

## **Diamonds in the Rough**

### **Goals:**

- ❖ Emphasize scholarship through the Honor Study Topic, “The Paradox of Affluence: Choices, Challenges, and Consequences”
- ❖ Promote the Phi Theta Kappa Experience, “Honors in Action” with multi-Hallmark activities
- ❖ Increase participation Middle States Region chapters in both Regional and International programming
- ❖ Bring the region together as a whole while working to help them achieve their goals
- ❖ Extend the outreach of Phi Theta Kappa to local high schools through a new program that would work with chapters of the National Honor Society
- ❖ Educate chapters on the Honor Study Topic
- ❖ Provide the connections between chapter events/activities and hallmarks
- ❖ Continue the commitment to Operation Green through the Four-Leaf Clover Program
- ❖ Continue the Adopt A Chapter program to help more chapters achieve a Three-Star and higher status

### **Objectives:**

- ❖ 75% of Middle States Region chapters participating in the Diamond Program
- ❖ 75% of Middle States Region chapters participating in the Four-Leaf Clover Program
- ❖ 75% of Middle States Region chapters participating in one or both the Adopt-a-Chapter Program or Adopt-a-School Program
- ❖ Attain a higher level of recognition at the International level.

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### **Introduction:**

Like a diamond, the 2008-2010 Honors Study Topic, “The Paradox of Affluence: Choices, Challenges, and Consequences” has many facets. The goals of your chapter are like the coal that is trapped in the Earth, being compressed and heated to form the diamond that will be transformed into your Hallmarks at the end of the year. The impacts of your events and projects are represented by the karats of the diamond. It is your job to put in the effort to achieve the clarity that you desire from your diamond. Do not let the flaws discourage you from continuing to work your diamond into a gem of perfection.

## **Diamond Program**

The Diamond Program was created to aid chapters in putting more emphasis on all four Phi Theta Kappa Hallmarks, rather than concentrating mainly on the Service Hallmark. By incorporating the Phi Theta Kappa Experience: “*Honors in Action*”: the Diamond Program will increase the effectiveness of the events and projects that chapters plan. Taking on a leadership role, by hosting a fellowship event promoting the Honor Study Topic in some aspect, that incorporates service to the campus, community, and/or region will allow you to achieve the goals of the Diamond Program and the goals of Honors in Action.

Developed from the study of the Honor Study Topic Guide, the Diamond Program is designed to help your chapter reach your individual goals without having to do excess work. Any event that incorporates Honors in Action can qualify for the Diamond Program. The four areas of the program - Socio-Economic, Education and the Arts, Community Health, and Political: Past, Present, and Future - were all inspired from the Honor Study Topic Guide. Planning events that can incorporate scholarship, leadership, service, and fellowship into one event can help

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strengthen the effectiveness of your chapters' events and help to maximize the impact for the 2009 Hallmark Awards Program.

### **Mission:**

The mission of this program is to promote "*Honors in Action*" within the Region and to better balance chapter activities to include all four of the Society's Hallmarks. The program is designed to incorporate more Hallmarks into each activity without adding extra burden upon the chapters. With participation in the Diamond Program, chapters will increase the levels of recognition on both the Regional and International levels. Chapters participating in the Diamond Program will be able to plan activities that will help them achieve Five-Star Status in the Five-Star Chapter Development Program with little to no additional effort.

### **Guidelines:**

To register your chapter for the Diamond Program, send an email to [mspresident2008@ptkms.org](mailto:mspresident2008@ptkms.org) by November 22, 2008. Chapters will receive a confirmation that the chapter was enrolled. Chapters will then plan activities that invoke as many as possible of the four Phi Theta Kappa Hallmarks - Scholarship, Leadership, Service, and Fellowship by first focusing on the Scholarship Hallmark. Chapters are required to complete a single activity from each of the four areas of the Diamond Program - The Paradox in Education and Fine Arts, The Paradox in Community Life and Health, The Paradox and Socio-Economic, and The Paradox and Politics. Multi-dipping is encouraged whenever possible.

