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

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

This set of standards has an accompanying Self-Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services.

CAS STANDARDS AND GUIDELINES

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

OVER FORTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and success and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible book of professional standards and guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of over 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 115,000 professionals.

DISCLAIMER

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

Please direct your questions to the CAS Executive Director (executive_director@cas.edu or 202-862-1400).
COLLEGE HONOR SOCIETY PROGRAMS
CAS Contextual Statement

The purposes of honor societies in colleges and universities are twofold. First, they exist to recognize the attainment of scholarship of a superior quality. Second, a few societies recognize the development of leadership qualities and commitment to service and excellence in research in addition to a strong scholarship record. To accomplish these objectives, it is clear that an honor society must define and maintain a truly high standard of eligibility for membership and achieve sufficient status by so doing that membership becomes something to be highly valued.

The honor society has followed the expansion and specialization of higher education in America. When Phi Beta Kappa was organized in 1776, there was no thought given to its field because all colleges then in existence were for the training of men for the service of the church and the state. With the expansion of education into new fields during the late nineteenth century, Phi Beta Kappa elected to operate in the fields of liberal arts and sciences. Although this was not decided until 1898, the trend was evident earlier; the 1880s saw the establishment of Tau Beta Pi in the field of engineering and Sigma Xi in scientific research (Tau Beta Pi, n.d.).

Early in the 20th century, other honor societies came into being. Phi Kappa Phi was organized to accept membership from all academic fields in the university. A few others of this nature had origins in Black, Catholic, or Jesuit colleges and universities. These honor societies became known as general honor societies. Other variations have developed since that time. Leadership honor societies recognize meritorious attainments in all-around leadership and campus citizenship. Numerous societies drew membership from the various disciplines of study, recognizing good work in the student’s field of study. These societies are generally known as specialized honor societies. Another variation recognizes scholastic achievement during the freshman or sophomore year. Yet other variations recognize achievement in associate degree programs and advanced study. In more recent years, many honor societies have become international in scope. The issue of eligibility of international chapters is managed by each society. For example, Beta Gamma Sigma is able to use the accreditation body AASCSB International to identify qualifying institutions for chapters. The eligibility status of members is handled by each society, to ensure equivalence with U.S. standards.

The national organization of each honor society sets standards for establishing collegiate chapters and requirements for administering them. Chapters are chartered to institutions and have a dual relationship: maintain national honor society standards and requirements and abide by institutional policies and procedures.

The Association of College Honor Societies (ACHS) was founded in 1925 for the establishment and maintenance of useful functions and desirable standards, including criteria for membership, for governance of each member society, and for chapter operation (ACHS, n.d.). In addition to defining honor societies, similar student organizations with more liberal membership requirements were named recognition societies. Baird’s Manual of American College Fraternities was first published in 1879 by Baird’s Manual Foundation, and was considered the authoritative reference work on college Greek-letter societies until it was last published in 1991. Baird’s Manual adopted and used the ACHS definitions for classification of honor societies and recognition societies.

The standards and functions originally named in the early history of ACHS still have relevance today. ACHS fulfills a certifying function in assuring candidates for membership and ensuring that institutions that have member societies meet the high standards. The standards also serve a role for judging credibility of non-member societies.
The challenge in the 21st century is the same as when ACHS was founded: to use academic and operational standards to allay the confusion prevailing on campuses and among the public regarding the credibility and legitimacy of emerging honor societies. A plethora of internet societies, for-profit societies, and an increasingly narrow set of other specialized societies give rise to the need for the CAS standards to guide colleges and universities in setting regulations for official recognition of campus honor societies. Students, parents, and the public can use the standards as criteria for judging quality.

REFERENCES


CONTEXTUAL STATEMENT CONTRIBUTORS

Current Edition
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Previous Editions
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COLLEGE HONOR SOCIETY PROGRAMS  
CAS Standards and Guidelines

Guiding Principle: Students and Their Environments

Part 1. MISSION

1.1 Programs and Services Mission

The mission of College Honor Society Programs (CHSP) is to promote the values of higher education and confer distinction for high achievement in undergraduate, graduate, and professional studies; student leadership; service; and research.

