

Tusculum University Counseling and ADA Services

Counseling Services

Policies and Procedures

SCOPE OF PRACTICE

Counseling and ADA Services is a part of the Office of Student Affairs at Tusculum University. Counseling and ADA Services provides mental health counseling and disability services at no cost for currently enrolled students of the University. It supports the Tusculum community through services, programs, consultations, and referrals that are therapeutic, preventive, and educational.

Counseling and ADA Services offers secular and Christian Integrated services in a timely manner within a safe, respectful, and nonjudgmental environment. Services are available at a level of professional care that promotes emotional well-being, spiritual growth, academic success, diversity and healthy interpersonal relationships. Counseling and ADA Services' purpose statement supports Tusculum University's vision and mission.

Purpose Statement

To support and challenge students to develop personally, academically, and vocationally throughout their journey at Tusculum.

Goals:

Salt to provide Access. Offer behavioral health services and disability accommodations to support the personal development and academic progression of students.

Light to promote Equity. Model excellence in student-centered services and programs using multiple formats.

Grace in the pursuit of Inclusion. Invite every student to engage in transformational experiences.

Objectives:

The objectives describe below operationalize the function Counseling Services and serve as the foundation for program assessment:

- provides counseling (individual and group) and/or referrals for personal and academic concerns.
- integrates services within university initiatives, academic programs, specific courses, and campus life.
- supports learning and retention of students through appropriate treatment and/or referral.

- focuses on areas of prevention on campus through education, communication and crisis intervention strategies.
- directs individuals in crisis intervention/emergency to the proper sources of care available.

CONFIDENTIALITY

Tennessee law assigns privilege to the Counselor-Student relationship. The privilege is extended only to licensed mental health professionals. Privilege incorporates the confidential relations and communications at the same basis as those provided by law between attorney and client, except for disclosures subject to state law.

Informed Consent

Every Student, after the consultation counseling appointment who indicates that would like to receive ongoing services will receive the Informed Consent for Counseling and ADA Services. The Student's initials and signature on throughout this document will signify that he/she has read the policy. The informed consent to Counseling and ADA Services, the includes notifying the student as early as is feasible in the therapeutic relationship about the nature and the anticipated course of counseling, involvement of third parties, the limits of confidentiality, and to provide sufficient opportunity for the student to ask questions and to receive answers. At the initial appointment, the Counselor's signature on the Informed Consent will further signify that he/she has verbally reviewed the Informed Consent with the student.

Limits to Confidentiality

When Counseling and ADA Services believes that a student poses a clear and present danger to him/herself and/or to others, Counseling and ADA Services may selectively release information, without the student's consent, to aid in the care and protection of the student or the endangered others.

When Counseling and ADA Services has reasonable cause to suspect that a child (a person under 18 years of age) has been subjected to child maltreatment, which may involve abuse, sexual abuse, neglect, sexual exploitation or abandonment, as defined by Tennessee State law, Counseling and ADA Services may selectively release information, without the Student's consent, to aid in the care and protection of that child. Counseling and ADA Services is further required by Tennessee State law to report this information to Department of Children's Services. Likewise, Counseling and ADA Services is required to report suspected cases of elder abuse and abuse of a vulnerable adult. Finally, Tennessee law recognizes the privilege that attaches to the Counselor-Student relationship. The privilege is extended only to licensed counselors and psychologist. Should Counseling and ADA Services receive a subpoena for the Student's records, the college legal counsel will be consulted prior to taking any action(s). Students will be

notified in advance, if at all possible, of any compliance with a court order, state or federal law that might require disclosure of Student records.

Access to Student Records

Students may review their records, in the presence of a Counseling Center staff member, upon written request. The request and the fact that a review occurred will be entered in the Student's record. Students may receive copies of the record. The request and the fact that a copy of the records were given will be documented in the Student's file.

The Student file of a person who is not a student, including but not limited to, a staff member, faculty member, etc., is not an educational record. The file is accessible to the Student.

The Authorization for Release of Information form will be used when a Student desires for counseling information to be shared with a third party. The Student's consent must be informed. The Counselor who is expected to release information must discuss the positive and negative consequences, actual and potential, associated with the release of information.