All qualifying events must consist of a Scholarship aspect, since this is the main goal of the Diamond Program. As International Headquarters says, "Scholarship is always first." Therefore, Scholarship is the most important aspect of the Diamond Program.

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Fellowship is an integral part of every event that a chapter holds. In the case of the Diamond Program, Fellowship consists of events with multiple chapters, multi-club events, and community events held off campus. A chapter can join with other chapters for speakers, movies, or the Satellite Seminar Series. A chapter can host an event with their Student Government Association or other campus clubs to qualify for Fellowship. A chapter can work with the YMCA, Boys & Girls Clubs, or other local non-profit community service organizations to qualify for a Fellowship event. The more, the merrier in this case. Do not stop at one club or organization; invite several to join in the fun. Remember, these are just a few suggestions. You are not limited to the above collaborations. Two of the collaborations must be with other chapters.

### **Based on Fellowship, the chapter will receive a score in Colors as follows:**

- ❖ Working with at least one other chapter on at least one event = Green
- ❖ Working with at least two other chapters on at least one event = Pink
- ❖ Working with at least three other chapters or two chapters and one or more campus or non-profit organization (for a total of three collaborations) on at least one event = Canary (Yellow)
- ❖ Working with at least four other chapters or a combination of chapters, campus clubs, or non-profit organization (for a total of four collaborations) on at least one event = Blue

### **Based on the Hallmarks used in the event, the chapter will receive a score as follows:**

- ❖ Scholarship event = Brilliant Cut
- ❖ Scholarship and Leadership = Oval Cut

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- ❖ Scholarship and Service = Pear Cut
- ❖ Scholarship, Leadership, and Service = Radiant Cut

**The impact of an event is the measureable result of achieving a goal and is a very important part of the Hallmark writing process, so impact will also be judged in the Diamond Program. For each qualifying event a chapter holds, the following impact levels will be given as follows:**

- ❖ Campus level impact = 1 Karat
- ❖ Community level impact = 2 Karat
- ❖ Regional level impact = 3 Karat
- ❖ Global level impact = 4 Karat

### **The Four Areas of the Diamond Program:**

The four areas of the Diamond Program come from eight of the ten issues in the 2008-2010 Honor Study Topic Guide for the *Paradox of Affluence: Choices, Challenges, and Consequences*. These issues are Issue 2 through Issue 9. Since Issue 10 focuses on the environment, the Four-Leaf Clover Program to be discussed later in this program covers environmental education and awareness; it is not included in the Diamond Program. Issue 1 is a definition of the Honor Study Topic and is combined into all of the other four areas of the Diamond Program along with the subject of that area. Double dipping Issue 1: Definition, with one of the four areas of the Diamond Program would give your event extra meaning and invoke more areas of discussion.

The four areas of the Diamond Program break down in the Honor Study Guide as follows:

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- ❖ **The Paradox in Education and Fine Arts:** This area is covered in Issues 2 and 8.
- ❖ **The Paradox in Community Life and Health:** This area is covered in Issue 3 and 9.
- ❖ **The Paradox and Socio-Economic:** This area is covered in Issues 4 and 7.
- ❖ **The Paradox and Politics:** This area is covered in Issues 5 and 6.

What follows is a brief description of the area and some ideas that chapters can use as a guide to planning events for the areas of the Diamond Program. Chapters do not have to hold the exact activity ideas from these descriptions. We encourage chapters to think “Outside the Box” when planning activities. If a chapter has a good idea of how to hold a qualifying event that is within one of the four areas, but the idea is not listed here, PLEASE feel free to plan the activity your way. Creativity is a wonderful tool for successful events.

### **The Paradox in Education and Fine Arts**

In the early days of our nation, and still in some countries today, education was only for those who could afford it. Today, the United States makes education available to almost every child. However, many Americans still cannot read a simple street sign or newspaper. We have artists from every nation display their work in museums around the world, but the fine arts are threatened in our school systems.

