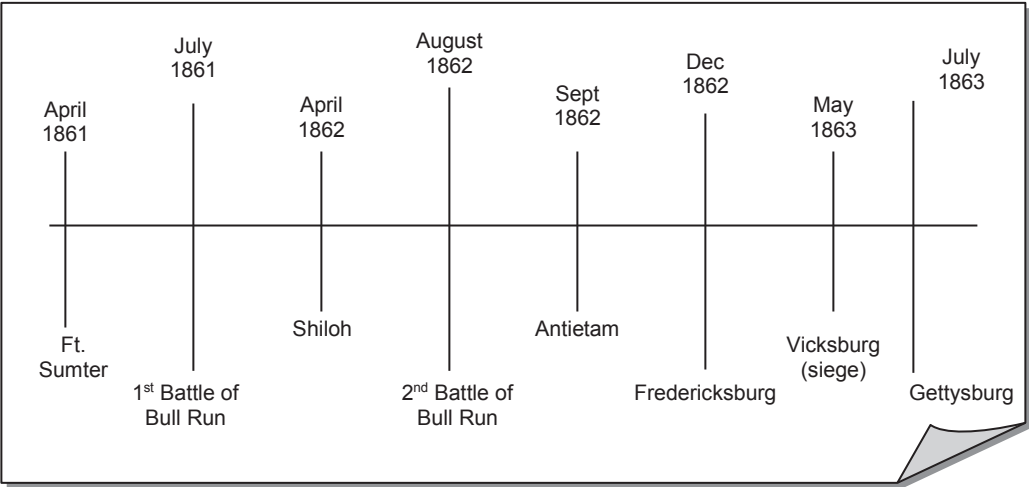
A time line allows you to organize information chronologically. You are able to review information that must be understood and remembered in sequence. Time lines would be effective for classes in which you are presented:

- historical developments: history, anthropology, political science, music, art
- biological developments: biology, anatomy, physiology
- human or other developments: psychology, biology, natural resources



Example 1: Development
of an embryo

Example 2: Major Civil
War Battles 1861-1863



PORPE: FIVE-STEP STRATEGY FOR TEST PREP

P PLAN

Read, underline, and annotate the assigned material. Predict possible issues on which questions might be asked. Identify sources such as:

- The instructor's syllabus. Ask the professor what to anticipate on the test if s/he does not volunteer the information.
- Chapter questions or study guides— boldface headings or italicized words.
- Ideas that the instructor stresses in his/her lectures.

O ORGANIZE

Organize information to generate questions and answers. Create study checklists. Identify all of the material on which you will be tested - - list notes, formulas, diagrams, text assignments, semantic maps, review sheets, and charts. When you organize, make sure you do the following:

- Know the format of the test and study, accordingly; multiple-choice, essay, or a combination.
- Focus on large issues, while relating detailed information to general concepts.
- Map or chart key issues first, and then write an outline to organize their answer or...
- Write outline first and chart or map ideas to help flesh out the outline.

R REHEARSE

- Begin by testing over key ideas.
- Say out loud or write down the major parts of your outline.
- Go back to the first point and learn the details that belong to it.
- Repeat the key points and ideas plus the details out loud.
- Test yourself!
- Move on to the second key idea and its details.
- Repeat this process until you have memorized key ideas and details of your outline.

P PRACTICE

- Generate a list of possible questions. Take the “mock test” in the classroom or a quiet room.
- FROM MEMORY, write answers to each question you expect to be difficult.
- Time yourself.
- “Grade” and compare with classmates.

E EVALUATE

- Evaluate the quality of your answer; are you ready for the exam or is there a need for further review.
- Examine organization again—did you leave out key ideas or details?
- Repair and go through PORPE steps—PLAN, ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE.

MAKE YOURSELF A VIABLE SCHOLARSHIP CANDIDATE

UA Academic Resources

1. Identify the scholarships or awards that you are interested in applying for as early as possible in your academic career. This will better enable you to meet the specific requirements for each award (e.g., a requirement for extensive involvement in community and public service, foreign language proficiency, etc.).

2. Get help. The University has many faculty and staff members who are willing and eager to provide information regarding the various scholarships and awards that are available and who can help you to improve your application(s).

3. Get to know the faculty. It is imperative that you have several faculty members who know you well and who will be willing to write letters of nomination or support for you.

