

THE CITADEL

The Military College of South Carolina



Drug Free Schools and Communities **BIENNIAL REVIEW REPORT 2022**

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Part One: Citadel Overview

The Citadel¹

The Citadel is a landmark in Charleston and South Carolina that is noted for its educational reputation as well as its rich history. Founded in 1842, The Citadel has an undergraduate student body of approximately 2,300 students who make up the South Carolina Corps of Cadets (SCCC). Another 1,200 students attend The Citadel Graduate College, a civilian evening and online program that offers graduate and professional degrees as well as undergraduate programs.

The Citadel is best known nationally for its Corps of Cadets, which draws students from all 50 states and a dozen countries. The men and women in the Corps live and study under a traditional military system that makes leadership and character development an essential part of the educational experience.

As an institute of higher education (IHE), The Citadel's mission is to educate and develop students to become principled leaders by instilling the core values of honor, duty, and respect in a disciplined and intellectually challenging environment. A unique feature of this environment for the SCCC camaraderie produced through overcoming adversity and service to others while following a military lifestyle.

Historically, The Citadel's primary purpose has been to educate undergraduates as members of the SCCC and to prepare them for post-graduate positions of leadership through academic and military rigor. The cadet lifestyle provides a structured environment that supports growth and development within four pillars: academics, character, fitness, and military. The four pillars define what is known as "*The Citadel experience*" for cadets.

A complementary purpose of The Citadel, achieved through The Citadel Graduate College, is to provide the citizens of the Low Country and the State of South Carolina opportunities for professional development by offering a broad range of educational programs of recognized excellence at both the graduate and undergraduate levels. These programs accommodate the needs of non-traditional students seeking traditional and demanding academic challenges.

Institutional Characteristics

The Citadel is a coeducational, comprehensive, public, four-year institution whose primary undergraduate student body comprises approximately 2,300 members of the Corps of *Cadets*,² all of whom reside on campus. The primary service area for these cadets is regional, with approximately half of each freshman class coming from South Carolina; however, The Citadel

¹ Parts of this section were taken from The Citadel website at www.citadel.edu.

² For the purpose of this document a "cadet" means freshmen, sophomores, juniors and seniors who are members of the South Carolina Corps of Cadets.

does draw cadets from all parts of the United States and many foreign countries. The college offers a wide range of baccalaureate degree programs in the humanities, social and natural sciences, business administration, engineering, education, and nursing. These academic programs prepare graduates of the college for a variety of careers; about half of these graduates enter business and the professions, a third or more enter the military and government service, and the remainder enter graduate and professional study or the workforce.

Through its undergraduate and graduate programs, The Citadel Graduate College serves a degree-seeking population of approximately 1,200 *students*.³ The primary service area is South Carolina. The Citadel Graduate College offers over 25 graduate degree programs with over 25 concentration options, over 25 graduate certificates, and over 10 baccalaureate degree programs.

Core Values⁴

The Citadel's mission is to educate and develop cadets and students to become principled leaders by instilling the college's three core values of Honor, Duty, and Respect in a disciplined and intellectually challenging environment.

Honor. Honor is the life-long obligation to moral and ethical behavior and implies "*doing the right thing even when no one is watching.*"

Duty. Duty implies accepting and accomplishing assigned tasks without being asked or ordered, holding oneself and others accountable for any consequences associated with performance and actions, and serving others before self.

Respect. Respect means recognizing and nurturing the inherent dignity and self-worth of each individual.

Commandant's Department

The Commandant's Department is comprised of a team of devoted professionals who are committed to leading, teaching, mentoring, and guiding cadets (and students) in achieving success in each of the four pillars of the Citadel Experience. The Citadel Experience is a progressive and developmental process involving the practical application of leadership skills within the four pillars.

³ For the purpose of this document a "student" means veteran students, day students, undergraduate students, and graduate students enrolled in classes but not part of the South Carolina Corps of Cadets.

⁴ Abridged core values taken from <https://go.citadel.edu/core-values/>.

Mission

The mission of the Commandant's Department follows the mission of The Citadel, which is to, *"...develop Principled Leaders – men and women of virtue and character – imbued with the Citadel's Core values of Honor, Duty, and Respect."* An adjunct to this mission is developing resiliency within the principled leader.

Commandant Team

The Commandant's Department is comprised of reservists and retired military personal from each service of the United States Armed Forces as well as master and doctorate level student affairs professionals.⁵ The Commandant team is represented by individuals associated with the following offices:

- **Cadet (and Student) Activities** – *provides programs and activities to support leadership development and campus life*
- **Campus Advocacy and Response Education (CARE)** – *provides sexual misconduct prevention and resources, and bystander education*
- **Campus Alcohol and Drug Information Center (CADIC)** – *provides alcohol, tobacco, and other drug misuse prevention*
- **Chaplain/Religious Services** – *provides religious programs and services and spiritual guidance for the campus community*
- **Counseling Center** – *provides short term mental health counseling*
- **Infirmary** – *provides routine and urgent medical care*
- **Operations & Training** – *oversees daily campus activities, schedules, and training*
- **Physical Readiness** – *provides physical fitness education and remediation services*
- **Standards and Discipline** – *administers and adjudicates the established code of conduct*
- **Teach, Advise, and Coach (TAC) Team** – *reservists or retired military personnel who provide oversight of the SCCC outside of the academic environment.*

⁵ The Commandant Team serves a role that is similar to the function of student affairs on other college campuses. Student affairs is made up of professionals dedicated to supporting the academic and personal development of individuals attending a post-secondary education. Other common names for student affairs include student services, student success or student personnel.

Commandant's Intent for the Corps of Cadets

The following information was taken from the Commandant's memo addressed to the SCCC in 2022. The memo can be found by visiting

<https://www.citadel.edu/root/images/commandant/memos/commandant-intent-2021.pdf>.

To: South Carolina Corps of Cadets

From: Col Thomas J. Gordon, USMC (Ret), Commandant of Cadets, The Citadel

Subj: INTENT

1. Commanders publish their intent to achieve unity of purpose behind a common vision. This intent should build upon the organization's mission and provide an azimuth to the desired end-state. My intent rests atop The Citadel's mission and is framed by our core values.

2. Our mission is to develop Principled Leaders - men and women of virtue and character - imbued with our core values of Honor, Duty, and Respect. Here we build "inner-citadels" of character replenished with a deep reservoir of resiliency. Character development is a choice. You choose to submit yourself to the rigors of a four-year system, overcome personal challenges, and pursue virtue. These decisions, repeated over time become habits of thought and action that provide a framework for living a disciplined honorable life.

3. My intent - everything that I hold true can be summarized as follows:

Do Right and Fear No Man

4. **Honor:** By right, I mean we will do what we "ought to." Our actions will not be defined by situational ethics but judged by an honor code that transcends legal compliance or social norms. We will lead with integrity even when it is hard. We will integrate our values into our actions and never fear the consequences of well-intentioned failure. Doing right means we will not compromise on standards.

5. **Daily Duty:** I expect every Cadet in the SCCC to commit and resolve to meet the standard. Taking care of your fellow cadets is a top priority. As a leader in the SCCC your daily duty includes the following five tasks:

- 1) Find a Cadet doing a good job and thank them.
- 2) Find a problem and fix it.
- 3) Teach someone something.
- 4) Learn something.
- 5) Ask how you can help.

6. **Respect:** By asking daily "How can I help?" we will infuse a positive, professional culture that defines Servant Leadership. Treat all with dignity. I will treat you like an adult and expect

you to act like one. You will be entrusted with significant authority and held accountable for the results.

7. Accountability: Every leader in the SCCC will be held responsible for everything that happens or fails to happen within their unit. By having the courage to say “stop,” leaders avert abuse and mishaps every day. Those reticent to make corrections will not be entrusted to lead in the S.C.C.C.

8. Legacy: From this point forward, your actions will reflect upon The Citadel. People may not remember what you did as a cadet, but they will remember how you did it. If you lead with character that is all that matters; if you lack character, that is all that will matter. Protect what you earned.

It is a privilege to serve you,

Thomas J. Gordon

Commandant of Cadets

Campus Alcohol and Drug Information Center (CADIC)

The Citadel encourages education as the first of many steps in assisting others to take responsibility for their behavior and to understand the consequences of current and future behavior as it relates to alcohol and other drug (AOD) use. In that regard, The Citadel founded the Campus Alcohol and Drug Information Center (CADIC) in 2014 with the intended purpose of developing and implementing a comprehensive AOD prevention program on-campus.

Mission

CADIC is a unit within the Commandant’s Department. Its mission is *“to increase the safety and health of cadets and students by providing best practice AOD prevention services, programs, and events.”*

Functional Areas

Services. A service is a type of AOD intervention *tailored*⁶ to the unique needs and experiences of *each visitor*. Services are always one-on-one and are provided in a private, confidential, and safe environment.

Programs. A program is a type of AOD intervention *targeted*⁷ to a *group or cohort* who share similar health issues or have similar health needs. Programs can be facilitated in

⁶ A *tailored service* is based on the unique circumstances and needs of an individual.

⁷ A *targeted program* is based on the needs of a small group or cohort who share similar circumstances or have similar needs.

most settings (e.g., classroom, meeting room, outside), are usually small (e.g., 5-to-25 participants), and use multiple modalities in the delivery of the information (e.g., PowerPoint, role-playing, self-reflection, values clarification, group discussion, journal books).

Events. An event is a large, campus-wide (or cohort specific) social gathering used to increase the awareness of health issues (e.g., drinking and driving during spring break), promote social marketing messages (e.g., low-risk drinking tips), promote pro-health behaviors (e.g., call a taxi if intoxicated, don't travel alone when partying, always monitor your beverage), or promote services available to cadets and students (e.g., Counseling Center provides..., CADIC provides..., CARE provides...).

CADIC Online. 'CADIC Online' is the name given to a selection of AOD educational programs available to cadets and students via the internet. These programs are self-paced and last from 30-minutes to several hours.

Social Marketing

Every few years, CADIC develops and promotes pro-health messages within the campus community. The messages typically focus on low-risk AOD choices and correcting the misperceptions of social norms that contribute to AOD misuse (see Appendices 5-9 for samples). When used correctly, social marketing is an effective behavioral change strategy for many public health issues (Grier & Bryant, 2006).

CADIC Personnel

Director. Kevin M. Modglin is the Director of CADIC. He has over thirty years working in college settings providing public health services for college students, especially in the area of AOD misuse prevention. He has worked with a variety of students (e.g., veterans, military, commuter, and traditional) within different college settings (e.g., traditional, commuter, urban, and military). He has also worked with diverse groups of students that are often marginalized or underrepresented on college campuses including students with substance use disorders (SUD), students with mental health concerns, and LGBTQIQ students. Mr. Modglin holds a Master of Public Health in community health and a Master of Arts in psychology.

Coordinator of AOD Prevention (Pending). The person in this position will assist the Director in developing, planning, administering, and evaluating AOD prevention programs for evening undergraduate, graduate, and veteran students. A specific emphasis will be placed on creating and enhancing a campus recovery program.

Alcohol, Tobacco, and Other Drug Policies

The Citadel Alcohol and other Drugs Policy⁸

Purpose. The Citadel prohibits the use of illegal drugs by students, and it supports only the legal use of prescription drugs and alcohol. The purpose of the policy is to assist members of The Citadel community in their understanding of:

- The harmful and addictive potential of alcohol and other drugs;
- The consequences of the use, possession, manufacture, or distribution of illicit drugs and drug paraphernalia;
- The dangers associated with the possession of prescription drugs, as well as the damages resulting from their alteration or unlawful distribution; and
- The consequences of the unlawful use and possession of alcohol.

Process. In compliance with the Department of Education's Drug-Free Schools and Communities Act (DFSCA), as articulated in the Education Department General Administrative Regulations (EDGAR) Part 86, all IHEs receiving any form of federal funding must review their AOD policy and prevention program and develop a written report on its effectiveness every two years; this report is called the Biennial Review Report (BRR).

The Director of CADIC is responsible for the BRR. The review and writing process occurs every two years. Once the initial report is completed by the Director of CADIC it is forwarded for review, approval, and signature from the following college officials.