Education and Fine Arts (including visual arts, performing arts, and literary arts) are an essential part of our modern society. Unfortunately, it seems that the more affluent people in the world have better access to them than others. Is there a link between affluence and education? Or affluence and the fine arts? Or both? Let your chapter explore these areas, discover results, and share findings with others. Listed below are a few examples of how your chapter can achieve those goals. Remember that your events are not limited to the examples listed here.

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### Literacy Programs:

There is a strong link between low literacy skills and poverty. One of the most successful ways to improve literacy achievement is to increase access to books.

- ❖ Hold open discussions regarding improving literacy skills and the *Paradox of Affluence*
- ❖ Work as a chapter to create literacy drives to help get books back into the hands of those deprived of knowledge
- ❖ Run literacy drives throughout your campus and community to donate books to disadvantaged libraries or Phi Theta Kappa's Project Graduation program.
- ❖ Find an organization of volunteers that help children and/or adults learn to read and join forces with them to help decrease illiteracy

### Book Club:

Choose a book and host an open discussion about the book or form your very own chapter book club. Invite students, faculty, staff, and community members to participate in exploring a wonderful book as well as discussion. Discuss how the *Paradox of Affluence* is present in the book. Some books you can choose from are:

- ❖ *Close Range: Wyoming Stories* by Annie Proulx
- ❖ *Girl With the Pearl Earring* by Tracy Chevarlier
- ❖ *The Great Gatsby* by F. Scott Fitzgerald
- ❖ *The Joy Luck Club* by Amy Tan
- ❖ *Less Than Zero* by Brett Easton Ellis
- ❖ *Ophelia* by Lisa Klein

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- ❖ *Strapped: Why Americas 20 and 30 Somethings Can't Get Ahead* by Tamara Draut
- ❖ *The Sun Also Rises* by Ernest Hemingway

### Showcases:

Fine arts programs have eroded in many cities and communities across the country over the past thirty years due to budget cuts and financial problems in already struggling school districts. However, all children deserve to have access to a quality education that includes the fine arts. Hold a showcase of the fine arts (i.e. painting, sculpture, photography, music, theater, dance, poetry, and literature) to display the talents of all ages. Invite students as well as community members to enjoy the festival of the fine arts. Make a presentation at the event regarding the parallel between affluence and the success of fine arts programs in schools. Donate the proceeds to a local struggling school district's fine arts program or a national program like "Save the Music."

### Discussions:

- ❖ Host open discussions on areas related to affluence and the arts.
- ❖ Hold a trip to a local art museum (photography, paintings, sculptures) and hold a discussion on the exhibit and differences in the pieces in terms of the level of the artist's affluence.
- ❖ Show a film from a low budget filmmaker and discuss the differences between the low budget film and the high budget blockbusters.

## **The Paradox in Community Life and Health**

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The Community Life and Health portion of the Diamond Program focuses attention and scholarship on the efforts of *The Paradox of Affluence* on the lives of individuals and families and on health and related issues in our community and globally.

Issues within this facet of the program can include, but are not limited to:

- ❖ Open discussions regarding the lack of access to affordable health care and health insurance in America. Discuss Canada's public health care and how it could impact America to follow suite, in terms of affluence.
- ❖ Discuss how alcohol and drug abuse are affected by the affluence of the community. are they more of a problem in more affluent areas or less affluent areas?
- ❖ Obesity and other "Diseases of Affluence" (such as diabetes brought on through obesity) locally and globally. Host a community health fair that distributed information on some of the diseases of affluence and ho to prevent and treat them.
- ❖ "Big Pharma" and the uptrend in Prescriptions of Brand Medications. Are physicians being pressured or bribed to prescribe more name brand drugs that do not have generic equivalents? Does the Wal-Mart \$4.00 generic list help enough on the less affluent in the community? Or is it only a small start to a much larger problem? Should other pharmacies take tips from Wal-Mart's list?

