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**STANDARDS OF EXCELLENCE**

**Awards**

**Informational Packet**

**Standards of Excellence Awards**

**Standards of Excellence Awards:** **(PLEASE READ)**

These are 4 (four) overall awards given to fraternities and sororities 1 (one) per governing council, which have attained outstanding levels of achievement in all of the award areas. These 4 (four) awards will be the highest award given to any chapter within their respected governing councils in the fraternity/sorority community by Florida Atlantic University.

# Standards of Excellence Judging Committee: (PLEASE READ)

Chapter’s Standards of Excellence documents will be reviewed by a panel of judges in each of the eight core areas:

* Organizational Purpose
* Community Expectations & High Standards
* Social & Personal Development
* Responsibility to Self & Others
* Intellectual Growth & Genuine Learning
* Global Citizenship & Engagement
* Relationship Building
* Innovative Thought & Action

The panel will consist of at least one reviewer who is a member of a fraternity or sorority. **(PLEASE READ)**

**You will be asked to create a presentation of at least 30 minutes and a maximum time of 45 minutes that demonstrates your chapter’s performance in each of the eight core areas. When creating the presentation, chapter representatives should address not only how their chapter has met the objective of that category, but also how effective they were in doing so. You should NOT list basic answers to the questions below, rather, explain more in-depth how the activity, event or program met the criterion for that category. Emphasize how chapter members are impacted by, participate in, and live these aspects within the chapter. You should seek to answer the questions, how, what, and why.**

**Materials for the presentation should include any supporting documents that prove and emphasize all of the assertions being made about your chapter. Three hard copies and an electronic copy of materials should be submitted along with any audio-visual needs upon submission of all materials and requests. Prior to submission of materials, each chapter should have previously signed up for an interview time by March 1, 2013 by 5pm! If you fail to sign up for a time, you will be assigned one. No more than three current active members of your organization will be permitted to present. Upon completion of the presentation, chapters should be prepared to field questions from the panel of judges. Please dress in business attire.**

Chapters should only report on events and activities that occurred or will occur between:

* **February 1, 2012 and January 31, 2013**

**Standards/Award Scorings:**

Standards of Excellence packets will be scored using the following break-down. Total scores will not be averaged up (curved).

**0-19: Unsatisfactory** – Chapter failed to submit a packet with 50% of the information required. A chapter receiving a grade of Unsatisfactory will be subject to 1 year social probation and a chapter plan of action for the upcoming year. **(Starting 2013-2014)**

**20-27: Did Not Meet Standards** – Chapter submits a packet that completes 50% - 69% of packet. A chapter receiving a grade of Did Not Meet Standards will be subject to 1 semester social probation and a chapter plan of action for the upcoming year. **(Starting 2013-2014)**

**28-35: Meets Standards** – Chapter meets minimum expectations for the Standard of Excellence, completing 70% - 89% of packet.

**36-40: Exceeds Standards** – Chapter exceeds expectations in their Standards of Excellence Packet, completing 90% or more of the packet

**Process Information: (PLEASE READ)**

* All fraternities and sororities are expected to present a Standards of Excellence presentation which includes discussing every category and may not exceed 45 minutes but be a minimum of 30 minutes.
* These presentations will be recorded and available for your inter/national organizations.
* You must sign up for a presentation time by March 1, 2013 at 5:00 p.m.
* Turn in any supporting materials and request any and all AV needs by March 18, 2013 by 5pm
* Supporting documents may not exceed 40 pages.
* If a chapter is unable to provide an answer for a specific question within a category please explain how your chapter plans to improve in the particular area.

