

CNS6775: Counseling Administration, Advocacy, Supervision and Policy Syllabus

Instructor/Personal Pronouns	Quarter
Instructor Email	Class Days and Times
Instructor Phone	Course Location
Office Location	Office Hours
Technical Support: 866-848-5515	

COURSE DESCRIPTION A study of mental health services and program management involving administration, finance, and budgeting in the private and public sectors, in addition to both individual and group private practice models. Students will be exposed to the foundations and practices of clinical supervision in the context of professional development. The course will also provide knowledge concerning community consultation and strategies for engaging in advocacy for the profession, including public policy and governmental relations.

PREREQUISITES None

COREQUISITES None

CREDIT HOURS 4

COURSE MATERIALS

Technological Requirements

Each student in the Clinical Mental Health Counseling program must have access to a reliable computer, internet connection and the required computer software and hardware. Cell phones and tablets are not acceptable computer or laptop replacements.

Requirements include:

- Computer with Windows 7 or higher or Mac OSX 10.7 or higher
- Microsoft Office 365 (available to all South University students)
- Adobe Acrobat Reader
- Browsers
 - For Windows users, Internet Explorer (latest 2 releases), Mozilla Firefox or Google Chrome
 - For Mac users, Apple Safari (2 latest releases), Mozilla Firefox or Google Chrome
- Virtual classes require access to a camera and microphone.

Required Textbooks

Borders, L.D., & Brown, L.L. (2022). *The new handbook of counseling supervision*. Routledge.

Required Articles

Ratts, M.J. and Hutchins, A.M. (2009), ACA Advocacy Competencies: Social Justice Advocacy at the Client/Student Level. *Journal of Counseling & Development*, 87: 269-275. <https://doi.org/10.1002/j.1556-6678.2009.tb00106.x>

Westcott, J. B., Fullen, M.C., & Jordan, J. (2023). Advancing access to Medicare-funded mental health treatment during the opioid epidemic: A counselor advocacy analysis. *Journal of Counseling & Development*, 101 (1), 15-28. DOI: 10.1002/jcad.12452.

Suggested/Supplemental Readings

Required Materials

ACA Advocacy Resources: <https://www.counseling.org/government-affairs/advocacy-tips-tools>

ACA Advocating for the Counseling profession as a graduate student: <https://www.counseling.org/docs/default-source/government-affairs/advocating-for-the-counseling-profession.pdf>

GRADING SCALE

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 69 or below

PROGRAM OVERVIEW/MISSION

The South University Master of Arts degree program in Clinical Mental Health Counseling is intended to meet the local and regional need for qualified counselors. The Master of Arts in Clinical Mental Health Counseling is designed to provide advanced and broad training for South University graduate students regarding theories, principles, and dynamic applications in the field. Students develop the skills necessary to engage in effective assessment and treatment practices, achieve competence for ethical, legal, and professional issues, and understand the significance and utility of research to the field. Faculty members are dedicated to maintaining high teaching standards, developing intellectual curiosity, advancing critical thinking, and engaging in service to the University, community, and profession.

Please Note: Successful completion of the MA CMHC program meets the requirements for licensure application in the state where the program is offered. Students considering relocation to another state are encouraged to review the licensure requirements for that state(s) in order to compare required coursework. Completion of the program does not guarantee licensure or certification.

Students enrolled in the Savannah virtual program are aligned to the licensure standards in Georgia.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)s

PSLO 1	Professional Counseling Orientation and Ethical Practice: Demonstrate knowledge and application of all aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
PSLO 2	Social and Cultural Diversity: Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.
PSLO 3	Human Growth and Development Through the Lifespan: Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
PSLO4	Lifestyle and Career Development: Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.
PSLO5	Counseling and the Helping Relationship: Demonstrate knowledge and skill application of the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
PSLO6	Group Dynamics and Group Work: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
PSLO7	Assessment and Appraisal: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
PSLO8	Research and Program Evaluation: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.