Relevant Laws: The Family Education Rights and Privacy Act of 1974 (FERPA) provides that student records maintained by physicians, psychologists, psychiatrists, or other recognized professionals and paraprofessionals are not education records. Therefore, the files of students who receive counseling services do not become part of any permanent record at the College, but are the property of the Counseling and ADA Services.

The Family Education Rights and Privacy Act of 1974 (FERPA) indicates that student records received by physicians, psychologists, psychiatrists, or other recognized professionals and paraprofessionals to document disability for the purposes of reasonable accommodation under the Americans with Disabilities Act as amended and Section 504 of the Rehabilitation Act are educational records. However, the Family Policy Compliance Office (FPCO) guidance **limits** the access and use of such educational records:

- Medical records used by a university in determining appropriate accommodations for a student with a disability are not "treatment" records but educational records;
- As educational records, ODS (Office of Disability Services) files are protected by FERPA
- A student's records maintained by ODS are not covered by HIPPA;
- Policies limiting a faculty member's access to ODS' records are appropriate under FERPA; and
- FERPA limits who a faculty member may disclose a student's disability and accommodation related information to:
 1. individuals identified by the student's consent;
 2. to the appropriate staff at ODS; and
 3. to those designated by university policy to review ODS authorized accommodations as part of the appeals/or complaint process.

Tusculum University policy assigns Counseling and ADA Services the role of collecting and reviewing documentation to establish the presence of disability and assigning accommodations that are appropriate to a student's needs (See Student Handbook). Faculty and staff members may contact the Counseling and ADA Services to review an authorized accommodation for its impact on essential elements of a specific course or program. This includes the rare instances where there is an objective basis for a faculty member to question whether or not a student's condition warrants a particular accommodation but is more typically a question of how the accommodations interacts with essential elements of the course or program. Questions, concerns or disputes concerning appropriate accommodations should be taken to Counseling and ADA Services.

CODE OF ETHICS

The Ethical Principles of Counselors enacted by the American Counseling Association (ACA) and the Council for the Certification of Rehabilitation Counselors (CRCC) serve as the primary guidelines for professional behavior in Counseling and ADA Services. All staff within Counseling and ADA Services are expected to be familiar with and adhere to these principles in practice. Any interested parties should go to <http://www.counseling.org/knowledge-center/ethics> Click on the 2014 ACA Code of Ethics and follow this link to the 2017 CRCC Code of Ethics: https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf.

RETENTION OF CLIENT FILES

1. All services provided to Tusculum will be documented by service. e.g. ADA or Counseling. Students may have two files, one for each service. "Hard" paper copies of documentation will be placed in the student files as soon as such documentation is available and kept in a locked file cabinet in Counseling and ADA Services, as per HIPPA requirements.
2. All "hard copy" documentation of services and other confidential information will be kept in filing cabinets in a locked room in Counseling and ADA Services. No student files will be removed from the premises, unless required by a court order or some other extraordinary circumstance.
3. Students will complete the Request for Services as part of the process to receive Counseling and ADA Services
4. Progress and case notes will be completed within 24 hours of services. Progress notes will include subjective and objective observations, assessment of need, and a plan for future services.
5. Documentation of couples counseling will be made in each student's individual file. References to a student's romantic partner in such documentation should be limited to a

non-specific euphemism (i.e., boyfriend, girlfriend, etc.) or to the partner's first name, so that the partner's identity will maintain some degree of confidentiality in the event the student's treatment documentation is released (i.e., by court order, or by some other appropriate means).

6. Missed, canceled, or rescheduled appointments require a brief note by the counselor indicating what occurred.
7. Documentation of emergency or other services provided after regular working hours will be completed as soon as practically possible, using the "Progress Note" form. The original form will be kept in the student's counseling file (if applicable).
8. Documentation of any student's permission to release confidential information will be made using Counseling and ADA Services release form. The original will be kept in the student's Counseling or ADA Services file.
9. Copies of any correspondence (including email messages) with or about students will be stored electronically on a password protected computer.
10. All documentation of services completed by counselors will include a signature block with the documenting counselor's name, degree, and professional licensure.
11. Clinical files will be organized in chronological order such that the most current documents will appear "on top".
12. Records will be retained for seven years from the date services are terminated.