**Overall Rubric: (PLEASE READ)**

Judges will be asked to consider the appropriate rubric components when providing scores for each of the different questions. It is important for you to know that we created the rubric to serve as a guide and to provide consistency across scores within each category. The rubric is NOT designed to be a final outline of what we expect from particular answers but rather a philosophical ideology of scoring.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Rubric Components | Focus & Quality of Explanation | Support | Organization & Fluidity | Presentation | Demonstrated Knowledge |
| 0 | * Did not provide an answer * Errors impede the viewer’s understanding * Did not answer the question | | | | |
| 1 | Answers are unclear, incomplete and not concise | Answer not supported with examples | Serious improvement is needed; ideas do not connect to one another | Overwhelming amount of gaps and pauses, no professional dress & provided no supporting materials | Shows total lack of understanding of the questions and idea behind WWE\* |
| 2 | Answers are somewhat clear, partially complete and not concise | Few examples are provided and points ideas not fully developed | Poorly organized; unclear, hard to follow | Many gaps and pauses, careless professional attire visible & provided a small amount of supporting materials | Shows little understanding of the questions and idea behind WWE\* |
| 3 | Answers provide clarity, but are not entirely complete or concise | Ideas partially developed and some examples are provided | Adequately organized, clear, reasonably easy to follow | Some gaps and pauses, decent professional attire & provided some supporting materials | Shows moderate understanding of the questions and idea behind WWE\* |
| 4 | Answers are mostly clear, complete but could be more concise | Ideas developed with unbalanced support | Well organized and consistently correct however lacks fluidity | Little to gaps and pauses, professionally dressed & provided supporting materials | Shows substantial understanding of the questions and idea behind WWE\* |
| 5 | Answers are entirely clear, complete and concise | Ideas fully developed with purpose and answers supported with balanced examples | Well organized, clear and easy to follow | No gaps and pauses, professionally dressed & provided supporting materials | Shows excellent understanding of the questions and ideas behind WWE\* |

*\*WWE – Why We Exist*

**Overall presentation:**

* Should cover all core areas of why we exist and the following questions:
  + Why is each category of why we exist important to you?
  + In what ways does your chapter want to improve or enhance in each category of why we exist?

**Schedule of Events**

**Standards of Excellence Information Sessions**

These information sessions will be an opportunity for individuals who will be responsible for Standards of Excellence to ask questions and consider best practices when completing the process. Information sessions will be conducted every Thursday during SOE Office Hours every week from 12pm-2pm until March 18, 2013. Please email [tpaini@fau.edu](mailto:tpaini@fau.edu) to schedule an appointment.

**March 18, 2013**

**Standards of Excellence Awards Packets Due**

All electronic submissions of SOE Awards Packets and any individual award applications are due to Tania Paini via email, [tpaini@fau.edu](mailto:tpaini@fau.edu) or to the SIL Office by 5:00 p.m.

**March 21-22, 2013 & March 25-26, 2013**

Standards of Excellence Judging

**Tuesday – April 16, 2013**

**Standards of Excellence Awards Ceremony**

Time: 6:30 p.m.

Location: Grand Palm Ballroom, Student Union

**Standards of Excellence Reception for Award Winners**

Time: Immediately following ceremony

Location: Grand Palm Ballroom, Student Union

**Contact Information**

Tania Paini – Graduate Assistant, Office of Fraternity & Sorority Life

*Office hours for SOE will be on Thursdays from 12-2pm or by appointment.*

[tpaini@fau.edu](mailto:tpaini@fau.edu), (561) 297-3499

Keith Hembree – Assistant Director, Office of Fraternity & Sorority Life

[khembree@fau.edu](mailto:khembree@fau.edu)

David Bynes – Associate Director, Student Involvement & Leadership

[dbynes@fau.edu](mailto:dbynes@fau.edu)

**Standards of Excellence Awards**

There are eight core areas of achievement that are awarded on an annual basis, as well as an overall award for excellence in all areas.

Each chapter will be reviewed and scored in each area on a 1-5 star scale. Each chapter that achieves each area of excellence will be recognized at the Standards of Excellence Ceremony, with the top chapter within each governing council receiving the Standard of Excellence Award.

The eight core areas to be awarded for chapter standards of excellence are:

**Organizational Purpose**

We were all founded upon principles that guide the actions of our organization. These principles are why we have continued to exist for over 100 years and what makes us different than other groups on campus. This is really what fraternity and sorority is all about leading a principled life.

**Community Expectation and High Standards**

Committing to our organizations’ guiding principles means that we are expected to live up to the high ideals associated with membership. Along with individual expectation, our chapters and community as a whole are held to a higher standard. We will lead by example.