4. Improve your writing skills. Every prestigious scholarship or award requires that you write a personal essay and the quality of these essays is critically important in the selection process.

5. Improve your speaking and interviewing skills. Many scholarships and awards require one or more personal interviews. We have faculty and staff who will work with you to improve your interviewing skills, but any experience you can gain in debate or oral communications will be helpful.

6. Get involved. Extracurricular activities, especially leadership positions, will strengthen your application tremendously. This could include involvement in campus activities, community activities, internships and other professional activities, undergraduate research, etc.

7. Get your work recognized. Have something tangible that demonstrates your scholarship or talent that you can point to (e.g., publications, performances, exhibitions, etc.).

8. Apply often and widely for other honors and awards. Success breeds success.

9. Keep good records to document all of your successes. Keep a copy of your transcripts, letters of thanks and recognition, articles with your name in print, programs from events you have participated in, and outstanding academic work (e.g., term papers with As). This will help you in writing essays about your accomplishments.

10. Earn great grades. Without an outstanding academic record, you probably will not be competitive, no matter how outstanding your other contributions and skills.

Adapted from: The Study Guides and Strategies web site, created and maintained by Joe Landsberger, academic web site developer at the University of St. Thomas (UST), St. Paul, Minnesota. <http://www.studygs.net/lrnstudy.htm>

UA UNDERGRADUATE SCHOLARSHIPS

scholarships.ua.edu

NOTE: deadlines for these awards may vary slightly from year to year; be sure to check the appropriate website or with the faculty contacts for the actual dates.

UA Students should apply for undergraduate scholarships on the myBama website under the “Academics” Tab

- Deadline for the 2020-2021 school year is **March 1, 2020**
- Please note that the **application should be completed and submitted online through your myBama account**. Once you are logged in, you will click on the Academics tab then the Currently Enrolled Students link inside the Scholarships box.
- The scholarship application you submit will be sent to the Student Services department of your College or Division as well as the National Alumni Association for review.
 - You could gain access to multiple scholarships so **make sure to fill it out!**
- Students should also check their college and department web pages regularly to look for opportunities throughout the school year.
- Reach out to scholarship representatives in your college for more information and to make a personal connection.

SCHOLARSHIP INFORMATION BY COLLEGE:

ARTS & SCIENCES

📍 200 Clark Hall 📞 205-348-5970
✉ student.services@as.ua.edu
🔗 as.ua.edu/advising/scholarships/

COMMUNICATION & INFORMATION SCIENCES

📍 Tisch Student Services in Reese Phifer Hall
📞 205-348-8599 ✉ uaccis@ua.edu
🔗 cis.ua.edu/college-scholarships/

CULVERHOUSE COLLEGE OF BUSINESS

📍 442 Alston Hall 📞 205-348-4537
CONTACT: Christa Morris
✉ cmorris@culverhouse.ua.edu
🔗 culverhouse.ua.edu/admissions/scholarships/

EDUCATION

📍 201 Carmichael Hall 📞 205-348-6037
🔗 education.ua.edu/students/scholarships/

ENGINEERING

📍 1018 H.M. Comer 📞 205-348-1596
CONTACT: Mary Kathryn Poe
✉ mkpoe@eng.ua.edu
🔗 eng.ua.edu/admissions/scholarships/

HONORS COLLEGE

📍 Nott Hall 📞 205-348-5500 ✉ honors@ua.edu
🔗 honors.ua.edu/scholarships/honors-scholarships/

HUMAN ENVIRONMENTAL SCIENCES

📍 Doster Hall 📞 205-348-6150
🔗 ches.ua.edu ✉ hesstudentservices@ches.ua.edu

NURSING

📞 205-348-6639 🔗 nursing.ua.edu/?page_id=14#SCF

SOCIAL WORK

📍 Little Hall 📞 205-348-7027 ✉ ssw@ua.edu
🔗 socialwork.ua.edu/admissions/social-work-scholarships-stipends/#scholarships

UNIVERSITY OF ALABAMA PREMIER AWARDS

The **WILLIAM P. AND ESTAN J. BLOOM SCHOLARSHIP AWARD** honors a junior who has improved intergroup relations within the University community. Awarded annually to a student who has improved relations among disparate groups. Requires an essay that should focus on the University groups of which you have been a part. You should offer specific examples of your promotion of better understanding among diverse individuals and groups. In the past, the award has been approximately \$2,500. Requires a minimum GPA of 3.2 and that the student be in good judicial standing.