COUNSELING SERVICES

Counseling services may include personal and social adjustment assessments, secular and Christian individual and group counseling, crisis intervention, expressive arts programs, workshops, and referrals. Students and counselors will collaborate to identify services and supports to aid students to achieve their academic and personal goals. Additionally, students who receive individual and group counseling services are granted up to 8 sessions per semester and no more than 16 appointments in an academic year for a combined total of 32 individual and group sessions. Group counseling services are limited to ten students per group. Student may participate in two educational groups per academic year. Students who need or request long-term counseling services or medication will receive referral information to community mental health agencies and other resources.

PROCEDURES

Location and contact information: Students who would like to speak with Counseling and ADA may visit the office on the Greeneville campus in the Garland Library, Room 233, email, counselingandadaservices@tusculum.edu, or by phone 423-636-7300 ext. 5402.

Virtual Office by appointment only: <https://doxy.me/tucounselingandadaservices>

Scheduling appointments: The Counseling and ADA Services hours of operation are Monday through Friday, 8 am – 5 pm. Walk-in hours are each day from 3 pm – 5 pm. It is preferred that students schedule appointments with Counseling and ADA Services to ensure that they are seen in a timely manner and that staff is available to assist them. Individuals are instructed to call the Counseling and ADA Services phone number (423-636-5402), which is available to log telephone messages 24/7. Phone calls will be returned within one business day with the exception of weekends (Saturday and Sunday) and holidays, in which case phone calls will be returned by the end of the next business day. Student may also email counselingandadaservices@tusculum.edu to request to schedule an appointment or submit an online request via <https://my.tusculum.edu/forms/request-for-services/>. Students should expect a reply to an email with one business day with the expectations as for telephone messages.

Request for Services: Students participation in the opportunities offered by Counseling and ADA Services is confidential and voluntary. Students who would like services must complete and submit a Request for Services form to the located on the Greeneville campus in the Garland Library, Room 233, counselingandadaservices@tusculum.edu, or 423-636-7300 ext. 5402. Students may withdraw a Request for Services at any time.

- a. The electronic form is available via the following URL
<https://my.tusculum.edu/forms/request-for-services/>:
- b. Students requesting services must complete and submit the following forms:
 - a. Request for Services form
 - b. Confidential Release of Information
 - c. Informed Consent
 - d. Evaluation/documentation
- c. Students are advised to submit all the requested documents as one packet. Requests that are sent incomplete are not reviewable, and a decision about accommodations cannot be made.
- d. Counseling and ADA Services will review requests in the order they are received and provide students with written notice via email to their Tusculum account about the status of the Request for Services in five (5) business days.

Urgent Care: In the event of an emergency, Students are instructed to call **Frontier Health's Crisis Response Team at 877.928.9062.**

Court Mandated and Forensic services: Counseling and ADA Services does not offer services connected to any non-university requirement such as court-mandated or forensically oriented services.

I. Individual Counseling

Individual counseling (sometimes called “therapy”) is a process through which students work one-on-one with a counselor—in a safe, caring, and confidential environment—to explore their feelings, beliefs, or behaviors, work through challenging or influential memories, identify aspects of their lives that they would like to change, better understand themselves and others, set personal goals, and work toward desired change. Individual counseling is designed to assist the student in learning coping skills that will help him/her function positively in the academic environment.

II. Group Counseling

Group counseling is a process through which a small group of people (generally six to ten) meet face-to-face with a trained group counselor to talk about a particular issue with which all of them is struggling—such as grief/bereavement, stress management, spiritual growth, academic pressures, living with chronic depression or anxiety, recovering from a disruptive childhood etc. Group counseling includes the expressive arts of personal history drama and praise dance.

Under the direction of the group counselor, members share and explore their feelings and behaviors, hear different points of view and coping strategies, and receive encouragement from others facing similar issues. Group counseling provides participants a powerful opportunity to share and learn from others in a safe and supportive environment while working toward healing and change.

III. Educational Groups

An educational group in counseling is a type of group counseling. A small group of people meet face-to-face with a trained group counselor to explore and develop skills around a particular topic in which all of them would like to learn. The goal of the group is to provide a structured environment to practice and process new ways of thinking, behaving, and feeling about the topic and its application in participants’ daily lives.