**Social and Personal Development**

Fraternities and sororities are more meaningful than any other experience on campus. They provide us with an outlet to develop as individuals through personal experiences and shared interactions.

**Responsibility to Self and Others**

Brotherhood and sisterhood are an inherent benefit and foundation of our membership. Taking care of ourselves and taking care of others is at the heart of this experience.

**Intellectual Growth and Genuine Learning**

We are here to learn. Fraternities and sororities provide us with an opportunity to enhance that process through our focus on academic achievement and intellectual development insides and outside of the classroom.

**Global Citizenship and Engagement**

In today’s world it’s essential to be an active member of our community. We are committed to engaging in our campus, local, national, and global communities. The process of giving back and being involved is a priority throughout this experience.

**Relationship Building**

Well-built relationships create our lifelong benefits. Through relationships that we work hard to develop and maintain, we are better able to accomplish our personal and organizational goals because we are surrounded by those who support us in our endeavors.

**Innovative Thought and Action**

There is no road-map for becoming a high performing individual or organization. Fraternities and sororities provide us with an opportunity to challenge the status quo, think differently, and turn ideas into action.

**Organizational Purpose**

1. Please share your organization’s purpose (i.e. vision, mission, states values, and/or open creed) and what your chapter values most about it?
2. How does your chapter educate members on your organization’s founding principles?
3. Please describe how your organization’s Ritual is utilized in your chapter?
4. Please give examples of programs and activities that your chapter coordinates and how these are congruent with your organization’s founding principles.
5. How does your chapter hold members accountable to your stated principles? Please provide examples.

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| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| Did not present on this topic. Did not provide answers follow up questions. | Chapter did not provide any context or support but mentioned purpose of organization. Did not provide answers to follow up questions. | Chapter stated purpose and provided little context/ support for how they exemplify congruence between activities and methods practiced within the chapter. Struggled to answer follow up questions. | Chapter presented organizations purpose and incorporates it into chapter activities. There is attempted congruence between examples and methods by which the chapter holds members accountable; however, presentation fails to provide depth of understanding. Provided answers to follow up questions but struggled. | Chapter presented organizations purpose and understands how to incorporate it into chapter activities. Congruence is provided through examples and methods by which the chapter holds members accountable.  Answered follow up questions. | Chapter presented organizations purpose and clearly understands how to incorporate it into chapter activities. Congruence is evident through examples and methods by which the chapter holds members accountable. Provides depth and recognizes the importance of why. Answered follow up questions thoroughly. |

**Community Expectation & High Standards**

1. What are the expectations associated with membership in your chapter and inter/national organization?
2. How does your chapter educate members on expectations? Are these efforts effective? Why? Why Not?
3. How does your chapter hold members accountable to expectations? Please provide examples of how your chapter has held members accountable when members fail to meet expectations? (Do not utilize chapter member names and information)
4. In what ways does your chapter highlight members who are exceeding expectations?

*\* Provide support for compliance with M.A.C.E, through the Office of Fraternity & Sorority Life.*

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| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| Did not present on this topic. Did not provide answers to follow up questions. | Chapter provided organizations expectations of membership but did not explain how they educate members or hold individuals accountable. Did not provide answers to follow up questions. | Chapter provided organizations expectations of membership and provided little explanation for how members are educated and held accountable. Struggled to answer follow up questions. | Chapter provided expectations of membership, briefly explained how they educate members about expectations and what accountability looks like in the chapter with few examples. Provided answers to follow up questions but struggled. | Chapter explained expectations of membership, how they educate members about expectations and what accountability looks like in the chapter with examples. Answered follow up questions. | Chapter clearly explained expectations of membership, how they educate members about expectations and what accountability looks like in the chapter with detailed examples. Provides depth and recognizes the importance of why. Answered follow up questions thoroughly. |

**Social & Personal Development**

1. What new member/member education programs has your chapter provided to your members to develop and enrich their membership experience? How did this (these) impact your chapter?
2. Please describe how your chapter has been impacted from members who serve in leadership roles in on/off campus organizations and by attendance at national/regional/campus-based leadership/membership development programs within the past year?
3. Please describe how your chapter conducts itself as a social organization.
4. What does your chapter do to support members who may not excel in their own social and personal development?
5. How does membership in your chapter and organization prepare your members for life after college?