CHSP must develop and define its mission.

The CHSP mission must be consistent with the mission of the department, college, division, institution, and applicable professional standards.

The CHSP mission must be appropriate for the institution’s students, designated clients, and other constituents.

Whether centralized or decentralized in its administration, CHSP must advance its mission.

1.2 Mission Statement

CHSP must implement, disseminate, regularly review, and update its mission statement.

Mission statements must reference student learning, development, and success.

Part 2. PROGRAM AND SERVICES

2.1 Program and Services Goals

College Honor Society Programs (CHSP) must be guided by a set of written goals and objectives that are directly related to the stated mission.

CHSP must seek to provide

- educational programming that complements the academic curriculum
- opportunities for recognition by the institution
- faculty, staff, and administrator involvement and interaction with students

CHSP’s process for establishing college honor society chapters must include

- formal chartering of each chapter by institution and college/department petition
- approval by official action of the governing body of the national/international organization, if applicable
- jointly defined relationship between the institution and the college honor society that must be formalized, documented, and disseminated
- support of the institution for identification of qualified candidates
- candidate selection by the chapter
- membership invitation by the chapter
The CHSP goals must be aligned with institutional priorities and expectations of the functional area.

CHSP must regularly develop, review, evaluate, and revise its goals.

CHSP must communicate goals and progress toward achievement to appropriate constituents.

2.2 Program Information and Services

CHSP must provide relevant information, services, and resources consistent with its mission and goals.

CHSP must assist college honor society chapters in maintaining good standing with their national/international organization policies.

CHSP must provide support to chapter officers and leaders to offer programs focusing on scholarship, leadership, service, or research.

CHSP must ensure student participation in the governance of the collegiate chapter.

CHSP must ensure students are elected by their peers to organize chapter activities.

National/international college honor societies recognized by the institution should be governed by its membership and should include

- officers/board members elected by the national/international membership
- chapter representation in the governing body
- national/international membership participation in approving and revising by-laws
- independent financial review and full financial disclosure

CHSP should classify college honor societies as general scholarship, general leadership, specialized scholarship, and freshman, sophomore and two-year honor societies.

CHSP should use the following minimum scholastic qualification guidelines for each classification of college honor societies:

- general scholarship – top 20%, not earlier than junior rank
- general leadership – top 35%, not earlier than junior rank
- specialized scholarship – top 35%, not earlier than second semester sophomore rank

CHSP should ensure that first-year, sophomore, and two-year honor societies adhere to the same high standards, with the exception of rank.

CHSP may identify “Recognition Societies” as those organizations with lower scholastic criteria.

CHSP should preserve traditions and customs of the honor societies.

**CHSP must develop and implement strategies for outreach and promotion.**

CHSP should work collaboratively to inform the higher education community of the CHSP mission.

CHSP should promote activities focused on civic engagement and contributions to the institutions.
2.3 Program Structure and Framework

CHSP must have clearly stated, current, relevant, and documented
- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

CHSP must ensure that college honor society chapter governance documents and the names of officers and advisers are filed annually both with CHSP and the national/international organization.

CHSP should maintain a centralized registry of recognized college honor societies organizations.

CHSP must be purposefully structured and resourced to balance efficiency and effectiveness and to achieve programmatic and student learning and development outcomes.

Regardless of organizational structures, CHSP must work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.

CHSP must collaborate with colleagues and departments across the institution to promote student learning, development, and success.

CHSP should encourage faculty and staff members to
- advise college honor society chapters
- recognize the work of college honor society advisors and their co-curricular work with students
- value the contributions that college honor societies make to student development and vibrancy of campus life

2.4 Program Design

CHSP must be intentionally designed to
- achieve predetermined student learning and development outcomes
- incorporate research and theories on student learning, development, and success
- respond to needs of individuals, constituents, and populations with distinct needs
- ensure access for students and designated clients

Part 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

3.1 Program Contribution to Student Learning, Development, and Success

College Honor Society Programs (CHSP) must contribute to students' formal education, which includes both curricular and co-curricular experiences.

