



Council for the Advancement of Standards in Higher Education

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We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. *This statement may not be duplicated for other purposes without permission from CAS.*

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the *CAS Professional Standards for Higher Education* book. You are particularly encouraged to examine the learning and developmental outcomes (see www.cas.edu and in the standards book) in the design and assessment of your programs.

This standard has a Self Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

CAS STANDARDS AND GUIDELINES

Each CAS standard contains 12 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “**must**” and “**shall**” and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 43 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER

The standards and guidelines published in “The Book of Professional Standards for Higher Education” by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the “CAS Self-Assessment Guides” (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

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The Role of Alcohol and Other Drug Programs

CAS Standards Contextual Statement

Historically, abuse of alcohol and other drugs has been a major concern for institutions of higher education. Colleges and universities have employed a variety of approaches over the years to address alcohol and other drug (AOD) abuse and associated problems. Since the mid-twentieth century, significant research has documented the prevalence of alcohol and other drug abuse on America's college campuses, as well as college and university campuses around the world. "Of all health issues facing young adults today, alcohol consumption is the only issue where the college creates greater risk than for age matched peers not enrolled in higher education" (Substance Abuse and Mental Health Services Administration – SAMHSA, 2012). Additionally, new research has identified effective strategies to reduce illegal and high-risk AOD use and abuse on college campuses.

The 2002 landmark report, "A Call to Action: Changing the Culture of Drinking at U.S. Colleges," outlined for the first time recommendations for effective alcohol prevention in the college population. This included the call for an overarching comprehensive program framework and the delineation of four tiers of effectiveness. Utilizing the four tiers of effectiveness, campuses can identify, evaluate, and select prevention strategies most relevant to college student drinking and most strongly supported by empirical evidence. Elements of many of these approaches have been highlighted and deconstructed in "Experiences in Effective Prevention: The U.S. Department of Education's Alcohol and Other Drug Prevention Models on College Campuses Grants" published in 2007 by the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention.

One significant strategy for effective AOD abuse prevention on college campuses is to move beyond the approach where a single staff member or single office is solely charged with addressing AOD issues and implement an approach that includes all relevant stakeholders across campus. Some stakeholders may seem obvious such as AOD prevention services or specialists, health and wellness offices/staff, counseling and health services, student conduct offices, campus police, security and safety, residential living, fraternity and sorority life, athletics, and of course students. Other stakeholders who are equally important but may be less obvious include faculty, staff, alumni, parents/guardians, and families. Offices such as admissions or enrollment management, institutional advancement, institutional research, and administrators at all levels, including the president of the institution, must be included.

Strong leadership, no matter where located in the institution, is also a key element of success. The Presidents Leadership Group, founded in 1997 by the Center for College Health and Safety, urged higher education presidents to make prevention both a personal and institutional priority. Institutions that show such leadership are more likely to have success in reducing illegal and high risk AOD use than institutions that do not have the president out front and center. The comprehensive approach begs for a university wide work-group, coalition, or task force, and the best way to make this happen is to have the call for change and actions come from the president or chancellor of an institution.

With strong institutional leadership comes a greater likelihood of connecting with community partners, another element of a strong comprehensive approach. Shared responsibility extends to institutional friends and neighbors such as local community or civic associations, AOD service

providers, bars and restaurants, elected officials, state liquor control boards, and city, county, and state agencies tasked with prevention. Such agencies may be part of the NASADAD National Prevention Network or the Community Anti-Drug Coalitions of America (CADCA). Also included are stakeholders at the federal level such as the Substance Abuse and Mental Health Services Administration, the National Institute on Alcohol Abuse and Alcoholism, the U.S. Department of Education, and the White House Office of National Drug Control Policy that are demonstrating a greater commitment to addressing AOD issues in, and partnering with, higher education. This is most recently and prominently evidenced in a joint letter from Director Gil Kerlikowske of the White House Office of National Drug Control Policy and Secretary of Education Arne Duncan, dated September 23, 2011, to leaders in higher education inviting them to join with other Federal agency partners to work collaboratively to prevent illegal drug use and high-risk drinking in our Nation's college and university communities (www.whitehouse.gov/blog/2011/09/23/).

One area of the field that continues to receive a great deal of attention is assessment, whether that be in the assessment of student behavior that grew in the 1990s or the assessment of the effectiveness of AOD education, prevention, and intervention programs that have grown in the last decade. Programming now being offered and assessed on many campuses includes motivational interviewing, policies restricting access, individual counseling, support groups, recovery houses, social norms marketing, campus-community task forces, peer education, brief interventions, curriculum infusion, educational sanctions, policy promotion, medical amnesty policies, web-based educational programs, and the list goes on. Not every program is right for each campus, but through intentional programming and thorough assessment, ineffective programs can be discarded, effective ones retained, and new programs added. The CAS standards offer guidance for AOD program development and evaluation, necessary components in the pursuit of effective practice.