Possible projects for this facet could include, but are not limited to:

- ❖ Essays/Essay contests. Hold an essay contest on the differences between the Canadian health care system and America's health care system. Which is better and why?
- ❖ Obtain speakers on Community Life and Health

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- ❖ Activities to lobby local, regional, and federal politicians on health and/or community issues.
- ❖ Host AIDS/HIV awareness and prevention activities
- ❖ Participate in Relay-For-Life
- ❖ Hold Anti-Smoking Campaigns and distribute literature on the health risks of smoking
- ❖ Anti Hunger Campaigns (Project Graduation, food drives)

## **The Paradox and Socio-Economics**

The socio-economic portion of the Diamond Program relates to issues concerning what roles economic policy plays in *The Paradox of Affluence*, as well as what impact affluence has on individuals, families, and community life. Feel free to use any of the possible activities listed, or to challenge your chapter to reach out into your own community and investigate the paradox of affluence as it exists within your own town, state, or region. Good Luck!

Possible suggestions for what impact affluence has on individuals, families, community life and different geographic areas:

- ❖ Research recycling options in your community. Make a commitment with your family to recycle and / or set up a composting station at your home or in your community.
- ❖ Host a group discussion on: To what extent is the pressure to “keep up with the Joneses” more prevalent among the affluent? Invite the campus, local, and regional community to participate and provide multiple community perspectives on the subject.
- ❖ Develop a leadership institute on your campus utilizing the Phi Theta Kappa Leadership Development Program. Research great local, state, national, and global leaders, those qualities

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that make them great, and those qualities that have lead leaders to abuse their affluence while in positions of power.

- ❖ Host a discussion on how immigration can affect communities in terms of affluence. Are immigrants a positive impact on the economy or a negative impact – not only in the United States, but in other countries around the world? What would happen to the economy if all countries stopped both legal and illegal immigration? Use the recent Mexican immigration issues as an example for the discussion.

Possible suggestions for what roles economic policy plays in the paradox of affluence:

- ❖ Research how much money is spent on litter cleanup in your city, county, and state. Get the word out about how much litter costs – money spent on litter clean up is money not available for other priorities such as education, roadways, public safety, etc. Volunteer to help with litter prevention and cleanup efforts.
- ❖ Host members of your college community for an Honors Satellite Seminar on the paradox of affluence as it relates to economic policy. Invite chapter members to work in teams with faculty members to facilitate a series of discussions following the seminar broadcast. Invite other chapters and community leaders and member to attend and participate in the discussion.
- ❖ Host a discussion on: What has done more to create affluence: Wal-Mart or the war on poverty?
- ❖ Host a discussion regarding relocation of the military bases. Are the recent military base closings for the better or the worst of the economy in both the areas in which they are relocating from and the areas that they are relocating to?
- ❖ Host an Intercontinental Fair with booths showcasing resources from different countries. Have each booth provide information on the country's resources and the affluence (more affluent or less affluent) to show the economic differences around the world.

## The Paradox and Politics

*The Paradox of Affluence* can also be studied in the world of politics since more affluent countries seem to have more power than less affluent countries. Explore the Paradox in Politics. Here are a few examples of how you can do so.

**Phi Theta Kappa's "Voice Your Vote" Program:** Encourage voters in less affluent areas to register to vote. Many of the registered voters are the more affluent residents in most areas. Get out and let the less affluent residents know why it is so important for them to get to the polls and let their vote be heard.

### **Host a Discussion:**

Invite a speaker to discuss a specific area of affluence such as;

- ❖ Does a more affluent country always make a better lead country?
- ❖ How much better are affluent countries over less affluent countries?
- ❖ Do those with the money make the better choices for their countries?
- ❖ What role does affluence play in the success or survival of an empire, civilization, or nation?
- ❖ Are there geographic links to resource rich countries being less affluent than countries that have almost no resources?

### **Hold a Campus-Wide Essay Contest:**

Solicit prize donations from local businesses for writing an essay for *The Paradox of Affluence: Choices, Challenges, and Consequences* as it relates to politics. If your chapter has enough of a

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budget, you could get gift cards for you campus bookstore, café, or cafeteria as well. To involve the faculty in the contest, the best departments to contact would be the Social Sciences, Political Science, and the English Departments. Ask them if they would help with the topic for the essay and with the judging of the entries. See if the instructors will give extra credit to their students for participating in the contest. Other departments, such as the Business Department, could also be of great help and could also be willing to give extra credit to their students.