- The Commandant of Cadets
- The Provost and Dean of the College
- The College President

The Citadel will punish violations of the '*AOD Policy*' in accordance with regulations applicable to the offender. Cadets may be subject to discipline as prescribed in the [Blue Book](#), students may be subject to discipline as prescribed in [Memo 3-107](#), and employees may be subject to discipline as prescribed in the [Employee Handbook](#).

⁸ Referred from here on as the '*AOD Policy*.'

The Citadel Tobacco Product Free Campus Policy⁹

Purpose. The Citadel is committed to providing a safe and healthy learning and working environment for cadets, students, faculty, staff and visitors and recognizes that tobacco use in any form, active or passive, is a significant health hazard. The Citadel “*Tobacco Product Free Campus Policy*” establishes The Citadel as a tobacco-free campus.

Process. The Citadel will punish violations of this policy in accordance with regulations applicable to the offender. Cadets may be subject to discipline as prescribed in the [Blue Book](#), students may be subject to discipline as prescribed in [Memo 3-107](#), and employees may be subject to discipline as prescribed in the [Employee Handbook](#).

The Drug Testing Policy¹⁰

Purpose. As an IHE whose purpose is to educate and develop principled leaders in a disciplined and intellectually challenging environment, The Citadel expressly prohibits:

- The unlawful manufacture, alteration, distribution, dispensing, possession, or use of any illicit drug;
- The unlawful possession or use of a controlled substance regulated under the provisions of South Carolina Code Sections 44-53-190, 44-53-210, 44-53-230 44-53-250 and 44-53-270, as amended or 21 USC Section 812; unless dispensed and used pursuant to prescription or otherwise allowed by law;
- The manufacture, alteration, delivery, distribution, dispensing, and/or sale of controlled substances;
- The possession by employees, cadets, and students, at any time in any place, of any item or piece of drug paraphernalia, as defined by, but not necessarily limited to those items in South Carolina Code of Laws Section 44-53-110;
- Providing financial assistance or otherwise aiding or abetting any other person in the purchase, sale, manufacture, or delivery of any prohibited drug, substance, or item;
- The appearance of any employee, cadet or student at work, in class or any College function while under the influence of [alcohol or] any illicit drug;

⁹ The tobacco policy can be found at <https://www.citadel.edu/root/images/policies/2-014-tobacco-product-free-campus-policy.pdf>.

¹⁰ Citadel policy allows the testing of cadets, students, and employees. See Section B.2 (pp.5-6) of the ‘AOD Policy’ at <http://www.citadel.edu/root/images/policies/alcohol-and-other-drugs-policy.pdf>.

- Possession, purchase, manufacture, solicitation, distribution, sale, or use of any hallucinogenic substance.

Process. The Citadel randomly tests members of the SCCC for the presence of illicit drugs and substances as outlined below (see Section B.2 [pp.5-6] of the 'AOD Policy' for information on students and employees).

- Participation in mandatory drug testing is a condition of acceptance and continued enrollment as a cadet.
- The Citadel will conduct unannounced, random drug tests periodically during the academic year. Cadets selected for random testing will be directed to report to a specified location at a specified time for the purpose of providing an observed specimen for testing. Each cadet will be briefed on the process and will remain at the designated location until an acceptable sample is provided for use by the testing laboratory.
- The Citadel will direct members of the SCCC to be tested when reasonable suspicion of drug use exists. "Reasonable suspicion" is defined as the existence of circumstances, reports, information or direct observation, which suggests that a violation of The Citadel 'AOD Policy' has occurred. Reasonable suspicion or probable cause will be determined only by the Commandant (or designee), in consultation with the General Counsel.
- Refusal to provide an observed specimen upon request, and in accordance with the provisions of the 'AOD Policy', will be treated as the equivalent of a positive test. In such circumstances the cadet(s) who refused the drug test will be immediately referred to the Office of the Commandant for disciplinary action in accordance with the policy.
- The Citadel will consider a cadet conviction, admission, plea of nolo contendere, plea pursuant to North Carolina v Alford, or confession in any legal or administrative proceeding to the possession or use of any such drug, substance or item prohibited herein as possession of such drug, substance or item. A conviction is not necessary for The Citadel to proceed with an administrative hearing. The scheduling or timing of criminal or civil proceedings will not affect administrative proceedings conducted by the College. The College will schedule an administrative hearing as soon as feasible and with due process.
- The Citadel will also consider a positive finding of the presence of a prohibited substance pursuant to any generally accepted test, including but not limited to, a blood, urine, or hair follicle test for such substance, as possession of such drug substance or item.

Part Two: The Biennial Review Process and Report

Overview of the Process and Requirement¹¹

Reference

The United States Department of Education uses the following Code of Regulations for the biennial review process:

- TITLE 34—Education
 - SUBTITLE A—Office of the Secretary, Department of Education
 - Education Department General Administrative Regulations (EDGAR)
 - PART 86—Department of Education’s Drug-Free Schools and Communities Act (DFSCA)

Overview

In compliance with the Department of Education’s Drug-Free Schools and Communities Act (DFSCA), as articulated in the Education Department General Administrative Regulations (EDGAR) Part 86, all institutions of higher education (IHEs) receiving any form of federal funding must review their alcohol and other drug (AOD) policy and prevention program and develop a written report on its effectiveness every two years. ***The review process is called the biennial review and the report generated from the review is called the Biennial Review Report.***

Although EDGAR Part 86 describes several requirements with which all IHEs must comply, it does not specify how to conduct the review or how to write the report. IHEs, therefore, have leeway in their review and report writing process in order to best meet the unique circumstances and needs of their respective campuses.

EDGAR Part 86 Requirements

Implement a Campus AOD Policy. IHEs receiving federal funds or financial assistance must implement an AOD policy to prevent the unlawful possession, use, and distribution of illicit drugs and alcohol by employees, cadets, and students.

¹¹ Portions of this section were adapted from: U.S. Department of Education, Office of Safe and Drug Free Schools, Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention (2006). *Complying with the drug-free schools and campuses regulations: a guide for university and college administrators*. Washington, D.C.

Implement a Campus AOD Prevention Program. IHEs receiving federal funds or financial assistance must implement a (primary prevention) program that is designed to, at a minimum, delay the initiation of AOD use or halt the progression toward misuse.

Provide Data on Campus AOD Violations, Arrests, and Sanctions. IHEs receiving federal funds or financial assistance must enumerate the number of AOD violations and arrests that occur on campus or as part of the college's activities. Furthermore, they must enumerate the number and type of sanctions imposed from those AOD violations and arrests.

Certify the AOD Policy and Prevention Program. IHEs receiving federal funds or financial assistance must certify that they have implemented an AOD policy and prevention program both on the institution's premises and as part of its activities. The certification process requires, at a minimum, the signature of the college president. Many campuses include additional signatures such as those from the vice president of student affairs or the provost (see pp. 15 and pp. 42-43 this document for Citadel's certification process).

Annual Notification of AOD Policy and Prevention Program. IHEs receiving federal funds or financial assistance must ensure that all employees, cadets, and students are notified annually of its AOD policy and prevention program. The annual notification must include the following: (1) standards of conduct, (2) legal sanctions and penalties for the violation of federal, state, and local laws, (3) campus disciplinary sanctions for any violation of '*standards of conduct*' including violations of federal, state and local laws, (4) a description of the health risks associated with AOD use (e.g., a drug chart), (5) and information on the campus AOD prevention program.

Conduct a Biennial Review and Develop a Written Report. IHEs receiving federal funds or financial assistance must conduct a review of their AOD policy and prevention program every two years and develop a written report (called the Biennial Review Report) on its compliance with EDGAR Part 86. The BRR must include recommendations for improving the AOD policy and prevention program.

Ensure an Official Copy of the Report is Available on Request. IHEs receiving federal funds or financial assistance must be prepared to provide a copy of their BRR to the U.S. Department of Education or its representative upon request. The Secretary (or designee) may review the report and supporting documentation and, where an IHE is noncompliant, may request changes to the report to help the campus come into compliance. Noncompliance with the requested changes may result in the termination of all forms of federal financial assistance or a monetary fine.

What should be Included in a Biennial Review Report?

Information on the Campus AOD Policy

1. Describe the standards of conduct that clearly prohibit the unlawful distribution, possession, or use of AOD by employees, cadets, and students on its property or as part of its activities;
2. Describe the legal sanctions imposed for violating the standards of conduct (e.g., violation of federal, state, local law, or campus policy) for the unlawful distribution, possession, or use of AOD;
3. Provide a statement that clearly indicates the IHE will impose disciplinary sanctions on employees, cadets, and students who violate the policy, including a description of those sanctions;
4. Provide information on the health risks associated with AOD use (e.g., an AOD chart);

Information on the Campus AOD Prevention Program

1. ***At a minimum***, describe the services that are used to delay the initiation of AOD use and/or used to halt the progression toward misuse (called *primary prevention*);
2. Describe the services that are used to decrease the risk factors associated with AOD misuse and/or used to increase the protective factors associated with health, safety, and well-being (called *secondary prevention*);
3. Describe the services that are used to manage a substance use disorder (SUD) and/or used to improve the quality of life among those diagnosed with a SUD (called *tertiary prevention*);

Information on Campus AOD Violations, Arrests, and Sanctions

1. Enumerate the number of AOD violations and arrests on campus or as part of the college's activities;
2. Enumerate the number and type of sanctions imposed from AOD violations and arrests on campus or as part of the college's activities;
3. Describe the process that ensures the consistent enforcement of disciplinary sanctions for violations of the AOD policy;

Annual Notification

1. Describe the process for the annual distribution of the '*AOD Policy*' and prevention program to employees, cadets, and students;

Certification of the Policy and Prevention Program

1. Describe the biennial review and report writing process;
2. Describe the location of the BRR and the process that ensures it is available upon request;
3. Include a signature page signed, at a minimum, by the College President; The Citadel includes signatures from each of the following college officials: (1) The Commandant of Cadets, (2) Provost and Dean of the College, and (3) College President;

Alcohol and Other Drug Policy¹²**EDGAR Part 86 Reference**Implement a Campus AOD Policy

IHEs receiving federal funds or financial assistance must implement an AOD policy to prevent the unlawful possession, use, and distribution of illicit drugs and alcohol by employees, cadets, and students. The policy must include, at a minimum, the following components:

1. A description of the standards of conduct that clearly prohibit the unlawful distribution, possession, or use of AOD by employees, cadets, and students on its property or as part of its activities;
2. A description of the legal sanctions imposed for violating the standards of conduct (e.g., violation of federal, state, local law, or campus policy) for the unlawful distribution, possession, or use of AOD;
3. A statement that clearly indicates the IHE will impose disciplinary sanctions on employees, cadets, and students who violate the policy, including a description of those sanctions;
4. Information on the health risks associated with AOD use (e.g., an AOD chart);

Current PolicyIntroduction

The use of harmful and addictive substances poses a threat to The Citadel's mission and its educational environment; therefore, The Citadel prohibits the use of illegal drugs by its

¹² Only portions of The Citadel's AOD Policy are described within this document. The complete policy is included as a separate document in the BRR.

employees, cadets, and students, and it supports only the legal use of prescription drugs and alcohol. The Citadel strongly supports an individual's choice to abstain from alcohol and will always uphold that choice. A copy of The Citadel Alcohol and Other Drugs Policy can be found by visiting <http://www.citadel.edu/root/images/policies/alcohol-and-other-drugs-policy.pdf>.

Compliance with EDGAR Part 86

Policy Requirement One

Describe the standards of conduct that clearly prohibit the unlawful distribution, possession, or use of AOD by employees, cadets, and students on its property or as part of its activities.

COMPLIANCE REFERENCE

[Citadel AOD Policy](#)

- Part 1 (pp. 1)
- Part 2 (pp. 1-2)
- Part 4, Section A (pp. 2-3)

Policy Requirement Two

Describe the legal sanctions imposed for violating the standards of conduct (e.g., violation of federal, state, local law, or campus policy) for the unlawful distribution, possession, or use of AOD.