**COURSE LEARNING OUTCOMES ALIGNMENT TO
PROGRAM STUDENT LEARNING OUTCOMES**

CLO1	Demonstrate an understanding of the management of mental health services and programs.	PSLO – 1
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CLO2	Analyze the influence of administration, finance, and budgeting in the context of public and private mental health programs.	PSLO – 1
CLO3	Demonstrate an understanding of the principles and practices for establishing and maintaining independent and group practice.	PSLO – 1
CLO4	Analyze the concepts and procedures for determining outcomes, accountability, and cost containment.	PSLO – 1
CLO5	Apply the concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy.	PSLO – 1, 2
CLO6	Demonstrate an understanding and the use of effective strategies for influencing public policy and governmental relations on local, state, and national level.	PSLO – 1
CLO7	Demonstrate an understanding of the ability of public policy to enhance funding and programs impacting mental health services and the practice of mental health counseling.	PSLO – 1

CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	ACTIVITY/ PSLO	CHAPTER/ READING	ASSIGNMENT
SECTION 2.F: COUNSELING CURRICULUM			
<u>1) PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</u>			
d. the role and process of the professional counselor advocating on behalf of the profession	1, 2	Ch. 2, 3, 8, 9	Reading, Final Exam , Advocacy Plan
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	1,2	Ch. 3, 5	Reading, Final Exam , Advocacy Plan
m. the role of counseling supervision in the profession	1	Ch. 1, 2, 7, 8	Reading, Final Exam
<u>5) COUNSELING AND HELPING RELATIONSHIPS</u>			

c. theories, models, and strategies for understanding and practicing consultation	1,5	Ch. 1-11	Reading, Final Exam , Consultation Plan
SECTION 5.C: CMHC STANDARDS			
2) CONTEXTUAL DIMENSIONS			
i. Legislation and government policy relevant to CMHC	1	Ch. 7	Reading, Final Exam

GRADUATION REQUIREMENTS

In order to graduate from the Master of Arts in Clinical Mental Health Counseling program, a student must:

1. Evidence a cumulative GPA of 3.0 (on a 4.0 scale) or greater for all academic work required for the degree.
2. Successfully pass the Comprehensive Examination.
3. Successfully remediate or repeat all courses in which a grade lower than a "C" was earned.
4. Successfully meet all conditions of a remediation plan(s) as provided by the Progress & Promotions Policy during periods of probation or suspension.

Note: Students with a CGPA that falls below 3.0 in any given quarter will need to earn a CGPA of 3.0 or higher in the next quarter to avoid receiving an automatic dismissal notification from the registrar. Students receiving a dismissal notification can appeal for reinstatement in the program. Please see the South University Academic Catalog for appeal processes.

COURSE REQUIREMENTS

COURSE ASSIGNMENTS AND SCHEDULE

Week	Topic(s)	Required Readings	Activities & Assessments	CACREP Standard
1	Introduction to the course, review syllabus and all assignments The Role of the Consultant and	Chapter 1 Introduction and Overview		

	the Consultee			
2	The Role of the Consultant and the Consultee	Chapter 2		
3	The Role of the Consultant and the Consultee Necessary skills of the Consultee	Chapter 3		
4	Consultation Stages Developing a private practice	Chapter 4		
5	Behavioral and Cognitive Behavioral Consultation Solution-Focused Consultation	Chapter 5 and 6		
6	Midterm Exam: This midterm examination will cover material from the first 5 weeks of the course			
7	Ethical and Legal Aspects of Consultation Consultation in Mental Health settings	Chapter 7 and 8	Hand in advocacy plan/Consultation project and present your plan to the class.	
8	Consultation in Education or School Systems Settings. Crisis Intervention	Chapter 9	Hand in advocacy plan Consultation project and present you're your plan to the class.	

