[Chapter] Chapter

Candidate Development Action Plan

This Action Plan was Updated:

By: [Officer Name] [Officer Title]

The Candidate Development Plan

The Candidate Development Action Plan is an essential tool for outlining the chapter's strategy for success in new member education and orientation to the Fraternity. The Fraternity believes, *"through a variety of learning and mentoring experiences, candidates are prepared to be initiated members of the Fraternity with a commitment to the values and purpose of Sigma Nu."*

The foundation of this plan is grounded in the idea that Sigma Nu chapters should provide experiences and education that directly impacts the development of its new members. This plan is designed to help the chapter think strategically about the operational necessities of promoting candidate development as well as consider the important components of how the chapter can prepare the next generation of chapter leaders.

Resources and Support

This Candidate Development Plan was completed under the guidance of the following chapter resources:

- Marshal's Officer Manual
- LEAD Chairman's Officer Manual
- Chaplain's Officer Manual
- Pursuit of Excellence Guidelines for Candidate Development
- Strategic Planning and Officer Action Plan Overview
- Building a Big Brother Program
- Candidate Education Program Components
- Building a Successful Candidate Retreat
- Team Building Guide
- Steps for Implementing LEAD Phase I
- The Law of Sigma Nu Fraternity, Inc.
- *Risk Reduction Policy*

Envisioned Future

[Based on the above information, what are some areas where the chapter would like to see improvement? How will improving in these areas benefit the chapter? What is the chapter's short-term vision for this area?]

The Candidate Education Committee

THE MARSHAL

The role and expectations of the Marshal.

[Based on the chapter's bylaws and expectations for the position, what are the role and expectations of the Marshal? What are the unique expectations for this officer?]

THE CANDIDATE EDUCATION COMMITTEE ROSTER

Committee Member Name	Position
	Marshal

Advisor Name	Advisor Position	Phone	Email
	Committee Advisor		

CANDIDATE EDUCATION COMMITTEE ROLE

The role and expectations of the Candidate Education Committee.

[What is the Committee's responsibility to the chapter? How can the committee be effective in executing on the expectations it has been tasked with? What do the bylaws outline as their role, expectations, and authority?]

CANDIDATE EDUCATION COMMITTEE GOALS

Committee goals use the S.M.A.R.T. format – Specific, Measurable, Agreed-Upon, Realistic, and Timely.

[Insert five to ten goals here. Some examples include: Big Brothers will be paired with each candidate by September 15, The Marshal will host a one-on-one with each candidate by March 1, etc.]

CANDIDATE EDUCATION COMMITTEE MEETING SCHEDULE

[Insert chapter information here. Schedule a regular day, time, and location for committee meetings.]

CANDIDATE EDUCATION COMMITTEE EXPECTATIONS

[Set expectations for the committee, for both individual members and the committee collectively. Examples include: Hold meetings weekly, be at every meeting, complete all individual duties, check in weekly on assigned candidates, track the payment of candidate dues and fees, plan the candidate retreat, recruit facilitators for LEAD Phase I, bring a pen and appropriate materials to meetings, keep a calendar, etc.]

CANDIDATE EDUCATION COMMITTEE STANDARD AGENDA

The standard agenda for future committee meetings will be as follows:

[Use this box to create a standard agenda for committee meetings. Below is a sample that can be changed as needed.
Opening
Roll call
Old Business
    Review of Notes/Minutes from Last Committee Meeting
New Business
    Upcoming Chapter Events/Functions
    Upcoming LEAD Sessions
Review of the Pursuit of Excellence Criteria
    Current Progress Toward Excellence Criteria
    Review of Calendar
Committee Member Reports
    Current progress of individual tasks assigned to committee members
    Review of tasks
Prepare Report for Chapter Meeting
    Review action items for all committee members
Closing]

CANDIDATE EDUCATION COMMITTEE BUDGET

[List the specific breakdown of the chapter's candidate education committee budget for the current and upcoming term. If possible, you are encouraged to copy and paste your budget here. The budget should outline expected expenditures from the candidate education program (e.g. food, thank you card for LEAD guest facilitators, costs for candidate class retreat, etc.)]

Developing a Candidate Education Program

The Candidate Education Program will last _____ weeks. This includes weeks where candidates will have meetings / educational sessions and be subject to candidate-specific expectations or requirements. It does not include any weeks that candidates are not on campus (e.g., fall/spring break, holidays).