There will always be new issues, substances, and strategies to consider when looking at reducing illegal and high risk alcohol and other drug use. Strong leadership, shared responsibility, and program assessment are key elements of the CAS standards for Alcohol and Other Drug Programs. Use of these standards for self-assessment offers a useful approach to addressing current and future AOD issues in higher education.

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ALCOHOL and OTHER DRUG PROGRAMS

CAS Standards and Guidelines

For the purpose of this document, the term "alcohol and other drug use or abuse" includes the illegal and high risk use of alcohol, tobacco, prescription and over-the-counter medications, and other drugs."

Part 1. MISSION

The mission of Alcohol and Other Drug Programs (AODP) is to promote a safe, healthy, and learning-conducive environment and healthy choices concerning the use of alcohol and other drugs.

In addition, AODP must

- **acknowledge and mitigate the inherent risks to individuals, the institution, and the surrounding community associated with alcohol and other drug use or abuse**
- **emphasize the elimination of illegal and high-risk use of alcohol and other drugs and related violence**
- **develop, disseminate, and support the enforcement of campus regulations that are consistent with institutional policies, as well as relevant local, state/provincial, and federal laws**
- **identify and implement AODP policies and practices for prevention, education, training, intervention, evaluation, referral, and treatment**
- **develop shared ownership of the issue by involving key entities of the institution and community that may include, but are not limited to, governing boards, administrators, faculty and staff members, students, parents/family members, and community leaders for the purpose of taking action**
- **protect the legal rights of students**

AODP must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.

Part 2. PROGRAM

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.

Alcohol and Other Drug Programs (AODP) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

Consistent with the institutional mission, AODP must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions:

Domain: knowledge acquisition, integration, construction, and application

- **Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life**

Domain: cognitive complexity

- **Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity**

Domain: intrapersonal development

- **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**

Domain: interpersonal competence

- **Dimensions: meaningful relationships; interdependence; collaboration; and effective leadership**

Domain: humanitarianism and civic engagement

- **Dimensions: understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility**

Domain: practical competence

- **Dimensions: pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life**

[LD Outcomes: See The Council for the Advancement of Standards Learning and Developmental Outcomes statement for examples of outcomes related to these domains and dimensions.]

AODP must

- **assess relevant and desirable student learning and development**
- **provide evidence of impact on outcomes**
- **articulate contribution or support of student learning and development in the domains not specifically assessed**
- **articulate contribution to or support of student persistence and success**

- **use evidence gathered through this process to create strategies for improvement of programs and services**

AODP must be

- **intentionally designed**
- **guided by theories and knowledge of learning and development**
- **integrated into the life of the institution**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, diverse and special populations, and relevant constituencies**
- **delivered using multiple formats, strategies and contexts**

Where institutions provide distance education, AODP must assist distance learners to achieve their educational goals by providing access to information about programs and services, to staff members who can address questions and concerns, and to counseling, advising, or other forms of assistance.

AODP must involve a wide representation of constituent groups from the institution and the community in the development and implementation of programs and services to reduce alcohol and other drug use and abuse.

Constituent groups should include students, faculty members, senior administration, staff members, parents or family members, and community leaders.

In development of programs and services, AODP must take into account

- **evidence based strategies**
- **assessment, counseling, and referral**
- **community collaboration**
- **environmental management strategies**
- **institutional policies**
- **student leadership and involvement**
- **stakeholder training and education**
- **biennial or other review as required by law**

AODP must develop and make available education/training on policies, laws, prevention, risks, and responsibilities associated with alcohol and other drug use and abuse, healthy living, intervention, and treatment resources.

AODP education and training programs should take into account the specific cultural, economic, psychosocial, and geographical factors of the students as well as the institution's rituals and traditions that often represent times of increased alcohol and other drug use and abuse.

AODP education and training should be focused on local high-risk groups as identified through campus assessments.

AODP should review all education, prevention, treatment, and support programs annually to enhance the effort of the biennial review.

AODP must develop techniques and protocols for identifying and referring students with problems to appropriate campus and off-campus entities. These entities include but are not limited to AODP Centers/Offices, Counseling Centers, Student Health Centers, Wellness Centers/Offices, Health Promotion Offices, Community Treatment Centers, and Outpatient Services.

AODP must develop, provide, and advocate strategies that model practical applications of prevention theories and research results and that are evidence based or evidence informed such as environmental approaches, risk reduction approaches, brief interventions, and student support programs.