9	Consultation in Career Counseling settings Consultation in Organizational Settings.	Chapter 10 Chapter 11	Hand in advocacy plan/Consultation project and present your plan to the class.	
10	Readings will be assigned in Brightspace	Models of Clinical Supervision	Presentations of Agency Project. Hand in written project. Present your plan to the class.	
11	FINAL EXAMINATION: The final exam covers all of the course material.			

****Note: Changes in the course schedule may be made at the discretion of the instructor to accommodate time and material constraints.***

SAMPLE

ASSIGNMENT WEIGHT

Assignment	Points	Weight %	Due Date
Class Participation		25%	
Consultation Project OR Advocacy Plan		25%	
Comprehensive Midterm Exam		25%	
Comprehensive Final Exam KPI		25%	
Total		100%	

ASSIGNMENT DESCRIPTIONS

Exams (Final is a **KPI**)

Students will complete a comprehensive midterm and final examination. All students are expected to be present for the examination. The exam will consist of a combination of multiple choice, short answer, true/false and short essay questions. Make-up exams will only be given in extreme cases (see below). Exams will be based on information covered in class lectures and assigned readings from the required textbooks.

Make-up Exams

Make-up exams will be given only in the event of a serious illness or other unusually compelling circumstance (determined by the instructor's discretion). In the very unlikely event of a make-up exam, you must obtain the instructor's permission in advance of the test day. If this is not possible (e.g., emergency on the way to the exam), you must contact the instructor immediately after the exam. Note: an unexcused absence from the exam will result in an exam score of zero. You have 7 days from the original date of the exam to complete the make-up exam. If the make-up exam is not completed during this time frame the student will receive a grade of zero for the exam missed.

Consultation Project

To give you an opportunity to apply materials from class and the readings, each student is required to engage/implement/complete an actual consultation project. The project should involve a minimum of two working meetings with your consultee and average approximately 6 hours of work (including observations, meetings, and preparation) outside class. Once you have identified your consultation case, *you should discuss the case with me before proceeding*. Provide a written summary of your consultation experience.

After you have completed/implemented your consultation project, provide a **Consultation Summary Report**, which should include:

1. A clear, specific statement of the consultation problem or issue.
2. Detailed description of the presenting concern.
3. A rationale for the consultation model(s) selected and the level of intervention.
4. A summary of each consultation session, including your internal reactions to the session and process.
5. An analysis of the overall consultation process, in which you describe how the process went and what you would do differently if given the opportunity.
6. Feedback from your consultee should be included;
7. Copies of resources (if any) provided to consultee.
8. Contact information or descriptive information regarding all people involved in the consultation process

NOTE: Can be written in a report/proposal format and should be 8- 10 pages.

To gather all the information that the Summary report is requesting, it is strongly suggested that you keep a **consultation log**. **Consultation Log**- Documenting your involvement in the consultative practices is essential. It is expected that as each week progresses, students will apply their skills and observe improvement. Consultation logs may contain the following: consultee and/consultant information such as reactions, motivation, level of involvement, challenges; stage/ description of problem-solving process utilized and its effectiveness; assessment data; reflection on working relationship and communication skills and feedback given if applicable. Synopsis of each consultation session. Challenges encountered and how they were resolved.

Advocacy Plan

PLEASE NOTE: Advocacy focus/plan must be on **societal level** (local, state, federal or international). You cannot use individual advocacy cases for your plan.

Once you have identified your advocacy focus/interest, you should discuss with me before proceeding. This plan will consist of the following components:

- 1) Written Description of target population, social issue, problem that student desires to address
- 2) The Advocacy Goal(s) that you hope to achieve through your advocacy efforts
- 3) Description of the Advocacy Model you are using and rationale for using.
- 4) Description of your theory of change or logic model that you will utilize to bring about the change, accomplish the desired goals. (This should be in graphic form)

- 5) Capacity Map - this is the identification of potential allies and opponents and where your advocacy efforts will fit in to the current public discourse on your identified problem/issue, how might you connect your advocacy goal to other issues already in the public awareness or that will be beneficial
- 6) Description of how to frame your advocacy message
- 7) Coalition – discuss whether you need to establish coalition, if so with what groups or individuals. If you do not need coalition – discuss rationale for this decision.