The **MORRIS LEHMAN MAYER AWARD** recognizes one faculty member and one member of the graduating class who exemplify integrity, selfless service and leadership at UA and in the community, while making significant contributions to student life. In addition, student nominees must have minimum grade point averages of 3.3 at the U of A. The essay should include your definition of "community and civic service." Your discussion of your significant contributions to the quality of life of the student community should incorporate that view of community and civic service. In the past, the award has been approximately \$ 1,500.

The **JOHN FRASER RAMSEY AWARD** recognizes in a junior the versatility of gifts and attainments, as well as the breadth of excellence in mind and character, that have traditionally been the goals of a liberal education. Awarded to an honors students with broad humanistic interests who has exerted a positive influence on his or her contemporaries. The Ramsey Award honors a distinctive kind of excellence. It is not merely a service, leadership, or academic award, although recipients have - by their contributions to the University, their spirit of cooperation, and their academic achievements - demonstrated their abilities in these areas. Rather, the Ramsey Award is intended to recognize the versatility of gifts and attainments, as well as the breadth of excellence in mind and character, that have traditionally been the goals of a liberal education. This monetary and travel award is given annually to a student enrolled full time at the U of A who has achieved a 3.3 or higher GPA. Because versatility is an important component of the Ramsey Award, the essay should demonstrate breadth, as well as depth, in academic and nonacademic pursuits. This award includes a trip to Europe and a cash sum totaling \$6,000. Requires that the student be in good judicial standing.

The **CATHERINE J. RANDALL AWARD** recognizes the most outstanding graduating student scholar based on GPA, rigor of course of study, and extraordinary scholarly or creative endeavor. The essay should explain why the applicant is the most outstanding student scholar on campus. The award is for a minimum of \$1,000.

The **ALGERNON SYDNEY SULLIVAN AWARD** is presented to one man and one women of each year's graduating class and one non-student who has been helpful to and associated with the University. The Sullivan Award recognizes excellence of character and service to humanity. The recipients of the award will have demonstrated the highest standards of scholarship, leadership, and service. This is considered to be the highest honor the University offers, and is recognized nationwide. The essay should include your definition of "character." Your discussion of your significant contributions to the University and the community should incorporate that view of character. Requires a minimum GPA of 3.0 and that the student be in good judicial standing.

Note: You are allowed to apply for only one of these awards. Applications are typically due near the end of November each year. Additional information on these awards and application forms can be found at: premierawards.ua.edu/.

OTHER SCHOLARSHIPS AND AWARDS

ALFA FELLOWSHIP PROGRAM: support to live and work in Russia for intensive language training and to gain professional experience that will benefit U.S.-Russian relations. <http://www.cdsintl.org/fromusa/alfa.htm>

ROBERT BOSCH FOUNDATION: support to live and work in Germany to gain professional experience that will benefit U.S.-German relations. <http://www.cdsintl.org/fromusa/bosch.htm>

AMERICAN SCANDINAVIAN FOUNDATION: fellowships and grants for graduate study in Denmark, Finland, Iceland, Norway, and Sweden. <http://www.amscan.org>

CARNEGIE ENDOWMENT JUNIOR FELLOWSHIPS: support for graduating seniors to work for one year as research assistants for Carnegie Endowment senior associates. <http://www.carnegieendowment.org/about/index.cfm?fa=jrfellows>

CRITICAL LANGUAGE SCHOLARSHIPS: support summer study of one of 13 critical needs foreign languages (Arabic, Azerbaijani, Bengali, Chinese, Hindi, Indonesian, Japanese, Korean, Persian, Punjabi, Russian, Turkish and Urdu). <http://www.clscholarship.org/>

DAAD SCHOLARSHIPS: The German Academic Exchange Service (DAAD) supports a wide variety of scholarships, fellowships, and grants for undergraduate students, graduate students, and professionals to study or work in Germany. <http://www.daad.org>