COMPLIANCE REFERENCE

[Citadel AOD Policy](#)

- Part 2 (pp. 1-2)
- Part 4, Sections B-C (pp. 3-7)

Policy Requirement Three

Provide a statement that clearly indicates the IHE will impose disciplinary sanctions on employees, cadets, and students who violate the policy, including a description of those sanctions.

COMPLIANCE REFERENCE

[Citadel AOD Policy](#)

- Part 1 (pp. 1)
- Part 4, Section C, Subsection 6.i. (pp. 7)
- Part 5, Sections A-E (pp. 9)

Policy Requirement Four

Provide information on the health risks associated with AOD use (e.g., an AOD chart).

COMPLIANCE REFERENCE[Citadel AOD Policy](#)

- Annex A (pp. 1-2 of Annex)
 - The Citadel provides a link to the National Institute on Drug Abuse (NIDA) [drug chart](#) in Annex A. The chart describes commonly abused drugs and is emailed to the campus community annually both as part of the 'AOD Policy' and as a separate attachment.

Recommendations for next Biennium

1. Continue to monitor and document the annual distribution of the 'AOD Policy' that is sent to employees, cadets, and students.
2. Continue to monitor and document the annual distribution of NIDA's AOD educational chart that is sent to employees, cadets, and students.
3. Incorporate information on the '*Drug Free Workplace Certification*' used by Citadel Procurement Services for purchases and contracts.
4. Incorporate information on 'alcohol sales at athletic events' into the broader campus 'AOD Policy.'
5. Ensure **AOD content** within campus policies and processes is consistent. This should include a review of the following documents: (1) College Regulations, (2) The Citadel Alcohol and Other Drugs Policy, (3) Employee Handbook, (4) Faculty Handbook, (5) Blue Book (for cadets), (6) Memo 3-107 (for students).

Alcohol and Other Drug Prevention Program**EDGAR Part 86 Reference**Implement a Campus AOD Prevention Program

IHEs receiving federal funds or financial assistance must implement, at a minimum, a primary prevention program that is designed to delay the initiation of AOD use or halt the progression toward misuse. IHEs are encouraged to implement a program that targets AOD issues at each level of prevention (e.g., primary, secondary, and tertiary). An IHE should include the following information when reporting on their campus prevention program:

1. **At a minimum**, describe the services that are used to delay the initiation of AOD use and/or halt the progression toward misuse (i.e., primary prevention);
2. Describe the services that are used to decrease the risk factors associated with AOD misuse and/or increase the protective factors associated with health, safety, and well-being (i.e., secondary prevention);
3. Describe the services that are used to manage a substance use disorder (SUD) and/or improve the quality of life among those diagnosed with a SUD (i.e., tertiary prevention);

Current Prevention Program

The Citadel founded the ***Campus Alcohol and Drug Information Center (CADIC)*** in 2014 with the intended purpose of developing and implementing a comprehensive AOD prevention program on-campus. The mission of CADIC is *“to increase the safety and health of cadets and students by providing best practice AOD prevention services, programs, and events.”*

Functional Areas

Services. A service is a type of AOD intervention *tailored*¹³ to the unique needs and experiences of *each visitor*. Services are always one-on-one and are provided in a private, confidential, and safe environment.

Programs. A program is a type of AOD intervention *targeted*¹⁴ to a *group or cohort* who share similar health issues or have similar health needs. Programs can be facilitated in most settings (e.g., classroom, meeting room, outside), are usually small (e.g., 5-to-25 participants), and use multiple modalities in the delivery of the information (e.g., PowerPoint, role-playing, self-reflection, values clarification, group discussion, journal books).

Events. An event is a large, campus-wide (or cohort specific) social gathering used to increase the awareness of health issues (e.g., drinking and driving during spring break), promote social marketing messages (e.g., low-risk drinking tips), promote pro-health behaviors (e.g., call a taxi if intoxicated, don’t travel alone when partying, always monitor your beverage), or promote services available to cadets and students (e.g., Counseling Center provides..., CADIC provides..., CARE provides...).

CADIC Online. ‘CADIC Online’ is the name given to a modest selection of AOD educational programs available to cadets and students via the internet. These programs are self-paced and last from 30-minutes to several hours.

¹³ A *tailored service* is based on the unique circumstances and needs of an individual.

¹⁴ A *targeted program* is based on the needs of a small group or cohort who share similar circumstances or have similar needs.

Level and Focus Areas of Prevention

Level One—Primary Prevention. The first level of prevention is called ‘*primary prevention*.’ It is used to (1) *identify* risk factors and protective factors that contribute to the development of an illness, disease, or disorder and (2) *modify* those risk and protective factors by minimizing the former and enhancing the latter.

Focus Area One—Universal Prevention. The focus of universal prevention is the *entire population* (e.g., all cadets) or *subpopulation* (e.g., sophomore cadets) assumed to be at risk for experiencing negative health or social consequences from *AOD use* (e.g., cadet seniors during Ring Week; cadet freshmen during Recognition Week).

Level Two—Secondary Prevention. The second level of prevention is called ‘*secondary prevention*.’ It is used to reduce the progression of an illness, disease, or disorder via targeted programs (small group), tailored meetings (one-on-one), risk-reduction plans, health screenings, early identification of disorders, and brief treatments. An excellent example of a secondary prevention strategy used at The Citadel and on many other college campuses is the ‘*Brief Alcohol Screening and Intervention for College Students*’ or BASICS (Dimeff, et al., 1999; see also Walters & Baer, 2006). BASICS is an evidenced-based program that uses a non-confrontational and non-judgmental format to help cadets and students identify and evaluate their own risk and protective factors. Tailored feedback is provided to foster self-improvement and safer choices.

Focus Area Two—Selective Prevention. The focus of selective prevention is to provide programs or services to *individuals, groups, or cohorts* within a population who (1) have experienced a negative health or social consequence from *AOD use* (e.g., a cadet who has lost rank from an alcohol violation; a group of underage cadets caught drinking) or (2) are known to have risk factors associated with *misuse* (e.g., cadets with poor grades; cadets who are frequent violators of the ‘*code of conduct*’).

Level Three—Tertiary Prevention. The third level of prevention is called tertiary prevention. It is used to reduce the negative aspects of a diagnosed illness, disease, or disorder by improving coping skills, minimizing the impact of the condition on daily life, and preventing further deterioration in health and well-being. Said another way, the goal of tertiary prevention is to improve both the quality of life and the life expectancy of a person diagnosed with a life altering condition. Tertiary care includes hospitalizations, inpatient or outpatient treatment, rehabilitative or convalescent services (e.g., psychotherapy, physical therapy, occupational therapy, speech therapy) and support services (e.g., AA, NA, Al-Anon, Smart Recovery).

Focus Area Three—Indicated Prevention. The focus of indicated prevention is to provide programs or services to *individuals* within a population who (1) have risk factors associated with a substance use disorder (SUD) (e.g., repeat offenders of the ‘*AOD Policy*’; incarceration, undiagnosed mental health disorder) or (2) are exhibiting early

signs of a substance use disorder (SUD) (e.g., increased tolerance, preoccupation, craving, interpersonal problems, unable to stop or cut down).

See Appendix 4 for a chart that illustrates a typology for the interaction between prevention levels and focus areas (adapted from Young, 2005).

Alignment with Best Practice Resources

A best practice is an intervention that has evidence for its effectiveness in a particular setting and is likely to be replicated in similar settings (Colombani & Ng, 2015). CADIC uses the following best practices throughout the development, implementation, and evaluation of its services and programs.

[College-AIM](#). The College Alcohol Intervention Matrix is a resource to help colleges evaluate their environmental and individual level interventions.

[Precede-Proceed Model](#). The PRECEDE-PROCEED model (Green & Kreuter, 1999) provides a comprehensive structure for assessing health (the “precede” phase) and the subsequent development, implementation, and evaluation of an intervention (the “proceed” phase) (see Appendix 1 for an illustration of this model).

[Social Ecological Model](#). The social ecological model (McLeroy et al., 1988), was developed based on evidence that no single factor can explain the variability in health behavior within individuals and between groups. The model views health behavior as the interaction between individual and environmental factors across five levels (see Appendix 2 for an illustration of this model). The five levels from lower domain to higher domain are:

- (1) Intrapersonal (e.g., knowledge, attitudes, and behavior)
- (2) Interpersonal (e.g., family and peer relationships)
- (3) Institutional (e.g., campus policies and social norms)
- (4) Community (e.g., laws and statutes, community norms)
- (5) Society (e.g., public policy, socioeconomic inequalities, cultural norms)

Standards of Practice

CADIC follows the standards of practice for public health professionals and health educators as promulgated in the following documents:

- [Council for the Advancement of Standards \(CAS\) in Higher Education—Alcohol and Other Drug Programs](#)
- [Standards of Practice for Health Promotion in Higher Education](#)

- [Principles of the Ethical Practice of Public Health](#)
- [Code of Ethics for the Health Education Profession](#)

Partners in Prevention

To help fulfill its mission, CADIC partners with many departments, agencies, and people both on and off campus. Examples of these partnerships include:

On Campus Partners	Off-Campus Partners
<ul style="list-style-type: none"> * Academic Affairs * Assistant Commandant for Discipline * CARE * Chaplain/Religious Services * Counseling Center * Infirmary * Ombudsperson * Public Safety * TAC Staff (Teach, Advise, Coach) 	<ul style="list-style-type: none"> * Charleston County Sheriff's Department * Charleston Police Department * College of Charleston * Medical University of South Carolina (MUSC) * Southeastern Chapter, National Safety Council * South Carolina Chapter, Alcoholics Anonymous

Social Marketing Campaigns

Every few years, CADIC develops and promotes pro-health messages within the campus community. The messages typically focus on low-risk AOD choices and correcting the misperceptions of social norms that contribute to AOD misuse (see Appendices 5-9 for samples). When used correctly, social marketing is an effective behavioral change strategy for many public health issues such as AOD misuse (Grier & Bryant, 2006).

Procedure for Services

A service is a type of AOD intervention that focuses on the unique needs and experiences of *each visitor*. Services are always one-on-one and are provided in a private, confidential, and safe environment. CADIC provides two types of services as described below.

Mandated. Cadets and students who violate the *AOD Policy* or *Tobacco-Free Product Policy* are required to participate in remediation services.

Purpose. The intention of the mandated program is to facilitate behavior change by tailoring feedback and information to a person's specific needs (e.g., *a private meeting to facilitate behavior change in 'cadet A' based upon his or her unique life experiences, knowledge, attitudes, and behaviors*).

Upon completion of the mandated program, many students voluntarily choose to continue participating in CADIC services to further develop or strengthen harm reduction strategies or life skills.

Process. Cadets and students can schedule an appointment in four ways: (1) emailing the Director, (2) texting/calling the Director's cell phone, (3) calling CADIC directly, or (4) visiting CADIC in Mark Clark Hall, Room 217.

The different levels of remediation services for a '*mandated intervention*' are described below.

First Alcohol Violation (AV-1)

- Step 1: Complete a *one-hour* alcohol education program online
- Step 2: Complete *two*, one-hour meetings in CADIC
- Step 3: Complete *three*, one-hour meetings in the Counseling Center

Second Alcohol Violation (AV-2)

- Step 1: Complete a *two-hour* alcohol education online
- Step 2: Complete *three*, one-hour meetings in CADIC
- Step 3: Complete *three*, one-hour meetings in the Counseling Center

Third Alcohol Violation (AV-3)

- Commandant's Board (for cadets only). For more information, see the [Blue Book](#)

First Tobacco Violation (TV-1)

- Step 1: Warning letter.

Second Tobacco Violation (TV-2)

- Step 1: Complete a *4-hour* self-pay (\$25) tobacco education program online.