Please use the above number items as subheadings for your Advocacy Plan. The plan should be 8-10 pages double spaced, 12-point font. Can be written in a report/proposal format.

ATTENDANCE

ATTENDANCE POLICY

University Attendance Policy

Note: Students receiving military education benefits should also see the VA Attendance Policy below.

South University maintains an institutional attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as for mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

Students are expected to attend all scheduled activities that are part of the class, including those activities scheduled during class time and those scheduled outside of class time. An individual campus-based or online clinical programs may have specific policies (which in some cases may be more stringent than the general attendance requirements) as to the effect of attendance on class meetings, course assignments, off-campus activities, internships/externships, clinical and practicum activities, and other program requirements.

If the student misses 14 consecutive calendar days, the student will be withdrawn from the institution, unless the student provides official communication (communication directly from the student (letter or email) and the student provides supporting documentation for review) regarding extenuating circumstances (as outlined below) prior to violating the 14 consecutive days. The student must also provide the date the student will return into the current course. If the student fails to return on the scheduled return date the student will be withdrawn from the institution.

Extenuating circumstances include the death of an immediate family member, hospitalization of an immediate family member, declared natural disaster in the city/state where the student resides, or in some extenuating circumstances additional matters affecting the student or immediate family member.

Exemption: if the student successfully completes 49 percent or more of the number of days in the term or successfully completes at least half-time coursework for the term, a Return of Title IV calculation will not be required. Successfully completed is defined as receiving a passing grade in the course.

Students who are absent due to a medical condition (including pregnancy or any related conditions) should review the emergency withdrawal policy section of the catalog to determine if the student is eligible. (Note: see the Leave of Absence Policy below for Students at South University, Richmond and South University, Virginia Beach.)

Note: Zero credits courses in the graduate Nursing programs and the Doctor of Business Administration are exempt from online attendance requirements. Online medical assisting externship/practicum courses are exempt from online classroom attendance requirements; however, students will be required to meet the course and university attendance policies as evidenced by activities logged using clinical tracking software.

Course Attendance Policy

Effective for all terms starting on or after September 9, 2023

South University maintains a course attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as for mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

Students are expected to attend all scheduled activities that are part of the class, including those activities scheduled during class time and those scheduled outside of class time. An individual campus-based or online clinical programs may have specific policies (which in some cases may be more stringent than the general attendance requirements) as to the effect of attendance on class meetings, course assignments, off-campus activities, internships/externships, clinical and practicum activities, and other program requirements.

If the student misses 14 consecutive calendar days in a course, the student will be withdrawn from the course, unless the student provides official communication (communication directly from the student (letter or email) and the student provides supporting documentation for review) regarding extenuating circumstances (as outlined below) prior to violating the 14 consecutive days. The student must also provide the date the student will return into the current course. If the student fails to return on the scheduled return date the student will be withdrawn from the institution.

Note: Attendance policies for courses involving experiential learning, such as clinical fieldwork, rotations, practicum/internship and externship, are published in the programmatic handbooks (AA, CMHC, PA, Pharm, and PTA programs) and course syllabi.

Veterans Affairs Attendance Policy

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Adjustments in enrollment will likely affect payment of VA benefits. The school will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who complete a course and receive a “NCF” grade, the school will determine and report the actual last date of attendance for each course to the VA.

It is **strongly recommended** you attend every class session as true learning only occurs when one is actively engaged in learning within the classroom setting. Please see the university attendance policy in the Academic Catalog for more information.

TARDINESS

Please arrive ***on time***. Being late is disruptive and distracting to both your instructor and peers.