In order to develop a fully comprehensive approach, AODP should consider the following supplemental strategies: curricular infusion projects, substance-free housing options, late-night programming, web-based educational programs, social marketing, social norms approaches, students in recovery programs, on-campus task forces, and campus and community coalitions.

AODP must use public health prevention strategies that are evidenced-based and have demonstrated effectiveness in reducing heavy and high-risk drinking and other drug use in college populations.

Programs should consider strategies that have demonstrated effectiveness at the community level and may be appropriate for the college populations.

AODP should advocate for incorporating alcohol and other drug information within relevant courses and expanding campus library holdings.

AODP must provide access to support services for students who use or abuse alcohol and other drugs who self-refer as well as those who are mandated through the campus conduct (judicial) process.

The support services should include confidential individual assessment for students to explore and evaluate their attitudes, perceptions, and behaviors; explore and evaluate the consequences, risk factors, and relationship to alcohol or other drugs; and make decisions based on the student's individual situation.

Support services should include a coordinated system for intervention and referral services for all students. Support services should include campus and community entities that offer effective treatment, education, and support to students, family members, and friends. Such services may include structured education and counseling sessions for individuals and groups, community service work, and disability support services.

Support services should address the needs of students in recovery by offering self-help groups such as Alcoholics Anonymous, Narcotics Anonymous, Al-Anon, and Adult Children of Alcoholics; support groups; recovery living/housing; and detoxification and in-patient therapy.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve student and program outcomes, Alcohol and Other Drug Programs (AODP) must be structured purposefully and organized effectively. Programs and services must have

- **clearly stated goals**
- **current and accessible policies and procedures**
- **written performance expectations for employees**
- **functional work flow graphics or organizational charts demonstrating clear channels of authority**

Leaders with organizational authority for the programs and services must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:

Strategic Planning

- **articulate a vision and mission that drive short- and long-term planning**
- **set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes**
- **facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans**
- **promote environments that provide meaningful opportunities for student learning, development, and engagement**
- **develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities**
- **intentionally include diverse perspectives to inform decision making**

Supervising

- **manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward**
- **influence others to contribute to the effectiveness and success of the unit**
- **empower professional, support, and student staff to accept leadership opportunities**
- **offer appropriate feedback to colleagues and students on skills needed to become more effective leaders**
- **encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession**

Managing

- **identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement**
- **plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources**
- **use current and valid evidence to inform decisions**
- **incorporate sustainability practices in the management and design of programs, services, and facilities**
- **understand appropriate technologies and integrate them into programs and services**

- **be knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training**
- **assess potential risks and take action to mitigate them**

Advancing the Organization

- **communicate effectively in writing, speaking, and electronic venues**
- **advocate for programs and services**
- **advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels**
- **initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area**
- **facilitate processes to reach consensus where wide support is needed**
- **inform other areas within the institution about issues affecting practice**

Maintaining Integrity

- **model ethical behavior and institutional citizenship**
- **share data used to inform key decisions in transparent and accessible ways**
- **monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible**

AODP leaders must identify and communicate to senior administrators about the effect of drinking/drug use on institutional priorities such as enrollment, retention, academic performance, and cost management. In addition, AODP leaders must provide institutional and community leaders with information on AODP issues and prevention strategies to ensure coordinated support across the institution and within the larger community.

AODP leaders must encourage senior administrators to communicate a clear, strong message regarding expectations of student behavior related to the use of alcohol and other drugs.

The AODP director, coordinator, or campus designee must be positioned within the institution's organizational structure in order to promote cooperative interaction with appropriate campus and community entities and to develop the support and engagement of high-level administrators.

Engagement with and access to senior leadership is critical to the success of an institution's prevention efforts.

The scope and structure of AODP should be defined by the size, nature, complexity, and stance of the institution.

AODP should maintain an advisory board of knowledgeable members of the campus and surrounding community for advice and support on policies and programs.

AODP must lead in the development of policies to

- promote an educational, social, and living environment which aims to reduce alcohol and other drug use and abuse
- maintain consistency and compliance with laws and regulations
- define geographic jurisdictions to which policies pertain
- define individual and group behaviors and group activities that are prohibited both on campus property and at off-campus events controlled by the institution
- specify consequences for using or possessing, distributing, or manufacturing different amounts and/or classes of alcohol and other drugs
- establish protocols and procedures for the involvement of campus and community law enforcement, campus conduct offices, and other campus entities when a student has been found to be in violation of the institution's alcohol or drug policies and or laws
- establish protocols and procedures for referring individuals with alcohol or other drug use and abuse problems to appropriate sources for assistance
- define campus procedures on the availability and marketing of alcoholic beverages on campus controlled property or at events
- define appropriate procedures for any permitted use of alcohol or drugs

Part 4. HUMAN RESOURCES

Alcohol and Other Drug Programs (AODP) must be staffed adequately by individuals qualified to accomplish mission and goals.