Under the direction of the trained leader, an educational group engages in activities such as role-play, journaling, skills practice, and service-learning to facilitate the exploration and development of skills. Educational groups offer participants with a meaningful experience to practice valuable skills with the support of peers.

IV. Assessment Services

Students who seek Counseling and ADA Services may participate in an assessment for mental health diagnosis for treatment purposes and/or personal and social adjustment. Assessments are available at no-cost to currently enrolled students. The mental health assessments conducted by

Counseling and ADA Services are used for treatment purposes only. Students who would like to receive disability-related accommodations must seek an evaluation from a third-party.

Mental health assessment. Students may experience stress, anxiety, depression, and other behavioral health changes during college. The students may seek a mental health assessment to diagnosis and treat of a mental health disorder to help them successfully complete college. The mental health assessment may include but not limited to a biopsychosocial assessment, WHO Disability Assessment Schedule 2.0, Patient Health Questionnaire-9, Columbia Suicide Severity Scale, General Anxiety Disorder-7 and the symptom inventories found in the current version of the Diagnostic Statistical Manual.

Personal and Social Adjustment assessment. Students may benefit from a comprehensive understanding about their mindset toward personal, social, and academic challenges. The personal and social adjustment assessment uses self-report scales to obtain information about a student's motivation, attitudes, expectations, spirituality, interpersonal communication, self-efficacy, and persistence. Students may complete one or all of the following: LASSI, GRIT Scale, Hope Trait Scale, Basic Psychological Needs Assessment Scale and Related Scales, Personal-Report of Communication Apprehension, Guilt and Shame Proneness Scale, Self-Regulation Questionnaire, Self-Regulation Questionnaire-Religion, and Intercultural Development Inventory. Other inventories may be included.

Assessments reports will include purpose of the assessment, relevant family background and personal history, explanation of instruments and individual results, conclusions and impressions, recommendations, and referrals to on-campus and community resources. On campus resources include but are not limited to Career Services, Student Support Services, Academic Advising, Tutoring, and the Office of Student Success. Recommended community resources may include outpatient behavioral health services, churches, and support groups.

V. Referral Services

Students presenting to Counseling and ADA Services with problems beyond the scope of practice or qualifications of the staffed Counselors will be referred to the appropriate individual or agency for assistance. Examples of situations that might warrant a referral include but are not limited to:

- a. Students with psychiatric issues that are more appropriately handled by a mental health professional with preferred training (e.g., psychiatrist/psychologist).
- b. Students needing medication due to a mental health diagnosis.
- c. Students needing long-term treatment.
- d. Students with imminent risk suicidal ideation.
- e. A desired intervention/service is unavailable in the center; the service may be in lieu of, or in addition to counseling center services.
- f. The student requests it to protect anonymity or is dissatisfied with counseling center treatment.

Examples of services beyond those offered at the center include long-term counseling requiring multiple sessions each week or long-term weekly counseling; counseling for students with full-fledged eating disorders that require intensive medical, psychiatric, and/or nutritional services; long-term drug and alcohol assessment and treatment; and other similarly complex services as determined by the Counselor/ADA Coordinator

Referral Process. The counselor will attempt to provide the Student with all necessary information about the referral source (name, location, cost, hours, phone #, etc.). Requests for information from the referral source will be honored when the Authorization for Release of Information form is completed by the Student.

Students who secure services in the community are responsible for paying for those services. Most community providers accept insurance. Some have a sliding scale fee schedule for students who do not have insurance for mental health services.

VI. Mandated Services

Counseling and ADA Services only accepts mandated counseling consultation cases and Personal and Social Adjustment Assessments from the Dean of Students and the Vice President of Student Success, or their designee. Students in distress or who violate the student code of conduct maybe required to participate in Counseling and ADA Services. To comply with such a mandate students must:

1. Complete and submit a Request for Services.
2. Schedule and attend one to three one-hour sessions with a Counseling and ADA Services staff person.
3. Sign a release of information to permit Counseling and ADA Services to notify the appropriate university authority (Director of Student Success, the Dean of Students, or the Vice President of Student Success) in writing to confirm the completion of the mandated counseling services.

Counseling and ADA Services provides information relating to students' mandated counseling services to the Dean of Students and the Vice President of Student Success or their designee when students provide their written consent.