VIRTUAL/ONLINE NETIQUETTE

If a student is required to engage in a virtual session it must be private and free of distractions. Considerations should include the use of headphones, being alone in your meeting space, deidentifying client information, protecting written material from being read by others outside the class, and not discussing cases outside of class with colleagues, family members, friends, and classmates.

With the growth of telemental health services, students should be mindful of the importance of professional dress and demeanor during virtual instruction. All learning experiences must be treated "as if" you are in a live classroom or seated across from a future client. Therefore, if you would not wear it, eat it, or do it during a session, please refrain from doing so during your online class.

Finally, any interactions with colleagues online either via virtual meetings or written correspondence (e.g., emails, discussions) should be composed in a manner that is both professional and respectful. If you have any questions or concerns regarding this requirement, please discuss with the instructor during office hours.

Full Audio-Visual Functionality: It is the student's responsibility to have functioning audio and visual for the entirety of the class. You should check with IT Helpdesk support prior if necessary.

ACADEMIC INTEGRITY

ACADEMIC INTEGRITY

South University defines academic integrity as the complete, accurate, specific, and truthful representation of authorship, origin of ideas, mastery of material, and data, including access to and authorized use of resources. Students must maintain academic integrity in all activities, including observing and reporting academic integrity violations committed by others.

VIOLATIONS OF ACADEMIC INTEGRITY

- Cheating. Receiving unauthorized assistance on tests/examinations or other academic work. *Contract Cheating* is a form of cheating in which students get another to complete their coursework (paid or unpaid). Cheating also includes *collusion* in which students participate in unauthorized conspiring with another for work offered as credit.
- Plagiarism. The practice of taking someone else's work or ideas and passing them off as your own work or ideas. *Self-plagiarism* is a form of plagiarism in which students submit an identical or very similar work without receiving permission from the current faculty member prior to submission.
- Fabrication. Inventing or falsifying information or data.
- Sabotage. The willful attempt to hinder another student's work.
- Academic Misconduct. Includes the alteration of grades, involvement in the acquisition or distribution of un-administered tests, or failure to report integrity violations committed by others.

For emphasis, students are required to complete their assignments on their own unless involved in a team/group project with fellow students. This includes written papers, take home exams, and projects associated with the completion of required coursework. Students needing assistance with completing assignments, written work, or other areas associated with the completion of coursework should contact the instructor or the Academic Success Center.

All written work must be original; use minimal direct quotes; be sourced from credible sources including academic peer-reviewed journals; and must follow APA 7 guidelines.

ARTIFICIAL INTELLIGENCE POLICY

In this course, any element of a class assignment must be original and fully prepared by the student. The use of generative artificial intelligence (AI) tools (ex: chat GPT) for any part of your work will be treated as plagiarism and an honor code violation. At any time, the instructor reserves the right to request evidence that student work is authentic and original. They may do this in one or more of the following ways: requesting submission of first drafts of your work or drafts containing Track Changes showing the edits you made to your assignment as you completed it; an oral interview; and/or an additional written response. The format(s) of inquiry is up to the instructor's discretion and the professor will determine the method and timeline for the assessment of original work.

Instructors may require students to submit assignments via Brightspace using Turnitin. Assignments submitted outside of the instructor's submission policy will result in a zero. If you are struggling to upload the assignment, you can receive assistance from the campus Academic Success Coordinator or the instructor.

If you have questions about this policy, please contact the instructor.

ELECTRONIC RECORDINGS

Because class discussions and experiential activities often involve disclosure of a personal nature and because discussions often involve client cases, recording of classes (audio or video) is prohibited unless approved by South University Disability Services as a reasonable accommodation for students utilizing disability services. Taking pictures of exams or quizzes is also prohibited.

Students should refer to the South University Academic Integrity Policy in the Academic Catalog for all information regarding the Integrity Policy, Classification of Violations and Possible Penalties.