Within institutional guidelines, AODP must

- establish procedures for staff recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- assess the performance of employees individually and as a team
- provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

AODP must maintain position descriptions for all staff members.

To create a diverse staff, AODP must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions.

AODP must develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.

To further the recruitment and retention of staff, AODP must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.

AODP professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

AODP staff should be managed by staff members who have a graduate or professional degree from an accredited institution in fields of study such as health education, student affairs, public health, psychology, social work, counseling, education, and other appropriate health-related areas.

AODP staff should also have training and experience in prevention, intervention, assessment, treatment issues, and strategies as well as experience with, and an understanding of, the developmental needs of college students.

AODP professional staff members must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

AODP must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision. Supervisors must be cognizant of the roles of interns and graduate assistants as both student and employee and closely adhere to all parameters of their job descriptions, work hours, and schedules. Supervisors and the interns or graduate assistants must agree to compensatory time or other appropriate compensation if circumstances necessitate additional hours,

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

All AODP staff members, including student employees and volunteers, must receive specific training on institutional policies pertaining to functions or activities they support and to privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information.

All AODP staff members must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

AODP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty

and staff members, and others and must incorporate a system for responding and reporting.

AODP must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

AOPD should provide training for professional and support staff, pre-professionals, and paraprofessionals in other campus units on alcohol and other drug problem recognition and referral procedures.

Part 5. ETHICS

Alcohol and Other Drug Programs (AODP) must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.

AODP must publish and adhere to statements of ethical practice and ensure their periodic review by relevant constituencies.

AODP must orient new staff members to relevant ethical standards and statements of ethical practice and related institutional policies.

Statements of ethical standards must specify that staff members respect privacy and maintain confidentiality in all communications and records to the extent that such communications and records are protected under relevant privacy laws.

Statements of ethical standards must specify limits on disclosure of information contained in students' educational records as well as requirements to disclose to appropriate authorities.

Statements of ethical standards must address personal and economic conflicts of interest, or appearance thereof, by staff members in the performance of their work.

Statements of ethical standards must reflect the responsibility of staff members to be fair, objective, and impartial in their interactions with others.

Statements of ethical standards must reference management of institutional funds.

Statements of ethical standards must reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities.

Statements of ethical standards must include the expectation that AODP staff members confront and hold accountable other staff members who exhibit unethical behavior.

Statements of ethical standards must address issues surrounding scholarly integrity.

As appropriate, AODP staff members must inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.

AODP staff members must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

AODP staff members must perform their duties within the limits of their position, training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Promotional and descriptive information must be accurate and free of deception.

AODP must adhere to institutional policies regarding ethical and legal use of software and technology.

Part 6. LAW, POLICY, AND GOVERNANCE

Alcohol and Other Drug Programs (AODP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

AODP must inform staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

AODP must have written policies on all relevant operations, transactions, or tasks that have legal implications.

AODP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

AODP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. Staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if the institution does not provide coverage.

The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

AODP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures

must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

AODP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

AODP must obtain permission to use copyrighted materials and instruments. AODP must purchase the materials and instruments from legally compliant sources or seek alternative permission from the publisher or owner. References to copyrighted materials and instruments must include appropriate citations.

AODP staff members must be knowledgeable about internal and external governance systems that affect programs and services.

If AODP uses parental notification as an element of the program, it must seek advice from institution's legal counsel on privacy and disclosure of student information.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's unique mission and in accordance with institutional policies and all applicable codes and laws, Alcohol and Other Drug (AODP) must create and maintain educational and work environments that are

- welcoming, accessible, and inclusive to persons of diverse backgrounds**
- equitable and non-discriminatory**
- free from harassment**

AODP must not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history (e.g., first generation to attend college); gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

AODP must

- advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel**
- modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities**
- include diversity, equity, and access initiatives within their strategic plans**
- foster communication that deepens understanding of identity, culture, self-expression, and heritage**
- promote respect about commonalities and differences among people within their historical and cultural contexts**
- address the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices**

- provide staff members with access to multicultural training and hold staff members accountable for integrating the training into their work
- respond to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources
- ensure physical, program, and resource access for persons with disabilities
- recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region

AODP must consider all populations and diverse needs in educational program messages and in access to prevention, intervention, and treatment services

Part 8. INSTITUTIONAL AND EXTERNAL RELATIONS

Alcohol and Other Drug Programs (AODP) must reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission statement
- disseminate information about the programs and services
- collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents

AODP must have procedures and guidelines consistent with institutional policy for

- communicating with the media
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

AODP must gather and disseminate information to the campus community, including students, their parents/guardians, staff, and faculty members on alcohol, tobacco, and other drug problems, risk reduction strategies, resources, and related topics.