Third Tobacco Violation (TV-3)

- Step 1: Complete a *30-minute* tobacco self-assessment online
- Step 2: Complete two, one-hour meetings in CADIC

Fourth Tobacco Violation (TV-4)

- Commandant's Board (for cadets only). For more information, see [Blue Book](#)

Referrals.¹⁵ CADIC services are available to all cadets and students regardless of reason. Some cadets and students choose to participate in CADIC services based upon on their

¹⁵ Only cadets and students mandated to CADIC through the *official college process* (i.e., mandated by the Assistant Commandant for Discipline or via the appropriate college dean) *are required* to participate in, and complete, CADIC remediation services. Participation in CADIC services via self-referral or other referral sources (e.g., TACs, faculty, and coaches) is optional: cadets and students can choose not to participate or can stop their participation at any time.

own unique needs (i.e., a self-referral) whereas other cadets and students are referred to CADIC from on-campus sources (e.g., coaches, Counseling Center, faculty, TACs).

Purpose. The intention of referral-based services is to facilitate behavior change by tailoring feedback and information to a person's specific needs (e.g., *a private meeting to facilitate behavior change in 'cadet A' based upon his or her unique life experiences, knowledge, attitudes, and behaviors relative to other similarly aged cadets*).

In some instances, cadets and students referred to CADIC may receive supplemental information designed to develop or strengthen harm reduction strategies or life skills.

Process. Cadets and students can schedule an appointment in four ways: (1) emailing the Director, (2) texting/calling the Director's cell phone, (3) calling CADIC directly, or (4) visiting CADIC in Mark Clark Hall, Room 217.

Procedure for Programs

A program is a type of intervention provided to a group or cohort who share similar risks or have experienced similar consequences from AOD use. Programs can be facilitated in most settings (e.g., classroom, meeting room, outside), are usually small (e.g., 5-to-25 participants), and use multiple modalities in the delivery of the information (e.g., PowerPoint, role-playing, self-reflection, values clarification, group discussion, journal books).

Purpose. The intention is to reduce the progression of an illness, disease, or disorder via targeted programs (small group), tailored meetings (one-on-one), risk-reduction plans, health screenings, early identification of disorders, and brief treatments.

Process. Any cadet, student, or employee can request a CADIC program. A program can be scheduled in four ways: (1) emailing the Director, (2) texting/calling the Director's cell phone, (3) calling CADIC directly, or (4) visiting CADIC in Mark Clark Hall, Room 217. Once contacted, the Director will develop a program proposal. Upon approval of the proposal by the person requesting it, the program is then added to the "CADIC Calendar."

Procedure for Events¹⁶

¹⁶ Large, untargeted events are not considered a best practice (see CollegeAim <https://www.collegedrinkingprevention.gov/collegeaim/>) and do not typically lead to substantive behavior change (see Crusto, et al., 2003 for details). Events do serve the purpose of promoting social marketing messages; however, limited resources (e.g., budget and staff support) have hindered CADIC's regular sponsorship of them. ***The focus of prevention will remain on tailored services (one-on-one) and targeted programs (small group).***

An event is a large, campus-wide (or cohort-specific) social gathering used to increase the awareness of health issues (e.g., drinking and driving during spring break), promote social marketing messages (e.g., low-risk drinking tips), promote pro-health behaviors (e.g., call a taxi if intoxicated, don't travel alone when partying, always monitor your beverage), or promote services available to cadets and students (e.g., Counseling Center provides..., CADIC provides..., CARE provides...).

Purpose. The intention is to promote a specific prevention message, idea, or strategy (e.g., low-risk drinking strategies) on campus.

Process. Events sponsored by CADIC are coordinated through the Assistant Commandant of Operations and Training with approval and support from the Commandant of Cadets. The type and time of an event usually follows the dates of national prevention campaigns (e.g., National Alcohol Screening Day, National Collegiate Alcohol Awareness Week).

Procedure for Online Programs

'*CADIC Online*' is the name given to a selection of AOD educational programs available to cadets and students via the internet. These programs are self-paced and last from 30-minutes to several hours.

Purpose. Most of the modules focus on primary prevention (i.e., awareness and knowledge). However, some online programs also include secondary prevention concepts such as risk reduction techniques, personalized feedback information (PFI) (i.e., feedback unique to the person), or personalized normative feedback (PNF) (i.e., feedback related to the person compared with campus peers and national norms).

Process. Programs offered via '*CADIC Online*' are scheduled throughout the year. Some programs are required, and others are optional. The type, content, length, and breadth of the program provided to each cohort is based on the unique needs of that cohort (e.g., freshmen receive a basic alcohol education course; sophomores receive a comprehensive course on DUI prevention).

Compliance with EDGAR Part 86

Requirement One

At a minimum, describe the services that are used to delay the initiation of AOD use or halt the progression toward misuse (i.e., primary prevention).

COMPLIANCE REFERENCECADIC Prevention Program Matrix (see Appendix 11)

The Citadel provides the following *primary prevention* services and programs:

Alcohol Wise

- Format: Online
- Level of Prevention: Primary
- Type of Prevention: Universal
- What: Knowledge-based alcohol education
- Who: Freshmen and junior cadets and students under the age of 21
- When: Every year during the first two weeks of September

1. Alcohol Wise 21+

- Format: Online
- Level of Prevention: Primary
- Type of Prevention: Universal
- What: Knowledge-based alcohol education
- Who: Freshmen and junior cadets and students over the age of 21
- When: Every year during the first two weeks of September

2. CADIC 101

- Format: Small or large group
- Level of Prevention: Primary
- Type of Prevention: Universal
- What: Knowledge-based AOD education and an overview of CADIC services
- Who: Pre-matriculation freshmen or any group of employees, cadets, or students
- When: Every year in August during pre-matriculation or as requested

3. CHOICES DUI Prevention Event

- Format: Venue specific; campus wide
- Level of Prevention: Primary
- Type of Prevention: Universal
- What: Knowledge and attitude-based DUI prevention education
- Who: Targeted to all cadets but open to the entire campus
- When: Once or twice per year during October and/or March

4. CHOICES Program

- Format: Small group (e.g., 5 to 25 participants)
- Level of Prevention: Primary or secondary
- Type of Prevention: Universal or selective

- What: Knowledge, attitude, and skill-based alcohol education and intervention
- Who: Any small cohort of cadets or students
- When: As needed or requested

5. Great American Smoke Out

- Format: Venue specific; campus wide
- Level of Prevention: Primary
- Type of Prevention: Universal
- What: Knowledge and attitude-based tobacco education and promotion of tobacco cessation
- Who: Targeted to all cadets but open to the entire campus
- When: Once or twice per year during November and/or March

6. [Rethinking Drinking](#) (Developed by NIAAA)

- Format: Small group
- Level of Prevention: Primary or secondary
- Type of Prevention: Universal or selective
- What: Knowledge and skill-based alcohol education and intervention
- Who: Any small group of employees
- When: As needed or requested

7. TIPS for College (Training for College Intervention Procedures)

- Format: Small group
- Level of Prevention: Primary or secondary
- Type of Prevention: Universal or selective
- What: Skill based alcohol education and intervention
- Who: Peer educators (e.g., The Human Affairs Team) or any small group of cadets, or students
- When: As needed or requested

8. Wellness e-Check-Up-To-Go

- Format: Online (Individually or in classroom)
- Level of Prevention: Primary or secondary
- Type of Prevention: Universal or selective
- What: Knowledge and attitude-based wellness education that includes a component on alcohol, tobacco, and other drugs
- Who: Any interested cadet, student, or employee
 - *Recommendation: Requirement for pre-matriculation cadets*
- When: As needed or requested
 - *Recommendation: Prior to Challenge Week (e.g., July 1 – Aug 1)*

Requirement Two

Describe the services that are used to decrease the risk factors associated with AOD misuse or increase the protective factors associated with health, safety, and well-being (i.e., secondary prevention).

COMPLIANCE REFERENCE

CADIC Prevention Program Matrix (See Appendix 11)

The Citadel provides the following *secondary prevention* services and programs:

1. Alcohol eCheck-Up-To-Go

- Format: Online (Individually or in classroom)
- Level of Prevention: Secondary
- Type of Prevention: Mostly selective or indicated; sometimes universal
- What: Knowledge and attitude-based alcohol education and intervention
- Who: Any interested person; cadets or students who are mandated or referred for intervention
- When: As needed or requested

2. Alcohol Skills Training Program (ASTP)

- Format: Small group (e.g., 5 to 25 participants)
- Level of Prevention: Secondary
- Type of Prevention: Selective or indicated
- What: Knowledge, attitude, and skill-based alcohol intervention
- Who: Moderate-to-high-risk alcohol users including those who frequently violate the alcohol policy
- When: Pending

3. Brief Alcohol Screening and Intervention for College Students (BASICS)

- Format: In-person; individual
- Level of Prevention: Secondary
- Type of Prevention: Selective or indicated
- What: Knowledge, attitude, and skill-based alcohol intervention; a modified version of BASICS is used for drug intervention
- Who: Any interested person; cadets or students who are mandated or referred for intervention
- When: As needed or requested

4. Cannabis eCheck-Up-To-Go

- Format: Online
- Level of Prevention: Secondary

- Type of Prevention: Selective, or indicated
- What: Knowledge and attitude-based cannabis education and intervention
- Who: Any interested person; cadets or students who are mandated or referred for intervention
- When: As needed or requested

5. CHOICES

- Format: Small group (e.g., 5 to 25 participants)
- Level of Prevention: Primary or secondary
- Type of Prevention: Universal or selective
- What: Knowledge, attitude, and skill-based alcohol education and intervention
- Who: Athletes (via teams) or any small cohort of cadets or students who need a targeted group intervention
- When: As needed or requested

6. FreshStart

- Format: Individual or small group
- Level of Prevention: Secondary
- Type of Prevention: Selective or indicated
- What: Knowledge, attitude, and skill-based tobacco education and intervention
- Who: Any individual or small group interested in tobacco cessation
- When: As needed or requested

7. Nicotine 101

- Format: Online
- Level of Prevention: Primary or secondary
- Type of Prevention: Universal or selective
- What: Knowledge and attitude-based tobacco education
- Who: Any interested person; cadets or students who are mandated or referred for intervention
- When: As needed or requested

8. Parental Notification

- Format: Individual
- Level of Prevention: Secondary
- Type of Prevention: Selective
- What: Information on the 'AOD Policy' including sanctions imposed for violating the policy
- Who: Parents of any student who is under the age of 21 and who has violated the 'AOD Policy'

- When: As needed

9. MyPrime (Online Version of 'Prime for Life')

- Format: Online
- Level of Prevention: Primary and secondary
- Type of Prevention: Universal and selective
- What: Knowledge and attitude-based DUI prevention and intervention
- Who: All rising sophomore cadets.¹⁷ Moderate-to-high-risk alcohol users including those with a recent DUI violation
- When: Each year in January/February

10. TIPS for College

- Format: Small group (e.g., 5 to 25 participants)
- Level of Prevention: Primary or secondary
- Type of Prevention: Universal or selective
- What: Skill based alcohol education and intervention
- Who: Peer educators (e.g., The Human Affairs Team) or any small group of employees, cadets, or students
- When: Every summer (e.g., Cadre Training) or as needed or requested

11. Tobacco eCheck-Up-To-Go

- Format: Online
- Level of Prevention: Primary and secondary
- Type of Prevention: Mostly selective or indicated; sometimes universal
- What: Knowledge and attitude-based tobacco education and intervention
- Who: Any interested person; cadets or students who are mandated or referred for intervention
- When: As needed or requested

12. Under the Influence

- Format: Online
- Level of Prevention: Secondary
- Type of Prevention: Selective or indicated
- What: Knowledge and attitude-based alcohol intervention
- Who: Cadets or students who violate the alcohol policy
- When: As needed

¹⁷ MyPrime (the online version of 'Prime for Life') was developed as an intervention for moderate-to-high-risk alcohol users including those with a recent DUI charge or conviction. In consultation with developers of MyPrime, The Citadel is using the program for DUI prevention for all rising sophomore cadets. Use of MyPrime for non-cadet students is under review.

