Chapter Name	BELOW ACCREDITATION STANDARDS	APPROACHING ACCREDITATION	MINIMUM STANDARD FOR ACCREDITATION	BEST PRACTICES OF AN SLC
SLC Basics				
Faculty Fellow	Chapter does not have a faculty fellow OR provides no evidence of written role description.	Chapter has a faculty fellow, but does not demonstrate the faculty fellow's active involvement or impact on a consistent basis.	Chapter has at least one faculty fellow and may have a resident scholar AND provides clearly outlined responsibilities for the role AND demonstrates their consistent involvement with the chapter.	Chapter has one or more faculty fellows and may have a resident scholar. The application demonstrates that they make a significant impact with their support of the chapter, AND programming with them is reflected in the 12-month calendar.
GPA	Chapter has below a 3.0 GPA for 2 or more semesters (or 3 or more quarters) OR is missing more than 1 term in their GPA documentation.	Chapter has below a 3.0 GPA for 1 semester (or 2 quarters) OR is missing 1 term's GPA documentation.	Chapter has a term GPA greater than a 3.0 for all 4 previous semesters (or 6 quarters, if applicable) AND provides GPA documentation for all terms.	Chapter has a term GPA greater than a 3.0 for all four previous semesters (or 6 quarters) AND has submitted documentation that they are above the all-fraternity and/or all-campus average.
Substance-Free Learning Space	Chapter does not have a dedicated substance-free learning space OR there is evidence of the chapter's failure to adhere to substance-free facility policies.	Chapter has a space, but does not demonstrate substance-free adherence, does not adequately describe the physical location or demonstrate how the space benefits the overall learning community environment OR the space is not consistently used by the chapter.	Chapter has a dedicated learning space, and demonstrates that it is substance-free, and evidenced as such through the chapter's bylaws, AND an effective learning environment, as evidenced through a description of the space (location, attributes, technology, benefits, etc.)	Chapter has one or more dedicated learning spaces within the chapter facility or on campus that are regularly utilized for learning community programming, and provides compelling detail about the space to demonstrate how it is an active learning space for brothers. Evidence should include: location, technology, attributes, capacity, exclusivity, proof of substance-free adherence, and (when possible) renovations or adjustments made in the previous two years that support learning.
Finances		Chapter has a past due amount and has not set up a payment plan with SigEp's financial consultant	Chapter has paid all bills to SigEp Headquarters OR is on an active payment plan as approved by SigEp's financial consultant	
Chapter Data				
Incidents	Chapter has had two or more member safety incidents (insurance tier IV or higher) OR is under sanctions from the university or SigEp.	Chapter has had one member safety incident or is under sanctions from the university or SigEp, AND has provided an explanation of how the chapter has positively changed their behavior in light of the incident. The chapter has had no incidents in the past calendar year.	Chapter is on insurance tier II or I AND has had no incidents or sanctions from the university or SigEp in the previous two years.	
Balanced Man Program	Chapter does not demonstrate involvement or investment in the Balanced Man Program.	Chapter has adopted the Balanced Man Program, but struggles to demonstrate participation or impact via mySigEp tracking, OR is missing one or more fully developed challenges in mySigEp.	Chapter has demonstrated adoption of the Balanced Man Program and has four fully developed challenges deployed in mySigEp. There is a distribution of brothers across challenge levels that indicates movement and progression through the program.	Chapter has demonstrated active and engaged participation in the Balanced Man Program, has all four challenges fully developed and deployed, and is enforcing membership lapsing due to non-completion. mySigEp dashboard data indicates the chapter is actively logging and moving brothers through the program.
Balanced Man Scholarship	Chapter does not offer the Balanced Man Scholarship OR does not provide evidence that they convert applicants to brothers with their BMS program via mySigEp.	Chapter provides evidence via mySigEp that they offer the BMS, but there are few applicants. Evidence shows that conversion of applicants to brothers is rare, and that the BMS is not being used as an effective recruitment tool.	Chapter demonstrates that the BMS is a component of their overall recruitment plan, evidence shows that they receive an acceptable number of applications and they convert applicants to new members year-over-year.	Chapter demonstrates that they are using the BMS as the keystone of their year-round recruitment pipeline. Chapter provides evidence that they are receiving a competitive number of qualified applications and a majority of their new members recruited are BMS applicants.
Manpower, Recruitment, Retention (via mySigEp)	Either the chapter has not removed any members for indebtedness, behavior, or academic reasons or it has witnessed a reduction of more than 30% of its membership due to expulsions or voluntary resignations.	Chapter has demonstrated retention/recruitment issues as evidenced by the number of resignations and expulsions OR chapter is not replacing their graduating members, causing the chapter to stagnate or shrink in size.	Chapter is holding members accountable via expulsions, and number of resignations are minimal. Chapter is recruiting to replace their graduating members, and is maintaining a healthy size.	The chapter's attrition is mostly graduating seniors, and the chapter demonstrates steady growth. There are very few resignations, yet chapters are holding members accountable via expulsions for indebtedness, academics, and behaviors that do not align with the fraternity's values.