AODP must maintain effective working relationships with various institutional offices and community groups and agencies to promote a healthy environment in which the use or abuse of alcohol and other drugs does not interfere with the learning, performance, or social aspects of college life.

Community agencies may include relevant governmental agencies and authorities such as the governmental liquor store control authority, governmental alcohol agency, the office of

highway traffic safety, mayor and council, neighborhood associations, faith community, family, parents or guardians, school systems, area health care and treatment providers, support groups, and alumni as well as representatives from the local chamber of commerce and the hospitality industry.

AODP should engage the campus and community in the issues of access and availability of alcohol and other drugs and in the enforcement of the law.

AODP should establish an all-campus task force or campus-community coalition to address on-going concerns and environmental strategies.

Part 9. FINANCIAL RESOURCES

Alcohol and Other Drug Programs (AODP) must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.

AODP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

AODP should receive sufficient baseline funding from the institution, including adequate resources for staffing needs, so that staff members may spend the majority of their time on planning, programming, providing, and evaluating services. The institution should provide support for AODP to explore external funding sources when needed.

Part 10. TECHNOLOGY

Alcohol and Other Drug Programs (AODP) must have adequate technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant codes and laws.

AODP must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.

AODP must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.

When technology is used to facilitate student learning and development, AODP must select technology that reflects intended outcomes.

AODP must

- **maintain policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws**

- have clearly articulated plans in place for protecting confidentiality and security of information when using Internet-based technologies
- develop plans for replacing and updating existing hardware and software as well as plans for integrating new technically-based or supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems

Technology, as well as workstations or computer labs maintained by programs and services for student use, must be accessible to all designated clients and must meet established technology standards for delivery to persons with disabilities.

When providing student access to technology, AODP must

- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide assistance, information, or referral to appropriate support services to those needing help accessing or using technology
- provide instruction or training on how to use the technology
- inform students on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks

Student violations of technology policies must follow established institutional student disciplinary or conduct procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

Part 11. FACILITIES AND EQUIPMENT

Alcohol and Other Drug Programs (AODP) must have adequate, accessible, and suitably located facilities and equipment to support the mission and goals. If acquiring capital equipment as defined by the institution, AODP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated on an established cycle, including consideration of sustainability, and be in compliance with codes and laws to provide for access, health, safety, and security.

AODP staff members must have workspace that is well equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

AODP staff members who share workspace must be able to secure their own work.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the needs of persons with disabilities as well as the needs of other constituencies.

Facilities should accommodate a range of services, including prevention, education, assessment, intervention, counseling, programming, a resource center, and support for students in recovery.

AODP should be provided facilities that ensure confidentiality and a location in which students, faculty members, and staff might access and read information on alcohol and other drug use/abuse.

AODP office space should be physically separate from human resources, campus security, and student conduct programs.

Part 12. ASSESSMENT AND EVALUATION

Alcohol and Other Drug Programs (AODP) must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.

AODP must have adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Assessments must include direct and indirect evaluation and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other constituencies, and aggregated results must be shared with those groups. Results of assessments must be shared appropriately with multiple constituents.

Results of assessments and evaluations must be used to identify needs and interests in revising and improving programs and services, recognizing staff performance, maximizing resource efficiency and effectiveness, improving student achievement of learning and development outcomes, and improving student persistence and success. Changes resulting from the use of assessments and evaluation must be shared with stakeholders.

AODP must assess systematically the following campus factors:

- **attitudes, beliefs, and behaviors regarding alcohol and other drug use, abuse, and dependency**
- **consequences of alcohol or other drug use or abuse on academic performance; property damage; policy violations; health, counseling, and disciplinary caseloads**
- **perceptions of campus alcohol and other drug use norms**
- **features of the environment that abet high-risk alcohol use and other drug use, marketing and promotion that promotes heavy or underage consumption of alcohol, inconsistent enforcement of campus policy and community law,**

and lack of availability of alcohol-free social and recreational options on campus and in the surrounding community

AODP should assess the norms, behaviors, and behavioral consequences of specific focus populations.

AODP and other campus entities must exchange general and non-confidential assessment results of mutual application and benefit.

*General Standards revised in 2011;
ATODP content developed/revised in 1990, 1997, 2003, & 2013*