CHSP should inspire and encourage intellectual development and provide opportunities for members to associate in mutual understanding.

CHSP must contribute to students' progression and timely completion of educational goals.
CHSP must help students and designated clients prepare for their careers and meaningful contributions to society.

CHSP must work with the institution to identify relevant and desirable student success outcomes.

CHSP must identify relevant and desirable student learning and development outcomes.

CHSP must implement strategies and tactics to achieve these outcomes.

3.2 Student Learning and Development Domains and Dimensions

CHSP must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.

CHSP must align predetermined student learning and development outcomes with the institutional framework for student outcomes.

The CAS student learning and development outcomes model includes six broad categories (called domains), meant to identify the aspects of learning experienced by students through engaging with programs, disciplines, or other learning opportunities. The domains are further clarified through dimensions. The dimensions of student learning and development allow for a more focused assessment approach and opportunities for alignment with institutional mission and priorities.

Domain: knowledge acquisition, integration, construction, and application

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

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

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

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

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

Domain: practical competence
• Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[Learning and Development Outcomes: See the Council for the Advancement of Standards Student Learning and Development Outcomes (www.cas.edu/learningoutcomes) for examples of outcomes related to these domains and dimensions.]

3.3 Assessment of Student Learning and Development

CHSP must assess the student learning and development outcome domains and dimensions relevant to the functional area.

CHSP must provide evidence of the extent to which student learning and development outcomes are achieved.

CHSP must provide evidence of the extent to which student success outcomes are achieved.

CHSP must use evidence to create strategies for improving student learning, development, and success.

Part 4. ASSESSMENT

4.1 Establishing a Culture of Assessment

College Honor Society Programs (CHSP) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.

CHSP must design assessment plans that incorporate an ongoing cycle of assessment activities.

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

4.2 Program Goals, Outcomes, and Objectives

CHSP must identify goals, outcomes, and objectives to guide its work.

CHSP must identify assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.

When collaborating with other departments on assessment activities, these activities must be consistent with the CHSP mission and assessment plan.

4.3 Assessment Plan and Process

CHSP must structure assessment initiatives using the steps of the assessment cycle:
• set program goals, outcomes, and objectives
• develop and implement assessment plan
• review and interpret findings
• develop a plan for data use, continuous improvement, and reassessment
• implement an improvement plan
• review and monitor changes that have been made

CHSP must implement the assessment process with methods that reflect universal design principles.

CHSP must employ ethical practices in the assessment process.

CHSP must implement assessment processes in a way that is culturally responsive, inclusive, and equitable.

CHSP must engage students, faculty, staff, administrators, and other relevant constituents in assessment activities.

4.4 Gathering Evidence

CHSP must identify priorities for assessment, including both formative and summative approaches.

CHSP must employ multiple methods and measures of data collection.

CHSP must develop manageable processes for gathering, interpreting, and evaluating data.

CHSP must adhere to institutional policies related to data access and management.

CHSP must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

4.5 Review and Interpret Findings

CHSP must use methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.

CHSP must disaggregate data to address the objectives and questions considered in the assessment project.

4.6 Reporting Results and Implementing Improvement

CHSP must use assessment results to demonstrate student learning, development, and success.

CHSP must use assessment results to demonstrate effectiveness and continuous improvement.

CHSP must use evidence from assessment activities to inform decision-making and planning for continuous improvement.

CHSP must monitor improvements implemented based on assessment results.

CHSP must apply results for future planning.

CHSP must inform constituents of assessment results and how data have been used for continuous improvement.
Guiding Principle: Advocating for Diverse, Equitable, and Inclusive Communities

Part 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION

5.1 Inclusive and Equitable Educational and Work Environments

Within the context of each institution’s mission and in accordance with institutional policies and applicable codes and laws, College Honor Society Programs (CHSP) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

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

5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion

CHSP must provide equitable access to facilities and resources for all constituents.

CHSP must respond to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.

CHSP must identify and address actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.

5.3 Advocating for Access, Equity, Diversity, and Inclusion

CHSP must advocate for accessible facilities and resources, and address issues that impede access.

CHSP must advocate for inclusion, multiculturalism, and social justice within the institution.