*\* Provide a list of chapter members who serve in leadership roles in on/off campus organizations and what national/regional/campus-based leadership/membership development programs have members from your chapter attended within the past year.*

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| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| Did not present on this topic. Did not provide answers to follow up questions. | Chapter does not provide consistent resources & development for its members from the new member period to post graduation. The chapter does not understand the impact of developmental opportunities nor do they attempt to attain a healthy and responsible social identity. Did not provide answers to follow up questions. | Chapter does not provide consistent resources & development for its members from the new member period to post graduation. The chapter does not fully understand the impact of developmental opportunities. The chapter barely attempts to attain a healthy and responsible social identity. Struggled to answer follow up questions. | Chapter provides resources & development for its members from the new member period to post graduation. The chapter understands the impact of developmental opportunities. The chapter actively attempts to attain a healthy and responsible social identity. Provided answers to follow up questions but struggled. | Chapter provides thorough resources & development for its members from the new member period to post graduation. The chapter understands the impact of developmental opportunities. The chapter has a healthy and responsible social identity. Answered follow up questions. | Chapter clearly provides thorough resources & development for its members from the new member period to post graduation. The chapter understands the impact of developmental opportunities. The chapter has a healthy and responsible social identity. Answered follow up questions thoroughly. |

**Intellectual Growth & Genuine Learning**

1. Please share your chapter’s grade point average for members & new members and please describe how these compare to M.A.C.E and to your inter/national organization standards.
2. Please describe your chapter’s performance and progress on its academic plan (positive, negative, intrinsic and extrinsic). Is this plan effective? Why? Why Not?
3. What resources have been shared with/provided to your members to grow intellectually (*understanding, analyzing and evaluating non-academic concepts to the world around them*) and to ensure that they are genuinely learning (*applying knowledge learned in the classroom to the world around and to their future goals*) in their college environment?
4. How do you know your members are learning from their fraternity/sorority experience?

\**Provide a copy of your chapter’s academic plan along with any physical resources that will enhance an understanding of those you provide to members.*

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| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| Did not present on this topic. Did not provide answers to follow up questions. | Chapter recognizes academic standing. Chapter cannot distinguish the difference from intellectual growth and genuine learning. Cannot describe how members are learning from their experience. Did not provide answers to follow up questions. | Chapter recognizes academic standing. Chapter barely attempts to distinguish the difference from intellectual growth and genuine learning through the resources shared with members. Cannot adequately describe how members are learning from their experience. Struggled to answer follow up questions. | Chapter has self-reflected on academic standing and recognizes its importance. Chapter attempts to distinguish the difference from intellectual growth and genuine learning through the resources shared with members. Describes how members are learning from their experience. Provided answers to follow up questions but struggled. | Chapter has self-reflected on academic standing and recognizes its importance. Academics are a priority. Chapter distinguishes the difference from intellectual growth and genuine learning through the resources shared with members. Provides support for how members are learning from their experience. Answered follow up questions. | Chapter has self-reflected on academic standing and recognizes why it’s important. Academics are an evident priority. Chapter distinguishes the difference from intellectual growth and genuine learning through the varied resources shared with members. Provides support for how members are learning from their experience with descriptive examples. Answered follow up questions thoroughly. |

##### Responsibility to Self and Others

1. How does your chapter encourage members to live a healthy lifestyle (mentally, physically & spiritually)?
2. How do you empower your chapter members to take ownership of their own fraternal experience? Please provide examples of these members.
3. What do you do to help your members balance their obligations outside of membership?
4. If a member acts in a way that is unbecoming of a brother/sister, what does the response and behavior intervention look like in your chapter?
5. Please describe how your chapter develops, educates, implements its risk management/reduction plan (e.g. alcohol abuse, hazing, health, etc.). How effective has your chapter been at following this plan? Please provide examples.