Requirement Three

Describe the services that are used to manage a substance use disorder (SUD) and improve the quality of life among those diagnosed with a SUD (i.e., tertiary prevention);

COMPLIANCE REFERENCE

CADIC Prevention Program Matrix (See Appendix 11)

The Citadel provides the following *tertiary prevention* services and programs:

1. Alcoholics Anonymous Meetings

- Format: Small group
- Level of Prevention: Tertiary
- Type of Prevention: Indicated
- What: Lifestyle changes and ongoing skill development to promote sobriety, prevent the relapse of a SUD, and improve quality of life
- Who: Employees, cadets, and students who are at high-risk for developing a SUD or who have been diagnosed with a SUD
- When: Every Wednesday evening on campus from 6:30 pm to 7:30 pm

2. Employee Assistance Program (EAP)

- Format: Individual
- Level of Prevention: Secondary or tertiary
- Type of Prevention: Selective or indicated
- What: Tailored alcohol, tobacco, and other drug services based upon assessment and client needs
- Who: Citadel employees
- When: As needed

3. Integrated Intervention Program

- Format: Individual both online and in-person
- Level of Prevention: Mostly secondary
- Type of Prevention: Mostly selective
- What: A comprehensive and collaborative intervention program between the Assistant Commandant of Discipline, The Citadel Counseling Center, and CADIC. This intervention provides services within each of the three levels of prevention as follows:
 - Primary Prevention: Targeted online education through 'CADIC Online'
 - Secondary Prevention: Tailored intervention through CADIC
 - Tertiary Prevention: Tailored counseling through the Counseling Center

- Who: Any cadet or student who has violated the alcohol policy
- When: As needed

4. Referrals

- Format: Individual
- Level of Prevention: Tertiary
- Type of Prevention: Indicated
- What: Lifestyle changes and ongoing skill development to promote sobriety, prevent the relapse of a SUD, and improve quality of life
- Who: Employees, cadets, and students who are at high-risk for developing a SUD or who have been diagnosed with a SUD
- When: As needed

5. Smart Recovery

- Format: Individual
- Level of Prevention: Tertiary
- Type of Prevention: Indicated
- What: Lifestyle changes and ongoing skill development to promote sobriety, prevent the relapse of a SUD, and improve quality of life
- Who: Employees, cadets, and students who are at high-risk for developing a SUD or who have been diagnosed with a SUD
- When: Pending

Recommendations for next Biennium

1. Continue to monitor and document the annual *distribution of the "AOD Prevention Program"* (i.e., CADIC information) that is sent to employees, cadets, and students.
2. Investigate and add an online primary prevention **drug education program** for [freshmen] cadets and students.
3. Continue to improve the marketing of CADIC's prevention programs and services to evening undergraduate, graduate, and veteran students.
4. Revise current health education marketing campaign (e.g., 0-0-1-3, low-risk drinking tips) and assess effectiveness of the revised campaign.
5. Continue to investigate an online AOD prevention program for employees (e.g., the Alcohol Wise program used with Citadel cadets and students).

Alcohol and Other Drug Violations, Arrests, and Sanctions

EDGAR Part 86 Reference

Information on Campus AOD Violations, Arrests, and Sanctions

EDGAR Part 86 regulations require that, as a condition of receiving funds or any other form of financial assistance under any federal program, an IHE must:

1. Enumerate the number of AOD violations and arrests on campus or as part of the college's activities;
2. Enumerate the number and type of sanctions imposed from AOD violations and arrests on campus or as part of the college's activities;
3. Describe the process that ensures the consistent enforcement of disciplinary sanctions for violations of the AOD policy;

Compliance with EDGAR Part 86

Requirement One

Enumerate the number of AOD violations and arrests on campus or as part of its activities.

COMPLIANCE REFERENCE

Annual Security Report

- The Citadel provides information on AOD violations and arrests as part of its Annual Security Report (ASR). A link to The Citadel ASR is available at: http://www.citadel.edu/root/images/public_safety/asfsr.pdf.

Requirement Two

Enumerate the number and type of sanctions imposed from AOD violations and arrests.

COMPLIANCE REFERENCE

Annual Security Report

- The Citadel provides information on AOD violations and arrests as part of its Annual Security Report (ASR). A link to The Citadel ASR is available at: http://www.citadel.edu/root/images/public_safety/asfsr.pdf.

Requirement Three

Describe the process that ensures the consistent enforcement of disciplinary sanctions for violations of the AOD policy.

COMPLIANCE REFERENCEAssistant Commandant for Discipline, After Action Review

- Each year the Assistant Commandant for Discipline completes an After Action Review of the cadet Blue Book.¹⁸

Recommendations for next Biennium

1. Evaluate the effectiveness of *AOD Policy* enforcement on campus.
2. Improve the documentation (and process) for ensuring that disciplinary sanctions are enforced consistently with employees, cadets, and students.

Annual Notification of AOD Policy and Prevention Program**EDGAR Part 86 Reference**Annual Notification

EDGAR Part 86 regulations require that, as a condition of receiving funds or any other form of financial assistance under any federal program, an IHE must:

1. Describe the process for the annual distribution of the campus AOD policy and prevention program to employees, cadets, and students;

Compliance with EDGAR Part 86Requirement

Describe the process for the annual distribution of the campus AOD policy and prevention program to employees, cadets, and students.

¹⁸ The Blue Book is the “code of conduct” for cadets. It can be found by visiting <https://www.citadel.edu/root/images/commandant/blue-book.pdf>.

COMPLIANCE REFERENCE

Employee Handbook, Cadet Blue Book, Memo 3-107

The Citadel distributes the campus 'AOD Policy' and information on its prevention program as follows:

1. Employees
 - Yearly email
 - [Employee Handbook](#)
 - New employee training
2. Cadets
 - Yearly email
 - [Cadet Blue Book](#)
 - New student orientation
3. Students
 - Yearly email
 - [Memo 3-107](#)
 - New student orientation

Recommendations for next Biennium

1. Continue to monitor and document the annual distribution of the *AOD Policy* that is sent to employees, cadets, and students.
2. Continue to monitor and document the annual distribution of the *AOD educational chart* that is sent to employees, cadets, and students.
3. Continue to monitor and document the annual distribution of the *AOD Prevention Program* (i.e., CADIC information) that is sent to employees, cadets, and students.

Certification of the AOD Policy and Prevention Program**EDGAR Part 86 Reference**Certification Process

EDGAR Part 86 regulations require that, as a condition of receiving funds or any other form of financial assistance under any federal program, an IHE must:

1. Describe the biennial review and report writing process;

2. Describe the location of the BRR and the process that ensures it is available upon request;
3. Include a signature page signed, at a minimum, by the College President; The Citadel includes signatures from each of the following college officials: (1) The Commandant of Cadets, (2) Provost and Dean of the College, and (3) College President;

Compliance with EDGAR Part 86

Requirement One

Describe the biennial review and report writing process.

COMPLIANCE REFERENCE

Director, Campus Alcohol and Drug Information Center and One-Up Supervisor: The Commandant of Cadets

Director Experience. The Director of the Campus Alcohol and Drug Information Center (CADIC) at The Citadel is responsible for the biennial review and report. The current Director has a Master of Psychology degree and a Master of Public Health degree. Moreover, he has over thirty years of experience in AOD prevention in higher education.

Review and Writing Process. The review and writing process occurs every two years. During this process, the Director of CADIC communicates with officials on-campus who are involved in AOD policy and prevention efforts including but not limited to: (1) The Director of the Counseling Center, (2) The Assistant Commandant for Discipline, (3) The Captain of Police Department, (4) The Associate Provost for Enrollment Management, (5) The Assistant Vice President of Human Resources/Chief Human Resources Officer, and (6) The Senior Associate Director of Athletics.

BRR Reviewers. Reviewers for the current BRR (2022) include the following:

- Deputy Commandant/Chief of Staff
- Assistant Commandant for Standards and Discipline
- TAC (Teach, Advise, Coach) representative
- Campus physician
- Faculty member from The Citadel's Zucker Family School of Education
- Cadet, rank-holding senior
- Student from the Citadel Graduate College

Senior Administrator Review and Signatures. Additionally, the report is reviewed (and certified) by the Commandant of Cadets and the Provost of the College. The Director of Executive Operations/Special Assistant to the President reviews the report before forwarding it to the College President for final signature.

Requirement Two

Describe the location of the report and the process that ensures it is available upon request.

COMPLIANCE REFERENCE

Campus Alcohol and Drug Information Center

Hard Copy. The official hard copy of The Citadel's BRR is available by contacting:

Kevin M. Modglin, MA., MPH
 Director, Campus Alcohol and Drug Information Center (CADIC)
 The Citadel—Military College of South Carolina
 171 Moultrie St.
 Mark Clark Hall, Rm 217
 Charleston, SC 29407

Office: 843-953-0510

Email: kmodglin@citadel.edu

Electronic Copy. An electronic copy of The Citadel's BRR is available by emailing the request to cadic@citadel.edu.

Online Copy. An online copy is available on the CADIC webpage by visiting www.citadel.edu/root/cadic.

Requirement Three

Include a signature page signed, at a minimum, by the College President. The Citadel includes signatures from each of the following college officials: (1) the Commandant of Cadets, (2) the Provost and Dean of the College, and (3) the College President;

COMPLIANCE REFERENCE

Signature Page—last page of this document

The Certification of the BRR includes signatures from the following:

- Commandant of Cadets—*representing the SCCC and cadet life*

- Provost and Dean of College—*representing academics*
- President of the College—*representing The Citadel*

Recommendations for next Biennium

1. *No recommendations for the certification process were identified during this review.*

Summary of Recommendations for next Biennium

List of Recommendations

1. Continue to monitor and document the annual distribution of the *AOD Policy* that is sent to employees, cadets, and students.
2. Continue to monitor and document the annual distribution of the *AOD educational chart* that is sent to employees, cadets, and students.
3. Continue to monitor and document the annual distribution of the *AOD Prevention Program* (i.e., CADIC information) that is sent to employees, cadets, and students.
4. Incorporate information on the ‘*Drug Free Workplace Certification*’ used by Citadel Procurement Services for purchases and contracts.
5. Incorporate information on ‘alcohol sales at athletic events’ into the broader campus ‘AOD Policy.’
6. Ensure **AOD content** within campus policies and processes is consistent. This should include a review of the following documents: (1) College Regulations, (2) The Citadel Alcohol and Other Drugs Policy, (3) Employee Handbook, (4) Faculty Handbook, (5) Blue Book (for cadets), (6) Memo 3-107 (for students).
7. Investigate and add an online primary prevention **drug education program** for [freshmen] cadets and students.
8. Continue to improve the marketing of CADIC’s prevention programs and services to evening undergraduate, graduate, and veteran students.
9. Revise current health education marketing campaign (e.g., 0-0-1-3, low-risk drinking tips) and assess effectiveness of the revised campaign.
10. Continue to investigate an online AOD prevention program for employees (e.g., the Alcohol Wise program used with Citadel cadets and students).

11. Evaluate the effectiveness of *AOD Policy* enforcement on campus.
12. Improve the documentation (and process) for ensuring that disciplinary sanctions are enforced consistently with employees, cadets, and students.
13. Need to administer NCHA II (or similar survey) to evening undergraduate students for the purpose of identifying health discrepancies and developing need-based services.
14. Investigate the process for hiring one full-time CADIC employee to assist the Director in developing, planning, administering, and evaluating AOD prevention programs for evening undergraduate, graduate, and veteran students and creating a campus recovery program.

APPENDIX 1

PRECEDE-PROCEED PROGRAM PLANNING MODEL

Presents the interaction between assessment (the “precede” phase) and program development, implementation, and evaluation (the “proceed” phase) (Green & Kreuter, 1999).