CHSP must encourage college honor society chapters to outreach to underrepresented populations in membership recruitment activities and leadership opportunities.

CHSP must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.

CHSP must develop plans for ongoing professional development on cultural competence and workplace inclusion.

5.4 Implementing Access, Equity, Diversity, and Inclusion

CHSP must establish goals for access, equity, diversity, and inclusion.

CHSP must address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
CHSP must ensure that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.

CHSP must have an established protocol for, and foster expectation of, bias incident reporting.

Personnel within CHSP must cultivate understanding of identity, culture, self-expression, and heritage.

Personnel within CHSP must promote respect for commonalities and differences among people within their historical and cultural contexts.

When educational and/or workplace accommodations are requested, CHSP must provide individuals with an interactive process to determine reasonable accommodations.

**Guiding Principle: Organization, Leadership, and Human Resources**

**Part 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION**

**6.1 Leadership**

College Honor Society Programs (CHSP) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.

Leaders with organizational authority for CHSP must provide management and supervision as well as lead strategic planning and program advancement.

CHSP leaders must
- create a vision for the functional area
- communicate goals
- model and expect commitment
- build teams, coalitions, and alliances
- influence others to contribute to the effectiveness and success of the unit
- advance diversity, equity, access and inclusion goals in the workplace
- incorporate data and information in decision making
- develop a risk management plan for the organization
- incorporate sustainable practices in the design of programs, services, and facilities
- develop and empower new leaders from within the organization
- collaborate with colleagues and departments across the institution
- adhere to organizational constraints

CHSP leaders must advance the functional area by
- advocating for and actively promoting the functional area’s mission and goals
- communicating with constituents about current issues affecting the profession
- identifying and addressing individual, organizational, and environmental conditions that foster or inhibit mission achievement
- facilitating discussion and decisions regarding program advancement
- advocating for representation in strategic planning processes at departmental, divisional, and institutional levels
6.2 Management

CHSP managers must
  • be empowered to demonstrate effective management
  • plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
  • develop plans for scholarship, leadership, and service to the institution and the profession
  • engage diverse perspectives from within and outside the unit to inform decision making

6.3 Supervision

CHSP supervisors must
  • incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel
  • consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel
  • provide feedback on personnel performance
  • identify and resolve workplace conflict
  • follow institutional policies for addressing complaints
  • provide reports and activity updates to management
  • work with personnel to develop plans for scholarship, leadership, and service to the profession and institution
  • provide supervision and support so that personnel may complete assigned tasks

6.4 Strategic Planning

CHSP leaders, managers, and supervisors must facilitate ongoing strategic planning processes that
  • facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning efforts
  • support ongoing assessment activities that improve student learning, development, and success
  • utilize philosophies, principles, and values that guide the work of the functional area
  • promote environments that provide opportunities for student learning, development, and success
  • develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities
  • engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process
  • result in a vision and mission that drive short- and long-term planning
  • set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes

Part 7. HUMAN RESOURCES

7.1 Staffing and Support
College Honor Society Programs (CHSP) must identify the level of staffing necessary to achieve its mission and goals.

With very few exceptions, faculty and staff are not employed to be college honor society advisers; most are volunteers but should have access to college support.

CHSP must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).

CHSP must have access to technical and support personnel to accomplish its mission.

CHSP professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

7.2 Employment Practices

CHSP must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.

CHSP leaders must
- ensure that all personnel have written position descriptions
- regularly review position descriptions
- maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel
- implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

CHSP leaders must establish, in partnership with personnel and aligned with institutional policies, work arrangements (e.g., schedules, remote work) that achieve department objectives.

Personnel within CHSP must have written performance goals, objectives, and outcomes for each performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of CHSP.

7.3 Personnel Training and Development

CHSP personnel must receive training when hired and professional development throughout their employment.

CHSP personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and advancements that affect its programs and services.
CHSP must provide personnel with appropriate professional development opportunities or resources that facilitate individual professional development goals and improve competence, skills, and leadership capacity.