FORD FOUNDATION FELLOWSHIPS: support for three years at up to \$20,000 per year for study toward the doctoral degree in eligible fields of study. Eligibility requirements include: 1) Open to all citizens or nationals of the United States regardless of race, national origin, religion, gender, age, disability, or sexual orientation. However, belonging to one of the following ethnic groups will be counted as a positive factor in the evaluation of the applicants: Alaska Natives (Eskimo or Aleut); African Americans; Mexican Americans/Chicanas/ Chicanos; Native American Indians; Native Pacific Islanders (Polynesian/Micronesian); Puerto Ricans. 2) Applicants must provide evidence of superior academic achievement. 3) Targeted toward individuals committed to a career in teaching and research at the college or university level. 4) Only individuals who are enrolled in or planning to enroll in an eligible research-based program leading to a Ph.D. or Sc.D. degree at a U.S. educational institution who have not earned a doctoral degree at any time, in any field, are eligible to apply. <http://sites.nationalacademies.org/pga/fordfellowships/>

GILMAN SCHOLARSHIPS: support for undergraduates who are already receiving financial support through a Pell Grant to study abroad. Stipends of up to \$5,000 are available to cover the cost of tuition, room and board, books, insurance and transportation. <http://www.iie.org/Programs/Gilman-Scholarship-Program>

HERTZ FELLOWSHIPS: fellowships to support up to five years of graduate work at a number of prestigious universities toward the Ph.D. in applications of the physical sciences (e.g., astronomy; applied math; some areas of biology, including biotechnology; chemistry; earth sciences; engineering; physics). <http://www.hertzfdn.org>

HUNTINGTON PUBLIC SERVICE AWARD: a stipend of \$10,000 is awarded to one to three graduating seniors to support a one-year public service project. <http://www.nationalgridus.com/huntington.asp>

JAVITS FELLOWSHIPS: support for graduate work in the arts, humanities, and social sciences. <http://www.ed.gov/programs/jacobjavits>

MITCHELL SCHOLARSHIPS: support for one year of graduate study in any discipline at any university in Ireland or Northern Ireland. <http://us-irelandalliance.org/scholarships.html>

NIH UNDERGRADUATE SCHOLARSHIPS: support for one to four years for undergraduate students from disadvantaged backgrounds who are committed to careers in biomedical, behavioral, and social science health-related research. <https://www.training.nih.gov/programs/ugsp>

NIH GRADUATE PARTNERSHIPS PROGRAM: provides support for prospective or current graduate students in biomedical disciplines for up to five years of study. The students do their research in labs at the NIH or at the Universities of Oxford or Cambridge in collaboration with NIH mentors. <https://www.training.nih.gov/programs/gpp/reginfo> and <http://oxcam.gpp.nih.gov/>

NOAA/ERNEST F. HOLLINGS SCHOLARSHIP PROGRAM: support for full-time study during the junior and senior years and a paid summer internship for students in the life and physical sciences, mathematics, engineering, computer and informational sciences, social and behavioral sciences, and teacher education in order to prepare students for careers with the National Oceanic and Atmospheric Administration or other federal, state, or local levels of government involved in natural resources or science. http://www.oesd.noaa.gov/Hollings_info.html

NSEP/DAVID L. BOREN FELLOWSHIPS: provide one to six semesters of support for graduate study of foreign languages and cultures deemed critical to U.S. national security. http://www.borenawards.org/boren_fellowship

NSEP/DAVID L. BOREN UNDERGRADUATE SCHOLARSHIPS: provide one to two semesters of support for undergraduate study of foreign languages and cultures deemed critical to U.S. national security. http://www.borenawards.org/boren_scholarship

NSF GRADUATE FELLOWSHIPS: support for three years of graduate study in research-based master's or doctoral programs in science, math, and engineering. <http://www.nsfgrfp.org/>

PICKERING FOREIGN AFFAIRS FELLOWSHIPS: support for tuition, room, board, and mandatory fees during the junior and senior year of college or the first and second year of graduate study in areas such as political science, public policy, international affairs, public administration, business, economics, foreign language or sociology. http://www.woodrow.org/higher-education-fellowships/foreign_affairs/index.php

SOROS FELLOWSHIPS FOR NEW AMERICANS: support for up to two years of graduate study for New Americans (immigrants or children of immigrants). <http://www.pdsoros.org/>

For more information about these awards contact
Dr. Gary Sloan, (205) 348-8444, 255 Nott Hall, gsloan@bama.ua.edu.