Essays can be in many areas of this section, but a few suggestions are:

- ❖ Differences in Affluence and Political Power in Multiple Geographic Regions.
- ❖ Resources Verses Riches: Geographical Differences in the Definition of Affluence.

### **Host a “Meet the Candidates” Round Table:**

Invite local candidates and political leaders to your campus and discuss the economical issues facing local, state, and federal government levels.

### **Hold a Debate on “Hot Button” Issues:**

Have a debate for your campus or your community that would cover one or more “Hot Button” issues. These issues can include, but are not limited to:

- ❖ The Economy and Same-Sex Marriage
- ❖ The Recent Oil and Gas Prices
- ❖ Health Care in America and the Financial Influences of Pharmaceutical Companies

### **Awards:**

Who participates will receive an award with the Cut level, Color level, and Karat level the chapter achieved.

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### The Marquise Award:

The top chapters who hold four qualifying activities with all four Hallmarks in each activity and have **beyond** a regional impact for each activity will receive the Marquise Award.

## Middle States Region Essay Award

The essay award this year is based on the *Paradox of Affluence*. The topic question comes from the Honor Study Topic Guide in Issue 1: Definition, question 10. Using 10 point Arial font or larger with one inch margins and double spaced, answer the question:

“What is meant by the phrase “paradox of affluence”? Is there a paradox of affluence?”

## Adopt-a-School

We are encouraging chapters to get local High School Senior Honor Society students started in Phi Theta Kappa activities to spark interest for when they enter community college. The Adopt-a-School program is designed to help build connections between local high schools’ honor societies and community colleges as well as further the extent of Phi Theta Kappa programs. With this program, a local high school honor society is “adopted” by a perspective community college. The adopting chapter will then help the adopted school to become involved in Phi Theta Kappa programs such as Relay-For-Life, Project Graduation, Voice Your Vote, The International Service Project “Operation Green”, and the International Honor Study Topic “*The Paradox of Affluence: Choices, Challenges, and Consequences.*” The adopting chapter will also include the adopted school in chapter events. The adopting chapter will also serve as mentors to the adopted school.

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### **Mission:**

The overall Mission of this program is to strengthen the connection between community colleges and local high schools. It would introduce the four Hallmarks of Phi Theta Kappa (Scholarship, Leadership, Service, and Fellowship) as well as promote Phi Theta Kappa programs to possible future members from local high schools.

### **Goals:**

- ❖ Increase fellowship between high schools and community colleges
- ❖ Increase high school honor students' connection with community college and Phi Theta Kappa
- ❖ Further the scope of Phi Theta Kappa Programs

### **Guidelines:**

All Phi Theta Kappa chapters will be able to adopt a local high school's honor society.

Adopted high schools will reach diamond status regarding their participation. Implementing one of the five Phi Theta Kappa programs (listed above) would put the high school at the One-Diamond level; implementing two programs would put them at the Two-Diamond level, and so on.

An enrollment form must be filled out and emailed to [mspresident@ptkms.org](mailto:mspresident@ptkms.org) by September 30<sup>th</sup>.

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The adopting chapter's advisor and chapter president must sign the enrollment form. The adopted high school's advisor and principal must also sign the enrollment form to accept the adoption.

Final update forms must be submitted with your Regional Hallmarks by January 15<sup>th</sup>.

### **Adopt-A-Chapter Program**

The Adopt-A-Chapter Program is designed to help those chapters that have been less than successful in their efforts to obtain recognition in Phi Theta Kappa programs. With this program, a less successful chapter will be "adopted" by a more successful chapter. The adopting chapter will then help the adopted chapter to get enrolled in the Five-Star Chapter Development Program and the Chapter of Service Program. Chapters who have enrolled as a Chapter of Service (Operation Green) in the past two years do not need to re-enroll. Once enrolled in both programs, the adopting chapter will assist the adopted chapter in any projects and reporting to International Headquarters and the Middle States Region.