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| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| Did not present on this topic. Did not provide answers to follow up questions. | Chapter does not encourage healthy and balanced living. Members do not understand prevention, risk management and how to address it within the chapter. Did not provide answers to follow up questions. | Chapter struggles to encourage healthy and balanced living. Members explain prevention and risk management but do not understand of how to address it within the chapter. Struggled to answer follow up questions. | Chapter encourages healthy and balanced living with programs and resources. Members explain prevention and risk management but do not have a clear understanding of how to address it within the chapter. Provided answers to follow up questions but struggled. | Chapter encourages healthy and balanced living with programs and resources. Members understand prevention, risk management and how to address it within the chapter. Answered follow up questions. | Chapter strongly encourages healthy and balanced living with specialized programs and resources. Members thoroughly understand prevention, risk management and how to address it within the chapter. Answered follow up questions thoroughly. |

**Global Citizenship & Engagement**

1. Please describe how your chapter serves and actively-engages in the campus/local/national/global community?
2. What is your organization’s inter/national philanthropy and in what ways does your chapter support it? Please provide examples.
3. Please describe how your chapter educates your members on societal issues (e.g. multiculturalism, politics, citizenship, social justice, current events, etc.)?
4. Please describe how your chapter and/or members have been impacted by global events within the Standards of Excellence period (Presidential Election, Hurricane Sandy, etc.)?

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| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| Did not present on this topic. Did not provide answers to follow up questions. | Chapter does not actively engage in service and philanthropic endeavors. Chapter does not educate members on societal issues or understands how global events can impact them and vice versa. Did not provide answers to follow up questions. | Chapter does not actively engage in service and philanthropic endeavors. Chapter does not actively educate members on societal issues or understands how global events can impact them and vice versa. Struggled to answer follow up questions. | Chapter engages in service and philanthropic endeavors. Chapter discusses societal issues and global events that impact the chapter and vice versa. Provided answers to follow up questions but struggled. | Chapter describes and is engaged in service and philanthropic endeavors. Chapter actively educates members on societal issues and understands how global events can impact them and vice versa. Answered follow up questions. | Chapter describes and is assertively engages in service and philanthropic endeavors. Chapter actively educates members on societal issues and understands how global events can impact them and vice versa evident through examples provided. Answered follow up questions thoroughly. |

##### Relationship Building

1. Please describe the relationships between your chapter, council and the overall fraternity & sorority community. What are the mutual benefits of these relationships?  How does the chapter continue to foster these relationships? Please provide examples.
2. Please describe the relationship your chapter and your Inter/National organization, your alumni/ae, the Office of Fraternity & Sorority Life and Florida Atlantic University. What are the mutual benefits of this relationship? How does the chapter continue to foster this relationship? Please provide examples.
3. In what ways does your chapter promote the development and cultivation of relationships among its members?

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| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| Did not present on this topic. Did not provide answers to follow up questions. | Chapter does not provide consistent resources & development for its members from the new member period to post graduation. The chapter does not understand the impact of developmental opportunities nor do they attempt to attain a healthy and responsible social identity. Did not provide answers to follow up questions. | Chapter does not provide consistent resources & development for its members from the new member period to post graduation. The chapter does not fully understand the impact of developmental opportunities. The chapter barely attempts to attain a healthy and responsible social identity. Struggled to answer follow up questions. | Chapter provides resources & development for its members from the new member period to post graduation. The chapter understands the impact of developmental opportunities. The chapter actively attempts to attain a healthy and responsible social identity. Provided answers to follow up questions but struggled. | Chapter provides thorough resources & development for its members from the new member period to post graduation. The chapter understands the impact of developmental opportunities. The chapter has a healthy and responsible social identity. Answered follow up questions. | Chapter clearly provides thorough resources & development for its members from the new member period to post graduation. The chapter understands the impact of developmental opportunities. The chapter has a healthy and responsible social identity. Answered follow up questions thoroughly. |

**Innovative Thought & Action**

1. How does your chapter empower members to challenge the process/ status quo?
2. In what ways have members of your chapter created programs or initiatives that have changed the dynamic of your chapter? Please provide examples.
3. In what ways has your chapter sustained innovative programs or initiatives that a member or members of your organization have instituted? Please provide examples.
4. What has your chapter done this year that you did not do last year? Why?
5. What is the process for generating innovative thought and action in your chapter?