The only exception occurs when a student presents a clear and imminent danger to self or others—then Counseling and ADA Services actively engages with the Dean of Students and the Vice President of Student Success or their designee regarding information about the student's participation in the mandated counseling services to face potential consequences from the Dean of Students and the Vice President of Student Success or their designee.

When students give written consent to the Counseling and ADA Service to relay to the Dean of Students and the Vice President of Student Success or their designee the information about their mandated sessions, the only information the deans insist on receiving relates to 1) students' actual attendance for the counseling session(s) and 2) information that has a bearing on students' danger to themselves or others. This does not at all preclude the possibility of the Dean of Students and the Vice President of Student Success or their designee, students and the Counseling and ADA Services agreeing that other pertinent information can be released, but the university will not implement sanctions the might influence students' decisions to allow or not allow the release of such additional information.

1. Any communication between the Counseling and ADA Services, the Dean of Students and the Vice President of Student Success, or their designee about the student's mandated evaluation sessions will also involve the student in question.

Thus, for example, the communication may take place during a face-to-face meeting with the Dean of Students and the Vice President of Student Success, or their designee also includes the student, or may take the form of a telephone call made in the student's presence by means of a "speaker telephone", or may take the form of a memorandum reviewed in advance by the student and/or copies to the student.

Alternatives for students mandated to participate in counseling. Any student mandated by the Dean of Students and the Vice President of Student Success or their designee to contact Counseling and ADA Services for counseling consultation or a personal and social adjustment assessment are also offered the alternative of securing services from Frontier Health Services and/or from an appropriate licensed mental health professional in the community.

Dissemination of this policy to students. A copy of this policy is provided by Counseling and ADA Services to all students participating in mandatory counseling services.

VII. Suicide Attempts/Threats

In those cases where a student poses a threat of harm to oneself or the University community, the following measures will be taken to assure the well-being of the individual and/or the campus community.

1. In case of emergency, medical assistance will be rendered at local hospitals.
2. At that time, medical/mental health evaluation will be conducted by resident professionals associated with the hospital who will recommend a course of immediate action.
3. Before being allowed to attend classes the student will furnish to the University a written evaluation performed by a licensed psychiatrist/psychologist, indicating the emotional

and mental stability of the student. The evaluation must be presented to the Dean of Students within five days of the incident.

- a. At that time a review committee composed of the evaluating psychiatrist/psychologist, The Vice President of Student Success or Dean of Students, the Counselor/ADA Coordinator, and the Director of Student Success (if an on campus student), shall determine the advisability of the student remaining in school.
- b. Should the consultation recommend continuation, it must include a program of ongoing counseling service with appropriate professionals. Costs of such services are the responsibility of the student.
- c. To continue in school, a dependent student must have a written statement of parental/guardian consent acknowledging awareness of the incident and indicating a desire for the student to continue enrollment.
- d. In addition, a Release of Information agreement must be on file with the Counselor/ADA Coordinator and the Dean of Students or Vice President of Student Success or their designee to permit an exchange of information relevant to the student's emotional and physical health. Regular progress reports and confirmation of counseling appointments must be provided until such time as the counselor releases the student from therapy.
- e. Should the initial consultation recommend discontinuation of enrollment at the University, an administrative withdrawal will be imposed and the student must leave campus within 24 hours.
- f. Refunds of tuition, room, board, and fees will be made in accordance with the policy as stated in the College catalogue regarding withdrawal due to medical reasons.
- g. Refusal to comply with these guidelines following a threat of harm to self or the University community shall be grounds for immediate dismissal.

TERMINATION OF SERVICES

Termination occurs when a Student is no longer in a sustained relationship with the counselor. This can occur when the Student:

- a. Has achieved the goals set forth in counseling.
- b. Left Tusculum University (via withdrawal, graduation or transfer).
- c. Has been referred to other sources outside of the center.
- d. Does not "show" for at least two appointments or

- e. Makes repeated cancellations.

Students Missed Appointments (No Shows)

1. Any Student who misses an appointment will typically be encouraged to reschedule the appointment. Any exceptions to this practice will be documented in the Student's file. Exceptions might occur, for example, if a Student has already received encouragement to reschedule after other recently missed appointments.
2. Students who miss an appointment without notifying the counselor will typically be allowed no more than one additional consecutive "no shows" or three "no shows" in one semester before they become ineligible for services. Counselors will notify such Students of their ineligibility via email, with a copy placed in the Student's counseling file. Any exceptions to this practice also will be documented in the Student's file.