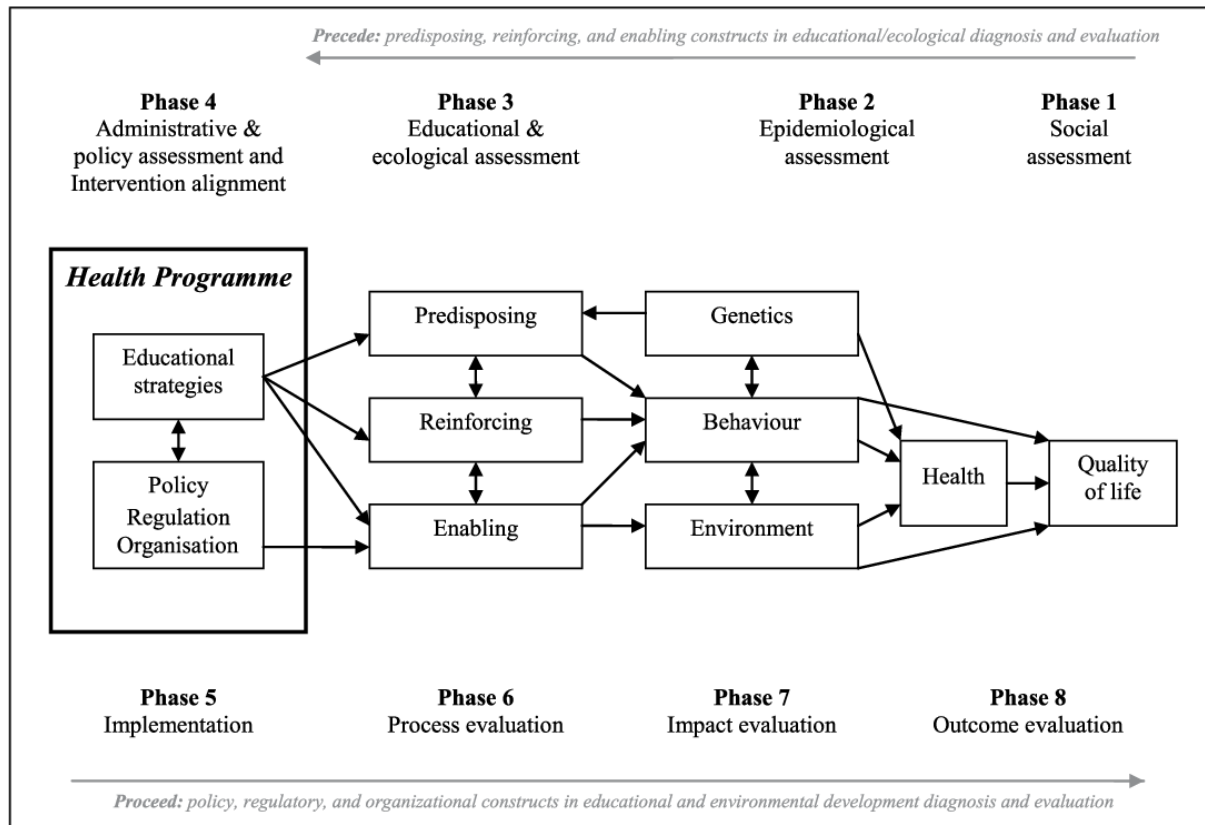
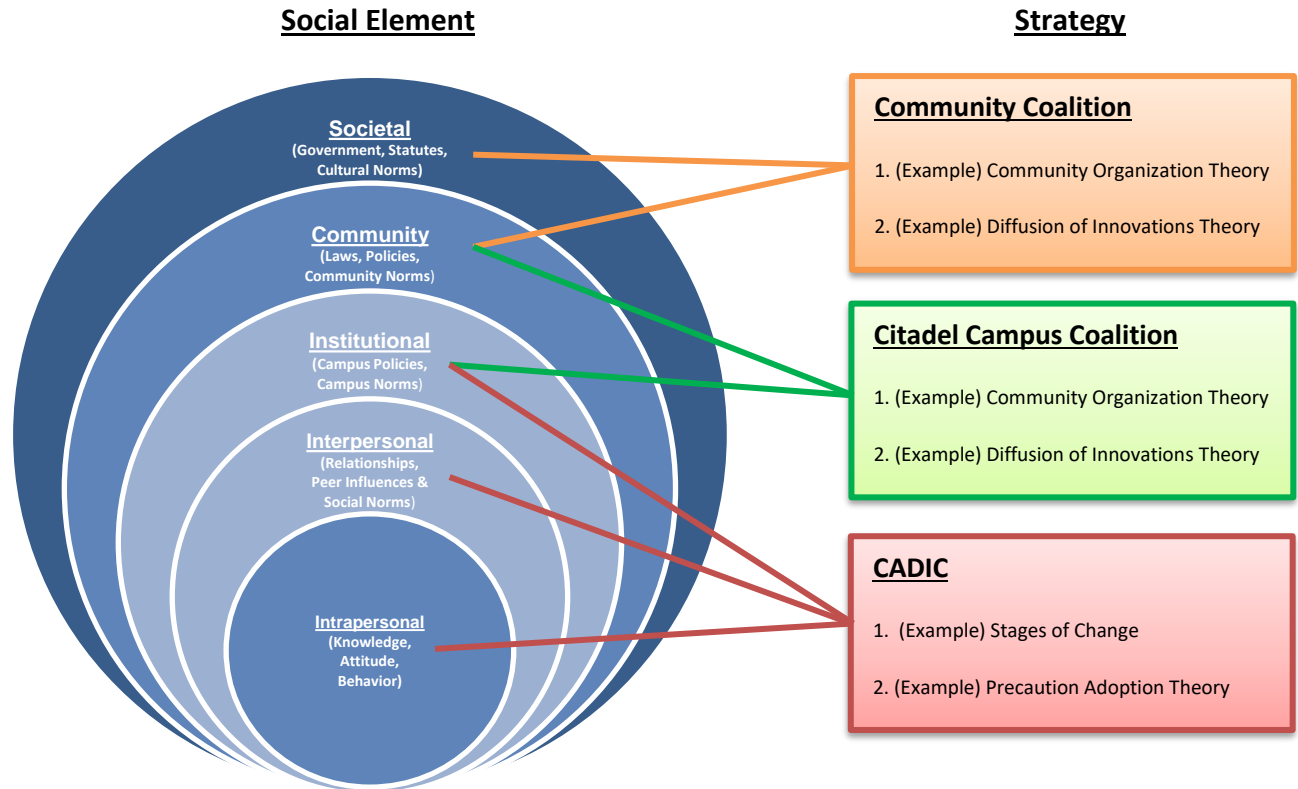


Image Source: Porter, C. (2016). Revisiting precede-proceed: a leading model for ecological and ethical health promotion. *Health Education Journal*. DOI: [10.1177/0017896915619645](https://doi.org/10.1177/0017896915619645)

APPENDIX 2

PUBLIC HEALTH SOCIAL ECOLOGICAL MODEL

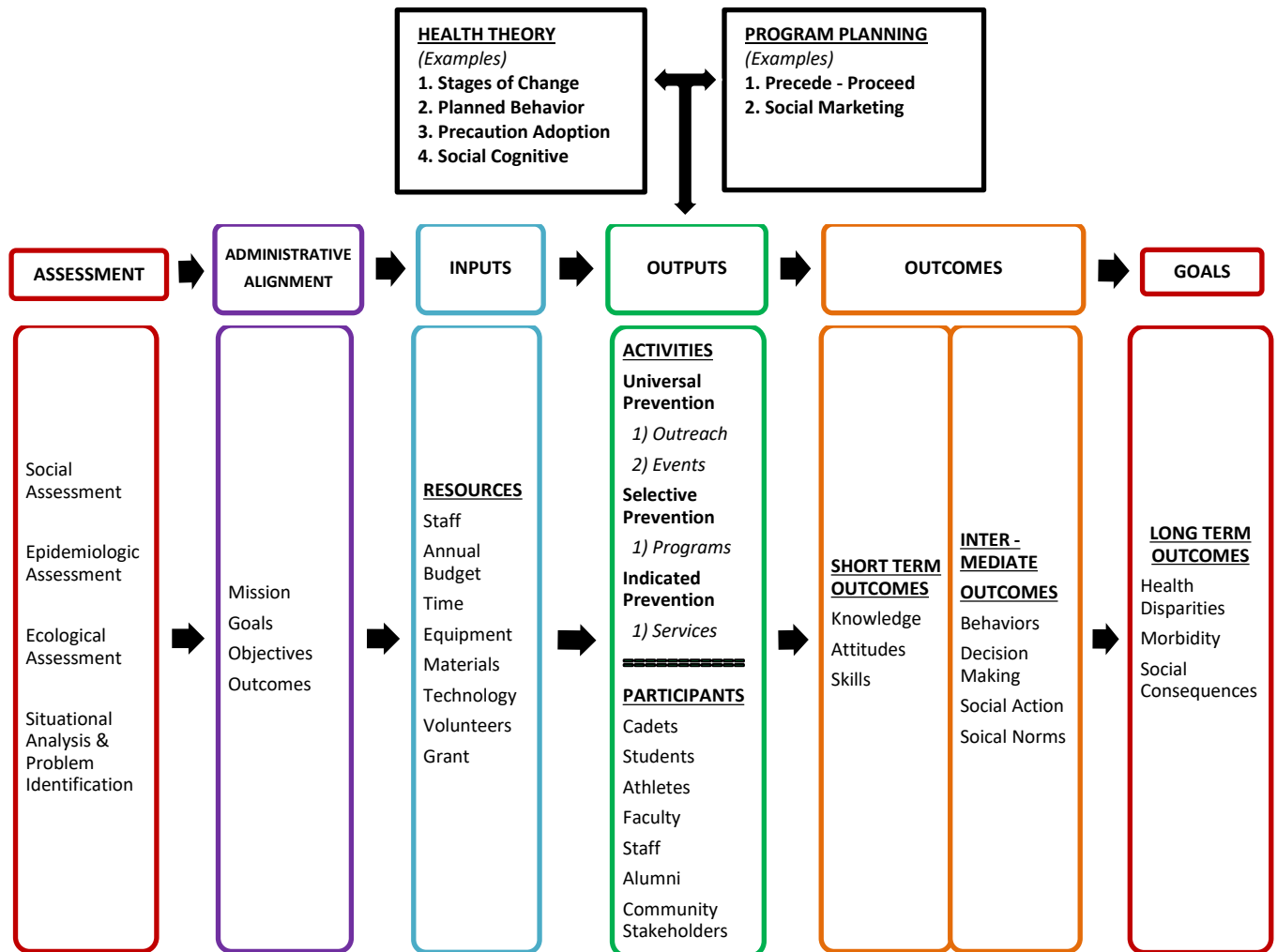
The social ecological model addresses the importance of interventions directed at both individual and social environmental factors (McLeroy et al., 1988).



APPENDIX 3

PROGRAM PLANNING LOGIC MODEL

Presents a visual representation of the development, implementation, and evaluation of CADIC services, programs, and events.



APPENDIX 4**TYPOLOGY OF PREVENTION LEVELS AND FOCUS AREAS**

Presents a chart that illustrates a typology for the interaction between prevention levels and focus areas (adapted from Young, 2005).

	LEVEL OF PREVENTION		
	Primary	Secondary	Tertiary
Name of Strategy	Universal Prevention	Selective Prevention	Indicated Prevention
Focus Area	Entire population; Subset of the Population;	Small group within population; Certain individuals within population;	Uniquely identified individuals within the population;
Behavioral Descriptions	Use;	Misuse;	Abuse;
Primary Purpose	Prevent AOD <u>use</u>;	Prevent AOD <u>misuse</u>;	Prevent AOD <u>abuse</u>;
Secondary Purposes	Prevent or delay AOD misuse;	Prevent continued AOD misuse; Prevent or delay AOD abuse;	Prevent continued AOD abuse; Prevent or delay SUD;
Tasks and Methods	Broad health education programs; Broad social marketing campaigns; Changes to policy;	Health screenings; Targeted programs; Targeted marketing campaigns; Tailored feedback; Risk-reduction plans;	Psychotherapy; Rehabilitative services; Convalescent services; Inpatient/outpatient services; Support services;

APPENDIX 5**SOCIAL MARKETING SAMPLE – 0-0-1-3**

Presents an illustration of a social marketing message.