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| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| Did not present on this topic. Did not provide answers to follow up questions. | Chapter does not provide consistent resources & development for its members from the new member period to post graduation. The chapter does not understand the impact of developmental opportunities nor do they attempt to attain a healthy and responsible social identity. Did not provide answers to follow up questions. | Chapter does not provide consistent resources & development for its members from the new member period to post graduation. The chapter does not fully understand the impact of developmental opportunities. The chapter barely attempts to attain a healthy and responsible social identity. Struggled to answer follow up questions. | Chapter provides resources & development for its members from the new member period to post graduation. The chapter understands the impact of developmental opportunities. The chapter actively attempts to attain a healthy and responsible social identity. Provided answers to follow up questions but struggled. | Chapter provides thorough resources & development for its members from the new member period to post graduation. The chapter understands the impact of developmental opportunities. The chapter has a healthy and responsible social identity. Answered follow up questions. | Chapter clearly provides thorough resources & development for its members from the new member period to post graduation. The chapter understands the impact of developmental opportunities. The chapter has a healthy and responsible social identity. Answered follow up questions thoroughly. |

**Tips Sheet**

1. Participating in the Standards of Excellence process is not the sole job of the Chapter President or any other singular chapter member. This process should be a combined effort by past/current exec, general chapter members, alumni/ae, etc.
2. Create a committee made up of eight people, one person to cover each of the sections to decide what content you should include.
3. Choose individuals who feel comfortable public speaking and are good representations of your chapter.
4. Have a meeting with your executive board to review the questions prior to completing the presentation and after to ensure you covered each area thoroughly.
5. Practice! The first time you perform your presentation should not be when you are being judged for it. Present it to the chapter, advisors and/or the executive board.
6. Be honest! We ask that you submit for every category and we realize you will be stronger in some categories over others and that is 100 % okay. Please explain how you can develop or improve in that area.
7. Make this a priority! Your chapter deserves to be recognized for all of the amazing things that you do.
8. This process is a unique opportunity to assess the current state of your chapter. If you don’t know where you currently stand its hard to determine the next best course of action.
9. Ask the Office of Fraternity & Sorority Life staff if you need clarification on any part of the packet.
10. The content should be submitted in a neat and organized manner.
11. Spell check, spell check, & spell check!
12. Test the presentation. You do not want to show up and not have things work. Plan ahead. Technology can sometimes be unpredictable so have a plan B just in case.
13. START EARLY! Don’t wait until the last minute! The quality of the packet will suffer and you will end up being extremely overwhelmed.
14. Make a chapter copy of supporting documents to use as a learning tool and to compare in future years.
15. Have fun with it! This should not be a painful process.

**Self-Evaluation**

Based on your completion and self-reflection of each category please rate your chapter on the 1-5 star scale. (Note: This question will not be counted as part of the review process).

**CHAPTER**

**Why We Exist Category**

Advisor Rating

Chapter Rating

**Organizational Purpose**

**Community Expectation & High Standards**

**Social & Personal Development**

**Intellectual Growth & Genuine Learning**

**Responsibility to Self & Others**

**Global Citizenship & Engagement**

**Relationship Building**

**Innovative Thought & Action**

**Acknowledgement Form**

This form is to ensure that advisors have reviewed the Standard of Excellence packet in full. By signing this document you agree that all the information contained within your designated chapter’s packet is credible, true and is only reporting events and activities that occurred or will occur between **February 1, 2012 and January 31, 2013.** All presentation needs must be requested upon submission. The Standards of Excellence supporting materials should not exceed 40 pages and any additional individual awards that your chapter has decided to submit**. The packet, supporting documentation and presentation information is due March 18, 2013 to Tania Paini via email** ([tpaini@fau.edu](mailto:tpaini@fau.edu)) **by 5pm.**

**ADVISOR NAME**

**ADVISOR ROLE**

**SIGNATURE**

**DATE**