MAJOR MILESTONES

Major milestones that outline the candidate program.

[Insert five to ten goals here. Some examples include: Chapter will create a calendar for LEAD implementation by October 1; The chapter will add at least 10 new names to the chapter's guest facilitator list; The chapter will co-sponsor an educational program with another organization by March 15; etc.]

CHAPTER INTEGRATION

Strategy for integrating candidates into the chapter.

[In this section the chapter should articulate how it will integrate the new members into the general activities of the chapter. Will they attend business meetings, participate in intramurals, join chapter committees, attend brotherhood events? Any expectations for planning their own brotherhood/social events? How will candidate class officers work with officers of the chapter-at large?]

CANDIDATE CLASS ELECTIONS PROCESS

[Describe the chapter's candidate class elections process. Will elected candidate officers have any role on relevant chapter committees? Will they have the opportunity to shadow chapter officers? What roles will be made available to the candidates? How do these positions align with the chapter's expectations of the candidates?]

TRADITIONS AND SIGNATURE COMPONENTS

Greater depth on the Chapter's traditions and signature components of the candidate program.

[Describe any signature components or traditions that are a featured portion of the chapter's candidate education program. Are candidate members expected to complete a project, do alumni host an annual meet and greet event to get to know the chapter's newest members, etc.? How are these types of events worked into the chapter's program?]

PROGRAM TRANSPARENCY

Plans for communicating program details and expectations to candidates and relevant stakeholders.

[Describe how the chapter will educate candidates and other relevant stakeholders on the chapter's plans for candidate education. Will the chapter create a candidate manual – when and how is this shared and reviewed with candidates? Is an outline of expectations, requirements, financial commitments, and schedule shared during recruitment? Has the chapter reviewed the chapter's program with the campus fraternity/sorority advisor or chapter advisor? How has the chapter communicated the programs expectations and details to the candidates' parents?]

FEEDBACK AND EVALUATION

Plans for soliciting feedback and making continuous improvements to the candidate education program.

[Describe how the chapter will develop a system for collecting feedback, evaluating, and improving the program for the future. Will the chapter survey recent initiates to collect their thoughts and ideas on what could be improved? How will the chapter evaluate program efficacy to know its achieved the intended outcomes of the program?]

Candidate Education

ACADEMIC ELIGIBILITY

To receive a bid to join the chapter, a Candidate must have achieved a High School GPA of _____ or a college GPA of_____. To be initiated, a Candidate must achieve a GPA of _____.

ACADEMIC SUPPORT

[Describe how the chapter will support the academic efforts of its candidates. While academic performance is an individual's responsibility, the chapter is responsible for creating an environment that supports and empowers its members to perform well in the classroom. The chapter should list how it provides support through initiatives like meetings with the scholarship committee or faculty advisor, tours of the campus to familiarize members with academic resources, class attendance expectations, time management training, encouraging the use of tutors and academic counseling, etc. Additionally, the chapter should also outline what steps will be taken to support candidates who fail to meet the chapter's GPA requirements.]

GENERAL EDUCATIONAL OUTCOMES FOR THE CANDIDATE PROGRAM

[List the things you feel new members should learn, gain, and experience as part of their candidate program. What should they know, be able to do, and have gained experience in by the time they become Knights? Focus on things chapters can reasonably offer, influence, or control. For each outcome, identify one or more ways the chapter will achieve this through its formal candidate program (i.e, connect each outcome to a candidate expectation, LEAD session, event on the schedule, etc.]

EDUCATIONAL RESOURCES PROVIDED BY THE CAMPUS

[In the chapter's own words, create a list and/or description of the programs, services, and resources offered by the campus that could assist the chapter with the education of its new members. The chapter should include programs offered by the IFC or Fraternity/Sorority Life Office, as well as any programs and resources offered by dedicated offices on campus. For example, the IFC may host a guest speaker for all community new members early in the term, the academic success center may offer to come to a chapter meeting to review the resources they offer and teach general study skills, etc.]

LEADERSHIP DEVELOPMENT PROGRAMS

[Create a list and describe the leadership development programs offered by the campus that could assist the chapter with the development and training of the chapter's new members. The chapter should include programs offered by the IFC or Fraternity/Sorority Life Office such as an emerging leaders academy, etc. The chapter should also include information on accessing national leadership development programs such as LeaderShape, AFLV, and the Undergraduate Inter-Fraternity Institute (UIFI) or IMPACT which are offered by the National Interfraternity Conference (NIC) *As a side note, the chapter should speak with its campus Fraternity/Sorority Advisor if interested in learning more about any of the national programs mentioned above. Many campuses fund scholarships for members interested in attending.]