IF YOU CHOOSE TO DRINK REMEMBER:	
0 drinks – 0 drinks – 1 drink – 3 drinks	
USE IT! SHARE IT!	
0	ZERO DUIs! ZERO DEATHs! <u>ZERO DRINKS</u> if you are driving.
0	ZERO AVs! ZERO ARRESTs! <u>ZERO DRINKS</u> if you might violate the campus alcohol policy or local and state laws on alcohol use.
1	ONE DRINK PER HOUR! Pace yourself—aim for <u>1-DRINK</u> per hour.
3	THREE DRINKS MAX! Set limits—aim for <u>3-DRINKS</u> max.
The Campus Alcohol and Drug Information Center (C A D I C)	

APPENDIX 6**SOCIAL MARKETING SAMPLE – LOW-RISK DRINKING TIPS**

Presents an illustration of a social marketing message.

IF YOU CHOOSE TO DRINK REMEMBER:

LOW-RISK DRINKING TIPS!

WHICH THREE WILL YOU USE?

STANDARD DRINKS!
If you choose to drink, make sure your drinks are standard drinks.

DRINKING LIMIT!
If you choose to drink, set a limit on how many drinks you will have.

TIME LIMIT!
If you choose to drink, set a time limit on how long you will drink.

PACE!
If you choose to drink, pace yourself—limit the amount you drink per hour.

KEEP TRACK!
If you choose to drink, keep track of the number, type and amount you have.

ALTERNATE!
If you choose to drink, alternate alcoholic drinks with non-alcoholic drinks.

EAT!
If you choose to drink, don't drink on an empty stomach; eat while you drink.

YOUR IDEA!!!
Share your own low-risk drinking tip and WIN STUFF. Visit CADIC for details.

The Campus Alcohol and Drug Information Center (C A D I C)

APPENDIX 7**SOCIAL MARKETING SAMPLE – STANDARD DRINKS**

Presents an illustration of a social marketing message.

IF YOU CHOOSE TO DRINK REMEMBER:

0 drinks – 0 drinks – 1 drink – 3 drinks

1 to 3 DRINKS is the safest low-risk choice!

1
DRINK
Per Hour!

3
DRINKS
Max!

Do you know your
STANDARD DRINKS?*

12 fl oz of regular beer	=	8–9 fl oz of malt liquor (shown in a 12 oz glass)	=	5 fl oz of table wine	=	1.5 fl oz shot of 80-proof distilled spirits (gin, rum, tequila, vodka, whiskey, etc.)
						
about 5% alcohol		about 7% alcohol		about 12% alcohol		40% alcohol

The percent of "pure" alcohol, expressed here as alcohol by volume (alc/vol), varies by beverage.


All these drinks have the same amount of alcohol.

* SOURCE: https://www.niaaa.nih.gov/sites/default/files/pictures/just_drinks_for_web3.jpg

The Campus Alcohol and Drug Information Center (C A D I C)

APPENDIX 8**SOCIAL MARKETING SAMPLE – CADIC SERVICES**

Presents an illustration of a social marketing message.



THE CITADEL

Campus Alcohol and Drug Information Center

SERVICES

Individual meetings in a private and confidential setting.

PROGRAMS

Interactive and self-reflective activities in small groups.

EVENTS

Large, campus-wide activities that promote a specific theme.

CADIC ONLINE

Online, free, and self-paced alcohol, tobacco, and drug education and screenings.
(Visit CADIC Hub @ www.citadel.edu/root/cadic for CADIC Online Programs)

Need more information or assistance?

Contact CADIC

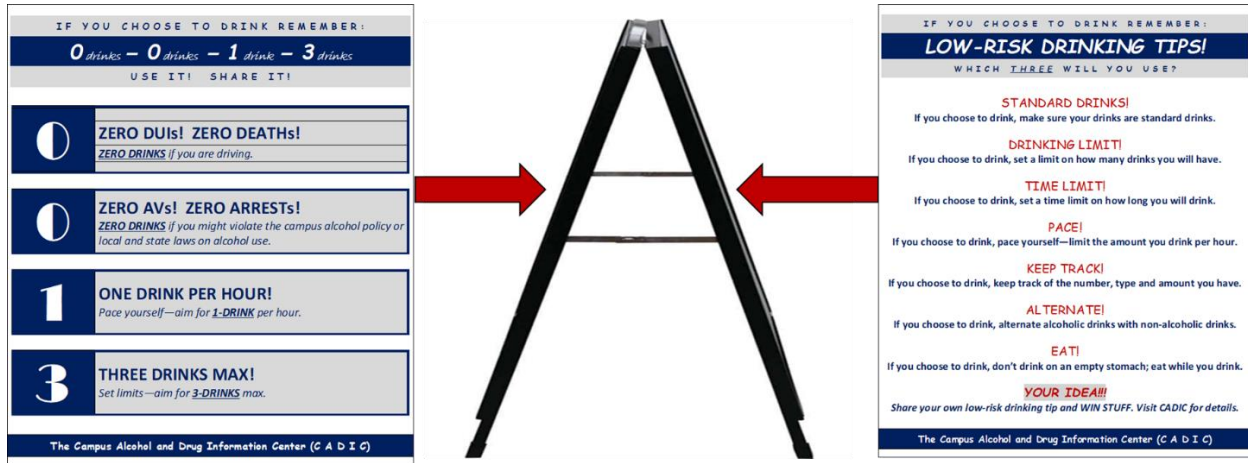
Campus Alcohol and Drug Information Center

MCH, 217
www.citadel.edu/root/cadic
843-953-0510

APPENDIX 9

SAMPLE SOCIAL MARKETING DISPLAY – ROAD SIGNS

Presents a sample layout of social marketing messages on a sandwich board (A-frame).



APPENDIX 10**LOW-RISK DRINKING CONTRACT**

Presents a sample low-risk drinking “contract” used with cadets during an intervention session.

BEHAVIOR CONTRACT	
LOW-RISK DRINKING OPTIONS!	
PICK AT LEAST FOUR THAT YOU AGREE TO PRACTICE IF YOU CHOOSE TO DRINK!	
<input type="checkbox"/> YOUR CHOICE	Stay in control by deciding IF, WHEN, and WHERE you will drink. <i>(I will accept a drink ONLY if I really want one. I will decide when to start/stop drinking.)</i>
<input type="checkbox"/> STANDARD DRINKS	If you choose to drink, make sure your drinks are standard drinks. <i>(A standard drink is 12 fl. oz. of beer OR 5 fl. oz. of wine OR 1.5 fl. oz. (a “shot”) of liquor.)</i>
<input type="checkbox"/> DRINKING LIMIT	If you choose to drink, set a limit on how many (total) drinks you will have. <i>(I will have no more than X-drinks during the outing, party, or event.)</i>
<input type="checkbox"/> TIME LIMIT	If you choose to drink, set a time limit on how long you will drink. <i>(I will drink for no more than X hours.)</i>
<input type="checkbox"/> PACE	If you choose to drink, pace your drinking—limit the amount you drink per hour. <i>(I will have no more than X-drinks per hour.)</i>
<input type="checkbox"/> KEEP TRACK	If you choose to drink, keep track of the number, type, and amount of drinks you have. <i>(To track my drinking, I will keep bottle tops, can tabs, drinking straws, etc. in my pocket.)</i>
<input type="checkbox"/> ALTERNATE	If you choose to drink, alternate alcoholic drinks with non-alcoholic drinks. <i>(I will drink a glass of water or soda between every alcoholic drink.)</i>
<input type="checkbox"/> AVOID	If you choose to drink, avoid consuming a large amount of alcohol at one time. <i>(I will avoid playing ‘drinking games’ and taking ‘shots’.)</i>
<input type="checkbox"/> EAT	If you choose to drink, don’t drink on an empty stomach and eat while you’re drinking. <i>(I will eat food with every drink I consume.)</i>
<input type="checkbox"/> 0-0-1-3	If you choose to drink, follow the 0-0-1-3 rule. <i>(0-Drinks if driving; 0-Drinks if you might break laws/policies; 1-Drink per hour; 3-Drinks max.)</i>
<input type="checkbox"/> PAY ATTENTION	If you choose to drink, keep your drink with you and monitor it all times. <i>(I will not leave my drink unattended and I will not accept a drink from people I do not know.)</i>
<input type="checkbox"/> DESIGNATED DRIVER	When you are out with your friends occasionally volunteer to be the designated driver. <i>(Sometimes I will be the designated driver AND I will have ZERO DRINKS when I am.)</i>
<input type="checkbox"/> SAFETY	Avoid driving a car or boat and avoid swimming and hunting if you are drinking. <i>(I will use a non-drinking designated driver OR I will call a friend or Uber/cab if I’ve been drinking.)</i>
<input type="checkbox"/> ASSERTIVE	If you notice your friends are drinking too much or preparing to drive, TAKE ACTION! <i>(I will protect my friends by encouraging them to slow down (or stop) or by taking their keys.)</i>
<input type="checkbox"/> ACCOUNTABILITY	If you’re out with friends—even if you’re not drinking—hold yourself and others accountable. <i>(I will hold friends accountable for how much they drink and expect them to do the same for me.)</i>
<input type="checkbox"/> FOLLOW	If you choose to drink, follow local and state laws and campus policies on alcohol use. <i>(To avoid an AV, I will follow the campus alcohol policy and encourage my friends to do the same.)</i>
<input type="checkbox"/> SAVE MONEY	If you choose to drink, save money by limiting how much you will spend on alcohol. <i>(I will limit the amount I spend on alcohol to no more than X-amount.)</i>
<input type="checkbox"/> YOUR IDEA!!!	Do you have a low-risk drinking tip that you use? If so, SHARE IT and win stuff! <i>(Share your low-risk drinking with CADIC and win free stuff. Visit CADIC for details.)</i>

If I choose to drink, I agree to follow the tips I have selected above.

Your Name—Print	Your Name—Signed	Date
Witness Name—Print	Witness Name—Signed	Date

APPENDIX 11**PREVENTION PROGRAM MATRIX**

Presents a list of services, programs, and events available to cadets, students, and employees.

SERVICES			
ONLINE SERVICES			
Name of Program	Target Group	Focus Area	Type of Prevention
Alcohol Wise	All freshmen under 21	Alcohol	Universal
Alcohol Wise 21+	All freshmen 21 or over	Alcohol	Universal
e-Checkup (Alcohol)	Intervention only	Alcohol	Selected or indicated
e-Checkup (Cannabis)	Intervention only	Cannabis	Selected or indicated
e-Checkup (Tobacco)	Intervention only	Tobacco	Selected or indicated
MyPrime (DUI)	All rising sophomores	Alcohol	Selected
Nicotine 101	Remediation for tobacco policy violation	Tobacco	Selected or indicated
Under the Influence	Remediation for alcohol policy violation	Alcohol	Selected or indicated
TAILORED, ONE-ON-ONE SERVICES			
Name of Program	Target Group	Focus Area	Type of Prevention
BASICS I	Intervention only	Alcohol and drugs	Selected
BASICS II	Intervention only	Alcohol and drugs	Indicated
CADIC Screening	Intervention only	Alcohol, drugs and wellness	Selected or indicated
Consult & Referral	Intervention only	Alcohol, drugs and wellness	Indicated
Fresh/Start	Intervention only	Tobacco	Selected or indicated
Relapse Prevention	Intervention only	Alcohol, drugs, and tobacco	Indicated
SOBRIETY AND RECOVERY SERVICES			
Name of Program	Target Group	Focus Area	Type of Prevention
Alcoholics Anonymous	All members of campus community	Alcohol and drugs	Indicated
Cadet Support Network	Cadets in recovery	Alcohol and drugs	Indicated
CADIC Support Group – (Pending)	Cadets and students in recovery	Alcohol and drugs	Indicated
SMART Recovery – (Pending)	All members of campus community	Alcohol	Indicated
PROGRAMS			
TARGETED SMALL GROUP PROGRAMS (< 25 participants)			
Name of Program	Target Group	Focus Area	Type of Prevention
CHOICES	Low-to-moderate risk participants	Alcohol	Universal or selected
Fresh/Start	Tobacco cessation participants	Tobacco	Selected or indicated
Prime for Life	Moderate risk participants/DUI	Alcohol and drugs	Indicated
Rethinking Drinking	Low-to-moderate risk participants	Alcohol	Selected or indicated
TIPS (Training for Intervention)	Participants interested in intervention	Alcohol	Universal
UNIVERSAL LARGE GROUP PROGRAMS (>25 participants)			
Name of Program	Target Group	Focus Area	Type of Prevention
About CADIC	Pre-matriculation cadets	Alcohol and drugs	Universal
AOD Policy (Annual)	All members of campus community	Alcohol and drugs	Universal
AOD Program (Annual)	All members of campus community	Alcohol and drugs	Universal
Tobacco Policy (Annual)	All members of campus community	Tobacco	Universal
Tobacco Program (Annual)	All members of campus community	Tobacco	Universal
EVENTS AND OUTREACH			
FALL TERM (Tentative)			
Name of Program	Target Group	Focus Area	Type of Prevention
CHOICES DUI Prevention	Any interested cadet or student	Alcohol (DUI)	Universal
Great American Smoke Out	All members of campus community	Tobacco	Universal
SPRING TERM (Tentative)			
Name of Program	Target Group	Focus Area	Type of Prevention
CHOICES DUI Prevention	Any interested cadet or student	Alcohol (DUI)	Universal
Quitters Always Win	All members of campus community	Tobacco Cessation	Universal