CHSP personnel must have access to resources and receive specific training on policies, procedures, and laws related to
- the programs and services they support
- privacy and confidentiality
- student records and sensitive institutional information
- systems and technologies necessary to perform their assigned responsibilities
- sexual misconduct, harassment, and workplace violence

CHSP personnel must be trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.

CHSP personnel must be trained on how and when to refer those in need of additional assistance to qualified personnel, and must have access to a supervisor for assistance in making these judgments.

CHSP leaders must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.

7.4 Paraprofessional Personnel

Paraprofessionals working in CHSP must be enrolled in an appropriate field of study and/or have relevant experience.

CHSP must advocate and create opportunities for faculty and staff to advise chapters of college honor societies.

CHSP advisors must model leadership principles, establish a climate and structure that facilitates leadership development, determine expectations of accountability, and fairly assess student performance.

Paraprofessionals working in CHSP must be carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.

CHSP leaders must accommodate the dual roles paraprofessionals may have as both student and employee.

CHSP leaders must
- adhere to parameters of paraprofessionals' job descriptions
- articulate intended student learning and development outcomes in student employee job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling options as needed by the student employee
- work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours
Part 8. COLLABORATION AND COMMUNICATION

8.1 Collaboration

College Honor Society Programs (CHSP) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

CHSP must collaborate with individuals, groups, communities, and organizations to
• establish, maintain, and promote understanding and effective relations
• garner support and resources
• meet the needs of students, designated clients, and other constituents
• achieve program and student outcomes
• engage diverse populations to enrich the educational environment
• disseminate information about programs and services
• solve problems pertinent to the student population, designated clients, or the organization

CHSP must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.

8.2 Communication

CHSP must provide relevant information, services, and resources that explain its mission and goals.

CHSP must develop and implement strategies for outreach and promotion.

CHSP promotional and descriptive information must be accurate and free of deception and misrepresentation.

8.3 Procedures and Guidelines

CHSP must have and follow procedures and guidelines consistent with institutional policy for communicating with the media
• distributing information through print, broadcast, and online sources
• the use of social media
• contracting with external organizations for delivery of programs and services
• developing relationships with donors
• dissemination of relevant information in a timely manner to all constituents

Guiding Principle: Ethical Considerations

Part 9. ETHICS, LAW, AND POLICY

9.1 Ethical Statements

College Honor Society Programs (CHSP) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.

CHSP must have clearly defined and documented ethical statements addressing
• conflicts of interest, or appearance thereof, by personnel in the performance of their work
• management of institutional funds
• acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies
• solicitation of gifts, in accordance with institutional advancement reporting policies
• research and assessment with human participants or animal subjects
• confidentiality of research and assessment data
• personnel, student, and other designated clients’ rights and responsibilities
• disclosure of information in student, personnel, and other designated clients’ records

9.2 Ethical Practice

CHSP personnel must employ ethical decision making in the performance of their duties.

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

CHSP personnel must be honest, objective, and impartial in their interactions.

CHSP must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.

CHSP must encourage and provide a forum for personnel to address and report unethical behavior.

CHSP must address issues surrounding scholarly integrity.

CHSP personnel must perform duties within the scope of their position, training, expertise, and competence.

CHSP personnel must make referrals when issues presented exceed the scope of their position.

9.3 Legal Obligations and Responsibilities

CHSP must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

In accordance with governmental laws, institutional policy, and standards of good professional practice, CHSP personnel who are concerned about students’ well-being must ensure that they are referred to appropriate resources.

CHSP must have a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.

When questions arise regarding chapter operations and personnel, CHSP chapters must use the institutional system for resolving legal issues regarding laws, regulations, and policies.

When questions arise regarding membership status of members or the chapter, CHSP must use the national/international governing body to resolve legal issues.
CHSP must not discriminate based upon institutional policies, codes, or governmental laws.

CHSP must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

9.4 Policies and Procedures

CHSP must have written policies and procedures on operations, transactions, or tasks that have legal implications.

CHSP policies for chapters must include information about
- national/international and chapter relationship
- chapter advisor role
- chapter executive committee governance process
- fiscal management
- membership rights
- risk management policy
- policies for use of name, logo, and other intellectual property

CHSP must have and follow a timeline for reviewing policies and procedures. The creation and revision of policies and procedures must be informed by available evidence, and policies and procedures that inform the management of higher education.