#### **Mission:**

The overall mission of the program is to help increase chapter participation in International Programs such as the Five-Star Chapter Development Program and the Chapter of Service Program. This mission will be achieved through the participation of successful chapters in the Middle States Region actively helping less successful chapters work through the steps to success in each program.

#### **Goals:**

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- ❖ Increase chapter participation in Society programs
- ❖ Promote fellowship through group activities between chapters
- ❖ Help chapters understand all the programs that Phi Theta Kappa offers
- ❖ Increase chapter recognition at both the Regional and International levels
- ❖ Increase the number of chapters participating and completing the Five-Star Chapter Development Program to Three-Star and above

### **Guidelines:**

Chapters who achieved a Four-Star level or above in last year's Five-Star Chapter Development Program may adopt a chapter who did not reach at least a Three-Star level last year.

An enrollment form must be filled out and emailed to [mspresident@ptkms.org](mailto:mspresident@ptkms.org) by Sept 1<sup>st</sup> for this one.

The Advisor and Chapter President of both the adopting chapter and the adopted chapter must sign the enrollment form.

Final update forms must be submitted with your Regional Hallmarks by January 15<sup>th</sup>.

### **Awards:**

Each participating chapter will receive two paid registrations to their perspective 2008 State Fall Leadership Conference.

For the adopted chapters that achieve a level of Three-Star or above, both the adopting chapter and the adopted chapter, will receive one paid registration to the 2009 Middle States Regional Convention.

All participating chapters, both adopting and adopted, will receive a certificate of participation.

## **Four-Leaf Clover Program**

The 2008-2009 Middle States Regional Officer Team has decided to continue with the 2007-2008 Middle States Regional Officers Team's Four-Leaf Clover Environmental Service Project with a few minor changes.

An enrollment form must be filled out and emailed to [mspresident@ptkms.org](mailto:mspresident@ptkms.org) by ...November 22<sup>nd</sup>.

The Advisor and Chapter President must sign the enrollment form.

Final update forms must be submitted with your Regional Hallmarks by January 15<sup>th</sup>.

### **Four-Leaf Clover Environmental Levels:**

The current program contains four components consisting of: 1) Education and Awareness (Operation Green/Stop Global Warming), 2) Recycling (Operation Green), 3) Beautification (Operation Green), and 4) Community Cleanup (Operation Green/Stop Global Warming). Qualifying activities can contain more than one component in a single activity.

### **One-Leaf Clover Status:**

Chapter participation in two Education and Awareness components

### **Two-Leaf Clover Status:**

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Chapter participation in two Education and Awareness components and two from another component, or participates in two activities with Education and Awareness and one other component in each activity

### **Three-Leaf Clover Status:**

Chapter participation in two Education and Awareness components and four from any two of the other three components, or participates in two activities containing Education and Awareness and two other components from any of the other three components in each activity

### **Four-Leaf Clover Status:**

Chapter participation in two activities from each of the four components, or participates in two activities containing all four components in each activity, or four activities containing two components each (Education and Awareness & Recycling, Beautification & Community Cleanup, Recycling & Community Cleanup, Education and Awareness & Beautification, Etc.).

### **Fellowship Clover Levels:**

The Fellowship Clover Levels will remain the same as before:

#### **One-Leaf Fellowship Status:**

Chapter works with one other chapter on at least one event

#### **Two-Leaf Fellowship Status:**

Chapter works with two other chapters on at least one event

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### **Three-Leaf Fellowship Status:**

Chapter works with three other chapters on at least one event

### **Four-Leaf Fellowship Status:**

Chapter works with four other chapters on at least one event

### **Awards:**

#### **The Four-Leaf Clover Chapter Awards:**

Each chapter that participates in the program will receive a certificate of recognition for their attained level at the 2009 Middle States Regional Convention.

#### **The Four-Leaf Fellowship Award:**

Each chapter that participates in the program will receive a certificate of recognition for their attained level at the 2009 Middle States Regional Convention.