ABBREVIATIONS AND TERMS

Abbreviations

- **ACD**—Assistant Commandant for Discipline
- **ACHA**—American College Health Association
- **AOD**—Alcohol and Other Drug
- **ATOD**—Alcohol, Tobacco, and Other Drug
- **AUD**—Alcohol Use Disorder
- **AV**—Alcohol Violation
- **BASICS**—Brief Alcohol Screening and Information for College Students
- **BR**—Biennial Review
- **BRR**—Biennial Review Report
- **CADIC**—Campus Alcohol and Drug Information Center
- **CCC**—Citadel Counseling Center
- **CPD**—Citadel Police Department
- **DAC**—Driving After Cannabis (Use)
- **DAD**—Driving After Drinking
- **DFSCA**—Drug-Free Schools and Communities Act
- **DUI**—Driving Under the Influence
- **EDGAR**—Education Department General Administrative Regulations
- **HA**—Human Affairs
- **IHE**—Institution(s) of Higher Education
- **LGBTQIQ**—Lesbian, gay, bisexual, transgender, queer, intersex, questioning

- **LHI**—Leading Health Indicators
- **LSUI**—Leading Substance Use Indicators
- **LTP**—Leadership Training Program
- **NCAA**—National Collegiate Athletic Association
- **NIAAA**—National Institute on Alcohol Abuse and Alcoholism
- **NIDA**—National Institute on Drug Abuse
- **PFI**—Personalized Feedback Information
- **PNF**—Personalized Normative Feedback
- **SCCC**—South Carolina Corps of Cadets
- **SUD**—Substance Use Disorder
- **TV**—Tobacco Violation

Terms

- **AOD Abuse.** AOD abuse is the term used to describe a pattern of repeated misuse of a drug that leads to ongoing, negative psychosocial consequences.
*(It generally follows the pattern: use → misuse → **abuse**.)*
- **AOD Misuse.** AOD misuse is the term used to describe the intentional use of a drug incorrectly (e.g., taking more of a medication than was prescribed), in a way in which it was not intended (e.g., snorting crushed Ritalin instead of swallowing it) or in a way that increases the risk for negative social or health outcomes (e.g., drinking to get drunk).
*(It generally follows the pattern: use → **misuse** → abuse.)*
- **AOD Use.** AOD use is the term used to describe the consumption of any drug, including alcohol, in any amount, and for any reason.
*(It generally follows the pattern: **use** → misuse → abuse.)*
- **Attitude-Based Objective.** An attitude-based objective is the term used to describe the expected change in a person’s attitudes, feelings, or beliefs related to a specific health issue or behavior.

- **Best Practice.** A best practice is the term used to describe an intervention that has evidence of its effectiveness in a particular setting and which is likely to be replicated in similar settings.
- **Biennial Review.** The biennial review is the term used to describe the federally mandated process by which IHE's must review and evaluate their AOD policies and programs.
- **Biennial Review Report.** The Biennial Review Report is the term used to describe the written summary of the biennial review process.
- **Bloom's Taxonomy.** Bloom's Taxonomy is the term used to describe the system for classifying learning objectives into categories with varying levels of complexity.
- **Blue Book.** The Blue Book is the term used for the document that contains the official '*code of conduct*' for Citadel cadets.
- **Cadet.** A cadet is the term used to describe any freshman, sophomore, junior, or senior student who is a member of the South Carolina Corps of Cadets.
- **CollegeAIM.** CollegeAIM is an online document developed by the NIAAA to help IHEs identify and monitor effective alcohol policies, programs, and interventions.
- **Curriculum Infusion.** Curriculum infusion is the term used to describe the process of integrating alcohol prevention content into academic courses.
- **Enabling Factor.** An enabling factor is the term used to describe the characteristics of an environment that contribute to healthy or unhealthy behaviors.
- **Event.** An event is the term used to describe a large campus-wide activity whose purpose is to promote a specific health message, idea, or strategy.
- **Formative Evaluation.** Formative evaluation is a broad term used to describe the means by which the planning, participation, logistics, and satisfaction of an intervention is measured. It includes the process evaluation.
- **Harm Reduction (Risk Reduction).** Harm reduction is the term used to describe prevention strategies whose purpose is to reduce the risk factors associated with mortality and morbidity.
- **Impact Evaluation.** Impact evaluation is the term used to describe the change in a participant's awareness, knowledge, attitudes, skills, or behaviors that immediately follow an intervention.

- **Indicated Prevention.** Indicated prevention is the term used to describe prevention programs or services provided to *individuals* within a population who (1) have risk factors associated with a substance use disorder (SUD) (e.g., repeat offenders of the ‘AOD Policy’; incarceration, undiagnosed mental health disorder) or (2) are exhibiting early signs of a substance use disorder (SUD) (e.g., increased tolerance, preoccupation, craving, interpersonal problems, unable to stop or cut down).
- **Intervention.** An intervention is a collection of specific prevention strategies designed to reduce the frequency, severity, or duration of an illness or disease. Interventions are *tailored* to the specific needs of an individual or *targeted* to the specific needs of a group or cohort.
- **Knowledge-Based Objective.** A knowledge-based objective is the term used to describe an expected change in a person’s knowledge related to a specific health issue or behavior.
- **Leading Health Indicator (LHI).** A leading health indicator is the term used to describe issues identified within a population that **(1)** poses significant risk to the health of individuals within the population and **(2)** requires an intervention to reduce those risks.
- **Leading Substance Use Indicator (LSUI).** A leading substance use indicator is the term used to describe a subset of LHIs within a population most associated with negative health and social outcomes from AOD misuse.
- **Learning Outcome.** A learning outcome is the term used to describe what a student will think, feel, or do differently as a result of their participation in a service, program, or activity.
- **Memo 3-107.** Memo 3-107 is the official ‘*code of conduct*’ document for evening undergraduate, graduate, veteran students, and day students.
- **Outcome Evaluation.** The outcome evaluation is the term used to describe the long-term changes in the health status of a population (e.g., a decrease in mortality and morbidity) or the long-term changes in the behavior of a population (e.g., a decrease in the number of DUI offenses).
- **Precede-Proceed Model.** The Precede-Proceed Model is a type of program planning model used to describe the necessary steps needed to assess the health of a target population (the “precede” phase) and the subsequent development, implementation, and evaluation of the intervention (the “proceed” phase) used to improve health within the population. Precede and proceed are acronyms that stand for:

- **PRECEDE** = predisposing, reinforcing, (and) enabling constructs (in) environmental diagnosis (and) evaluation.
- **PROCEED** = policy, regulatory, (and) organizational constructs (in) environmental (and) educational development.
- **Predisposing Factor.** A predisposing factor is the term used to describe the characteristics of an individual (e.g., knowledge, attitudes, and skills) that contribute to healthy or unhealthy behaviors.
- **Prevention.** Prevention is any attempt to avoid, delay, or mitigate unwanted or negative consequences. Specific prevention strategies that are tailored to individuals or targeted to groups are called *'interventions.'*
- **Primary Prevention.** The first level of prevention is called *'primary prevention.'* It is used to (1) *identify* risk factors and protective factors that contribute to the development of an illness, disease, or disorder and (2) *modify* those risk and protective factors by minimizing the former and enhancing the latter.
- **Process Evaluation.** The process evaluation is the term used to describe the participation, quality, and characteristics of a program provided to a target population.
- **Program.** A program is the term used to describe a type of intervention that targets the unique needs of a small group or cohort within a population who share a similar health issue or who have experienced a similar health or social consequence.
- **Program Outcome.** A program outcome is the term used to describe what a department, program, service, or process will do, achieve, or accomplish.
- **Protective Factor.** A protective factor is ***anything that decreases*** the likelihood that a person will experience negative health or social outcomes from AOD use. Protective factors can be positively framed as anything that *"increases the likelihood of improved health, safety, and well-being"*.
- **Reinforcing Factor.** A reinforcing factor is the term used to describe the rewards (e.g., social support, encouragement, food, money, promotion, etc.) that immediately follow, or are anticipated to follow, a specific behavior and that increase the likelihood the behavior will continue.
- **Risk Factor.** A risk factor is ***anything that increases*** the likelihood that a person will experience negative health or social outcomes from AOD use.

- **Secondary Prevention.** The second level of prevention is called '*secondary prevention*.' It is used to reduce the progression of an illness, disease, or disorder via targeted programs (small group), tailored meetings (one-on-one), risk-reduction plans, health screenings, early identification of disorders, and brief treatments.
- **Selective Prevention.** Selective prevention is the term used to describe prevention programs or services provided to *individuals, groups, or cohorts* within a population who (1) have experienced a negative health or social consequence from *AOD use* (e.g., a cadet who has lost rank from an alcohol violation; a group of underage cadets caught drinking) or (2) are known to have risk factors associated with *misuse* (e.g., cadets with poor grades; cadets who are frequent violators of the '*code of conduct*').
- **Service.** A service is the term used to describe a one-on-one meeting in a private and confidential setting with the intention of facilitating behavior change by tailoring information and feedback to a person's specific needs.
- **Skill-Based Objective.** A skill-based objective is the term used to describe a change in a person's skill, or the development of a new skill, related to a specific health issue or behavior.
- **Social Ecological Model.** The social ecological model is the term used in public health that views health outcomes as the interaction between individual and environmental factors.
- **Student.** A student is a broad term used to describe undergraduates, graduates, veterans and day students enrolled in classes but not part of the South Carolina Corps of Cadets.
- **Summative Evaluation.** Summative evaluation is a broad term used to describe the means by which the implementation and concluding phases of an intervention are measured. It includes both the impact (short-term) and outcome (long-term) evaluations.
- **Surveillance.** Surveillance is the term used in public health to describe the continuous and systematic collection, analysis, and interpretation of health-related data needed for the planning, implementation, and evaluation of public health practice.
- **Tailored Intervention.** A tailored intervention is the term used to describe the strategy that focuses on the unique health issues and needs of a single person.
- **Targeted Intervention.** A targeted intervention is the term used to describe the strategy that focuses on a small group or cohort experiencing similar issues or having similar needs.

- **Tertiary Prevention.** The third level of prevention is called tertiary prevention. It is used to reduce the negative aspects of a diagnosed illness, disease, or disorder by improving coping skills, minimizing the impact of the condition on daily life, and preventing further deterioration in health and well-being. Said another way, the goal of tertiary prevention is to improve both the quality of life and the life expectancy of a person diagnosed with a life altering condition. Tertiary care includes hospitalizations, inpatient or outpatient treatment, rehabilitative or convalescent services (e.g., psychotherapy, physical therapy, occupational therapy, speech therapy) and support services (e.g., AA, NA, Al-Anon, Smart Recovery).
- **Universal Prevention.** Universal prevention is the term used to describe prevention programs or services provided to an *entire population* (e.g., all cadets) or *subpopulation* (e.g., sophomore cadets) assumed to be at risk for experiencing negative health or social consequences from *AOD use* (e.g., cadet seniors during Ring Week; cadet freshmen during Recognition Week).
- **White Book.** The White Book is the document that contains the official “*policies and procedures*” for the SCCC.

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