CHSP must have policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.

9.5 Communication of Ethical and Legal Obligations

CHSP must educate new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.

CHSP must inform its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.

CHSP personnel must provide students, designated clients, and constituents with information about student privacy rights and personnel's disclosure obligations.

CHSP must create ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.

CHSP must inform personnel about internal and external governance organizations that affect the functional area.

CHSP must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

9.6 Addressing Harassment and Hostile Environments

CHSP personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.
CHSP must adhere to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.

*Guiding Principle: Learning-Conducive Structures, Resources, and Systems*

**Part 10. FINANCIAL RESOURCES**

*10.1 Funding*

College Honor Society Programs (CHSP) must have the funding that is necessary to accomplish its mission and goals.

CHSP must determine with administrative leadership what funding is necessary.

*10.2 Financial Planning*

In establishing and prioritizing funding resources, CHSP must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

CHSP must use the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.

CHSP financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

*10.3 Financial Management*

CHSP must manage funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.

CHSP must demonstrate responsible stewardship and use of fiscal resources.

CHSP must have procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.

CHSP must be provided with the institutional and financial resources to assist with professional development of personnel.

CHSP procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased
Part 11. TECHNOLOGY

11.1 Systems Management

College Honor Society Programs (CHSP) must have current technology to support the achievement of its mission and goals.

CHSP must incorporate accessibility features into technology-based programs and services.

CHSP must ensure that personnel and constituents have access to training and support for technology use.

CHSP must back up data on a cycle established in partnership with the institution's information technology department.

CHSP must implement a replacement plan and cycle for all technology with attention to sustainability.

11.2 User Engagement

CHSP must use technology to enhance the delivery of programs and services for all constituents.

CHSP must ensure that technology addresses constituent needs.

CHSP must employ technologies that facilitate user interaction.

CHSP must provide secure remote access.

CHSP should support college honor societies in storing files electronically and securely.

11.3 Compliance and Information Security

CHSP must have policies on the appropriate use of technology that are clear and easily accessible.

CHSP must comply with governmental codes and laws and with institutional technology policies and procedures.

CHSP must provide a secure platform when conducting financial transactions, in accordance with industry best practices.

11.4 Communication

CHSP must have updated websites that provide information to all constituents in accessible formats.

CHSP must use technology that allows users to communicate sensitive information in a secure format.

CHSP must evaluate relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.
CHSP must evaluate multiple modes of communication including, but not limited to, phone, text, and web chat.

Part 12. FACILITIES AND INFRASTRUCTURE

12.1 Design of Facilities

College Honor Society Programs (CHSP) facilities must be located in suitable spaces designed to support the functional area’s mission and goals.

CHSP should advocate for space to be made available for chapter activities, meetings, and materials.

CHSP facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.

CHSP facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.

CHSP must incorporate universal design principles.

CHSP facilities must be designed and constructed to be energy-efficient and sustainable.

12.2 Work Space

CHSP personnel must have equipped and well-maintained workspaces designed to support their work and responsibilities.

CHSP personnel must be able to safeguard the privacy of their work.

12.3 Equipment Acquisition

When acquiring capital equipment, CHSP must take into account expenses related to regular maintenance and life cycle costs.

CHSP must incorporate sustainable practices when purchasing equipment.

12.4 Facilities and Equipment Use

CHSP facilities and equipment must be inspected on an established cycle and be in compliance with codes, laws, and established practices for accessibility, health, safety, and security.

CHSP must promptly report broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.

CHSP must develop sustainable practices for facilities use.

CHSP must assess the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.
CHSP personnel must advocate for appropriate, consistent, and fair assignment of facilities and equipment.

*General Standards revised in 2018; CHSP (formerly College Honor Societies) content developed and revised in 2005 and 2015*

*The CHSP Standards and Guidelines should be considered in conjunction with the CHSP Contextual Statement, CAS Glossary of Terms, and CAS Guiding Principles.*