Student Complaint Policy

Policy Intent

The purpose of this policy is to provide guidance and procedures for Tusculum University students, faculty and staff members with regard to the handling of informal and formal student complaints. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that there be a policy specific to handling and logging written student complaints.

For many student concerns or complaints that do not involve harassment, the University seeks to support informal communication channels involving the student and those most directly involved. The purpose of this document is to outline the formal student complaint policy and procedures.

General Procedures

Students are encouraged to discuss particular concerns or complaints with the appropriate faculty or staff member as soon as possible. For concerns that are not resolved through the informal process, the student should follow the process outlined below in the Routing of Student Complaints section.

Routing of Student Complaints

When a student approaches a faculty member, staff member, or administrator with a verbal concern or complaint or proceeds with a formal complaint as defined below, the nature of the complaint/concern determines the direction of the process:

- (a.) Any complaints of harassment or sexual assault/rape, domestic violence, dating violence, or stalking should follow the sexual harassment policy and reporting procedures in the Tusculum University Student Handbook.
- (b.) Any grade issue should follow the grade appeal process found in the Tusculum University Catalog.
- (c.) Any complaint involving other students or student -- related issues should be addressed to the Dean of Students as described in the Tusculum University Student Handbook.

- (d.) Any other complaint/concern should be addressed to the appropriate Vice President or Dean responsible for the applicable area with the procedures below.

Formal Student Complaint

To be considered a formal student complaint, the complaint must meet the following criteria:

1. Be written, either in a letter or an email
2. Be received by a Dean, Vice President or President, and
3. Include the complainant's name, date and signature (electronic signatures are acceptable).

Upon receiving a formal, written complaint from a student, the Dean or Vice President will then proceed to investigate the complaint thoroughly. The Dean or Vice President will begin by requesting written documentation from the faculty or staff member involved. The Dean or Vice President may also meet with the complainant to gather further information. The Dean or Vice President will gather and document all relevant information before making a decision. The Dean or Vice President will inform the complainant and the relevant faculty or staff member of the decision in writing. In the case of academic complaints, if the issue is still not resolved, the student may take their concern to the Provost and Vice President for Academic Affairs or the Executive Vice President for Health Sciences. In all cases, the final appeal is to the President of the University. Any appeal must be made within a week (seven days) of receipt of the decision.

A log of written student complaints and their resolution will be maintained by each of the Vice Presidents and Deans of the University. The offices of the Provost/VPAA and Executive Vice President for Health Sciences will collect logs from their respective Deans on an annual basis.

Off-Campus Authorities

Before pursuing complaints through an off-campus authority, the complainant is expected to follow the procedures as described above, except in the cases of harassment or sexual assault/rape, which may originate with an off-campus authority. If after following these procedures, the issue is still not resolved, the student can direct complaints to the following agencies:

- Complaints relating to quality of education or noncompliance with accreditation standards, policies, and procedures may be made to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), 1866 Southern Lane, Decatur, GA 30033-4097. (The Commission's complaint policy, procedure and the Complaint form may be found on their website: <http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf>);
- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (e.g., State Board of Health, State Board of Education, and so on) within the Tennessee State Government and shall be reviewed and handled by that licensing board (<http://www.tn.gov>, and then search for the appropriate division);
- For students attending programs in Tennessee, complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the

Tennessee Division of Consumer Affairs and shall be reviewed and handled by that Unit (<http://www.tn.gov/commerce/section/consumer-affairs>). For out-of-state students using distance learning programs, complaints related to consumer protection laws shall be filed using the Tennessee NC-SARA Portal form:

<http://tn.gov/assets/entities/thec/attachments/ComplaintForm.pdf>

- Complaints about the university can also be directed to the President, Tusculum University, 60 Shiloh Road, P.O. Box 5048, Greeneville TN 37743.
- Complaints that originate with SACSCOC or other accrediting bodies are to be forwarded to the appropriate liaison who will follow the general procedures addressed in the Student Complaint Policy.

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