Chapter Name		BELOW ACCREDITATION STANDARDS	APPROACHING ACCREDITATION	MINIMUM STANDARD FOR ACCREDITATION	BEST PRACTICES OF AN SLC
Learning Community Expectations	**Academics**	Chapter does not provide adequate evidence of the chapter's academic programming or the academic culture of the chapter.	Chapter has an academic plan, but it is neither engaging nor impactful and does not demonstrate a learning-centered culture. Academic support for underachieving brothers is primarily provided through study hours.	Chapter provides evidence of an academic plan that utilizes the faculty fellow and campus resources to support brothers at different levels of achievement. Study hours are minimal or absent from the chapter's academic support plans.	Chapter demonstrates that they execute a robust, impactful academic plan that effectively utilizes the faculty fellow and on-campus resources to support and engage all members, and offers learning experiences that are engaging and learning-centered. The chapter provides evidence of individualized academic plans for brothers needing academic support to meet GPA expectations.
	Content Experts	Chapter does demonstrate collaboration with outside facilitators for programming; a majority of programming is led by older chapter members.	Chapter provides evidence of some content experts facilitating programming, but relies heavily on a limited number of volunteers to facilitate programs.	Chapter demonstrates that they engage with content experts regularly for programming AND provides evidence of 3 or more programs led by university faculty/staff, content experts, alumni, volunteers, and/or community leaders.	Chapter collaborates with content experts for almost all of their programming, and has reached out beyond the campus to include community leaders, AND demonstrates how they value content experts to support well-rounded learning, AND provides descriptions of 6 or more expert-led programs hosted by the chapter.
	Well-Being	Chapter SLC programming focuses solely on academic excellence, with no evidence of programming related to well-being.	Chapter provides evidence of some programming on well-being in 1 or 2 of the identified well-being areas, but the program is academically-focused OR not facilitated by content experts.	Chapter provides evidence of programming in 3 or more of the identified well-being areas that is facilitated by content experts, OR has themed semesters deep-diving into 3 or more of these areas.	Chapter provides evidence of robust, content expert-led programming for all 6 well-being content areas within the past two years AND demonstrates a chapter culture that values reflection and mental and emotional wellness.
	Specific Example	Chapter does not provide any specific examples of engaging and impactful learning community programs or events.	Chapter provides a specific example of a learning community event, but provides no evidence that it was engaging and impactful to the chapter.	Chapter provides a specific example of an engaging and impactful learning community event and demonstrates how and why the event was engaging and impactful to the chapter.	Chapter provides more than one detailed, specific example of learning community events and compellingly demonstrates why and how the events are engaging and impactful to the chapter.
Supplemental Materials	**Bylaws**	Chapter provides no evidence of bylaws.	Chapter submits bylaws that are not adequately differentiated from Grand Chapter bylaws or representative of the local chapter, OR are not aligned with SigEp policies, OR are missing key components.	Chapter has submitted bylaws that are specific to the local chapter, aligned with SigEp's Grand Chapter Bylaws, and follow the local bylaws template. The chapter's local bylaws includes references to a VP of SigEp Learning Community and substance-free facilities.	
	Membership Agreement	Chapter provides no evidence of a membership agreement.	Chapter submits a membership agreement that is missing key components OR lacks evidence of regular use.	Chapter submits a detailed membership agreement that outlines all key components of membership AND provides evidence that it is used consistently.	
	Programming Calendar	Chapter provides no evidence of a calendar of valuable programming OR did not use the appropriate template.	Chapter submits a calendar of SLC and BMP programming for 8-12 months on the appropriate template, but some events mentioned in their SLC application are not documented on the calendar.	Chapter submits a calendar of SLC and BMP programming for the past 12 months on the approved template AND all events and programs in their SLC application are documented on the calendar.	Chapter submits a calendar of SLC and BMP programming for the past 24 months on the approved template AND all events and programs in their SLC application are documented on the calendar.
	Letters of Rec	Chapter provides no letters of recommendation.	Chapter has 2 or more letters of recommendation, but the letters of recommendation are either not in alignment with the evidence in the chapter's SLC application OR the letters of recommendation are not compelling.	Chapter has three letters of recommendation, one of which must be written by a university representative. Letters of recommendation are in alignment with the evidence in the chapter's SLC application AND the letters are generally persuasive.	Chapter submitted three or more letters of recommendation, all of which compellingly demonstrate the chapter's achievement and learning-centered culture, and are in alignment with the evidence in the chapter's SLC application.