STUDENT SERVICES

DISABILITY SERVICES

South University Disability Services ensures students with disabilities equal access to the College's educational programs, opportunities and activities. Qualified students requesting reasonable and appropriate accommodations receive services to eliminate physical, programmatic and attitudinal barriers that may arise with disabilities.

Students who seek reasonable accommodations should notify the Dean of Student Affairs at their campus location. Students will be asked to submit medical documentation of the need for accommodation to the campus Dean of Student Affairs. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as during the Admissions process to allow for time to gather necessary documentation. If you have further questions, contact the **Dean of Student Affairs, insert name, email and phone number at the ^^^^^^^ campus.**

*Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment included in this section of the Academic Catalog.

CMHC DIVERSITY, INCLUSION, EQUITY, AND JUSTICE STATEMENT

The Clinical Mental Health Counseling program at South University attests to the common belief that diversity, equity, and inclusion are the essential foundation for cultivating a safe and productive learning environment. Instructors are expected to promote diversity, equity, and inclusion throughout all areas of student engagement. This includes, but is not limited to:

- a. representation of diversity in lived experience across course design;
- b. implementation of multicultural competencies throughout learning goals and objectives;
- c. modeling a practice of cultural humility;
- d. supporting student efforts toward empowerment and advocacy;
- e. facilitating open and respectful student discourse;
- f. building counselor efficacy from a strengths-based approach;
- g. and, preparing students to identify and navigate cultural differences and systemic barriers in the field;
- h. increase awareness of contemporary social justice issues;
- i. and develop skills for engaging in social justice and advocacy.

To ensure fidelity, students are highly encouraged to provide feedback regarding how they perceive these initiatives are being maintained within their course of study through end of course evaluations. As a result, it is the hope of the CMHC program that students may find the freedom to conceptualize their professional identities from a clinical lens that is both authentic to their own experiences, as well as, inclusive of the lives of others.

HEALTH AND WELLNESS

Students of South University have access to our student assistance program, Be Well at South University, for counseling needs 24 hours a day, 7 days per week. You can access the service by calling **833-434-1217** or via application, **Telehealth**, or **in-person** counseling sessions with a local provider. These are available to you regardless of location, and no insurance is necessary.

The Wellness Hub includes articles and videos on mental health and wellness topics, including mental and emotional health, fitness and nutrition, academic performance, stress management, healthy relationships, and more. To access the Wellness Hub, go to bewellatsouth.com or download the CampusWell app at campuswell.com/get-the-app; the program is easy and confidential.

Be Well at South University Program licensed counselors are available to assist you with balancing school with work and other responsibilities, short-term counseling services, life, and career coaching, medical advocacy, and personal concierge services. Please contact the Dean of Student Affairs with any questions about this service.

WRITING SUPPORT

Students may utilize Tutor.com to help with writing support by submitting papers for review ahead of submitting them in class. It is important to plan ahead if you utilize this service as it may take up to 24 hours turnaround time.

<https://leo.tutor.com/Student/Index>

LIBRARY SERVICES

South University provides library facilities for its students at each of the main campus locations. Virtual support services are provided for all campuses, including branches. The libraries are easily accessible and house print collections consisting of general and reference books, periodicals, and other non-print media to support students in their studies. Campus library facilities offer students group and quiet study spaces. Campus libraries post their operating hours.

Electronic resources are available to all students, faculty, and staff through the Library's web site. Digital resources include e-books, journals, and video content. Electronic resources are available 24 hours a day/365 day a year. Virtual support services include email, text, and chat services. Chat hours are posted on the Library home page.

EQUAL OPPORTUNITY EDUCATION POLICY

South University, **campus** does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, disability, age, religion, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. South University provides reasonable accommodations to qualified individuals with disabilities. South University will not retaliate against persons bringing forward allegations of harassment or discrimination. The campus Dean of Student Affairs has been designated to handle inquiries and coordinate the campus' compliance efforts regarding the Non-Discrimination policy.

SAMPLE