TIGHTROPE

Chapter plans for ensuring candidate completion of Tightrope.

[Document the chapter's strategy for ensuring each candidate completes Tightrope. It is recommended that Tightrope completion be incorporated into the chapter's candidate education program as an initiation expectation (i.e., completion prior to initiation). The chapter should document any policies or bylaws in place to hold members accountable to completing this program.]

RISK MANAGEMENT AND POLICY EDUCATION

[Outline the Chapter's process and philosophy behind making sure its candidates are educated on the Fraternity's risk management practices and how the chapter contributes to the health and wellness of its members. The chapter should include when and how it reviews the Fraternity's Risk Reduction Policy and applicable policies of the IFC and college/university with the candidates. It should also include information on the different educational programs the chapter hosts each year (that candidates participate in) on topics such as health and wellness, safety, sexual assault prevention, drug abuse, diversity, and mental health.]

BIG BROTHER PROGRAM

[Describe the chapter's plans for implementing a Big Brother program. The chapter should include information about the role Big Brothers play in the candidate program, eligibility requirements to serve in this role, how Big Brothers are selected and paired with a candidate, and what expectations the chapter has for the Big Brothers in their support of the candidates throughout the candidate education process.]

CANDIDATE CLASS SERVICE OPPORTUNITIES

[A criterion for the Candidate Development section of the Pursuit of Excellence Program states, "Candidates should complete a community service activity as a part of the Candidate Education Program (OR candidates individually complete two or more hours of service - in-person or virtual volunteerism). The service experience should include follow-up discussion to help candidates understand the importance of these activities to the community and the Fraternity." Describe the chapter's plans for meeting this criterion. Include any plans for Candidate Class service projects and how the chapter will engage the new members in thoughtful reflection.]

CANDIDATE CLASS RETREAT(S)

[Describe the chapter's plans for its Candidate Class retreat(s) Be sure to describe the educational impact of the retreat such as any LEAD sessions or team building that will be conducted at the retreat. Include necessary logistics like schedule, supplies, and activity plans. Keep in mind that model retreat activities and models can be found in LEAD Phase I.]

LEAD Implementation

This section is dedicated to the chapter's schedule and calendar for LEAD Phase I facilitation. The spaces and boxes outlined document the chapter's completed and/or planned facilitation for each session from Phase I of the LEAD Program. Boxes left blank indicate the chapter has not made plans to implement that session during the current academic year. The chapter's plan for educational workshops outside of LEAD are included at the end of this section.

PHASE I: THE WAY OF HONOR

Officer responsible for oversight of this phase: **[Name, Officer Position Title]**

Session calendar for Phase I of the LEAD Program.

Session 1: Fraternity	**Facilitator(s):** [Name, Role]
Date(s) Facilitated:	

Session 2: History	**Facilitator(s):** [Name, Role]
Date(s) Facilitated:	

Session 3: Leadership & Working in Groups	**Facilitator(s):** [Name, Role]
Date(s) Facilitated:	

Session 4: International Organization & Chapter Operations	**Facilitator(s):** [Name, Role]
Date(s) Facilitated:	

Session 5: Risk Reduction	**Facilitator(s):** [Name, Role]
Date(s) Facilitated:	

Session 6: Values and Ethics	**Facilitator(s):** [Name, Role]
Date(s) Facilitated:	

Session 7: Alcohol Misuse Prevention	**Facilitator(s):** [Name, Role]
Date(s) Facilitated:	

Session 8: Leadership: The Basics	**Facilitator(s):** [Name, Role]
Date(s) Facilitated:	

Session 9: Project Management	Facilitator(s): [Name, Role]
Date(s) Facilitated:	

Session 10: Ritual	Facilitator(s): [Name, Role]
Date(s) Facilitated:	

OPTIONAL PHASE I SESSIONS

Session 11: Community Service	Facilitator(s): [Name, Role]
Date(s) Facilitated:	

Session 12: Time Management	Facilitator(s): [Name, Role]
Date(s) Facilitated:	

ADDITIONAL EDUCATION ORGANIZED BY THE CHAPTER

[Describe the chapter's plans for additional educational content hosted by the chapter. This would exist outside of the set LEAD curriculum but is still beneficial for the candidates. Examples of programs a chapter might explore are, Sigma Nu Talks (see bottom of All Chapter LEAD web page for more info), topics on men's health, nutrition, financial literacy, CPR training and certification, TED talk discussions, etc.]

RECRUITING GUEST FACILITATORS

Master Facilitator List

[Describe the chapter's plans for recruiting and maintaining relationships with guest facilitators. The section should include strategies for how the chapter will solicit names, maintain an internal list for requesting guest facilitators to lead a session, and maintain relationships with facilitators after they complete the session for the chapter (e.g. providing thank you notes or small gifts for their service). Keep in mind that any non-member can be a guest facilitator. Also that using multiple guest facilitators for Phase I is an Excellence criterion for PEP.]

Setting Expectations

CHAPTER EXPECTATIONS OF CANDIDATES

Expectations for candidates to be initiated.

[Provide an overview of the chapter's expectations of its candidates and the criteria that must be met for initiation. Also indicate any relevant process for disciplining candidates – will they be sent to the Honor Board the same as Brothers or does a separate process or system exist? This should be copied from the bylaws. If not present in the chapter's bylaws, it should be approved by the chapter and added to the bylaws for future reference.]

CANDIDATE EXPECTATIONS OF THE CHAPTER

Expectations Candidates should have of Brothers and the chapter in how they will be supported and treated with dignity and respect.

[Provide an overview of the behavior and support the candidates can expect from brothers and the chapter – what is, and is not, acceptable. Outline the talking points and timeline for explaining the anti-hazing policy and reporting process candidates can use if concerns arise – either reporting within the chapter or by calling the anti-hazing hotline, 1-888-NOT-HAZE. If possible, the chapter should also reserve time during an early candidate class meeting to ask the candidates about their expectations of the chapter. The chapter can record those notes here.]

Anti-Hazing Education

SIGMA NU FRATERNITY'S HAZING DEFINITION

Hazing as defined by the General Fraternity in the Risk Reduction Policy:

II. Hazing

The chapter does not conduct hazing. Hazing is defined by Sigma Nu Fraternity as:

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

The willingness of any individual to participate in any hazing activity does not excuse any hazing violation.

CAMPUS DEFINITION OF HAZING

Hazing as defined by the College/University:

[Use this section to record the hazing definition and/or policy of the college/university.]

HAZING PREVENTION

Chapter's efforts to educate its members and uphold Sigma Nu's anti-hazing principles.

[Outline the actions taken by the chapter to articulate Sigma Nu's anti-hazing heritage and stance to all initiates and candidates. Include what education is provided to both members and new members about how hazing will not be tolerated and what support the new members have to report hazing if it is experienced. Outline the talking points and timeline for explaining the anti-hazing policy and reporting process candidates can use if concerns arise – either reporting within the chapter or by calling the anti-hazing hotline, 1-888-NOT-HAZE. Additionally, describe the chapter's plans for participating in National Hazing Prevention Week in September of each year.]

REPORTING HAZING

Measures to address member violation of the Fraternity's anti-hazing policy; expectation of candidate reporting of mistreatment to appropriate officers / advisors.

[Describe measures the chapter has in place to appropriately address any member violation of the Fraternity's anti-hazing policy, including expectation of candidate reporting of mistreatment to appropriate chapter officers/advisors.]

The Ritual

ALUMNI PARTICIPATION IN CANDIDATE AND INITIATION RITUAL CEREMONIES

[The Chapter should invite alumni to attend Candidate and Initiation Ceremonies. Describe the chapter's plan for doing so.]

RITUAL EDUCATION FOR CANDIDATES

[Outline the steps and strategies the chapter sets to educate new candidates on the Candidate Induction ritual ceremony (both in preparation and following the ceremony to explain what to expect, how to participate, and to process the experience and commitments made during the ceremony). Does the chapter create space for reflection? How does the chapter demonstrate reverence for the performance of these ceremonies?]

Putting It All Together

CANDIDATE PROGRAM SCHEDULE OF ACTIVITIES

[Use information from throughout this action plan to lay out the schedule of candidate program activities for the terms. If exact dates or days of the week are not known, indicate the week of the program (e.g., Week 1) each major milestone activity will occur, when specific LEAD / eduational sessions will take place, and the due date for any required activities or assignments.]