



Student Handbook

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Dear Student,

The Social Work Program and Faculty at Augusta State University welcome your interest in the profession of social work and our program. We represent a profession of many faces, settings and clients. Social workers intervene with individuals, families, and groups who experience “problems in living”. We also empower people to make change in their own lives or in the larger social environment.

Social Work as a profession has its roots in principles and values held by many of the world’s religious traditions. It has tended to emerge as a profession around the world as cultures have become secularized, industrialized and diverse. As such, you are choosing to join a profession rich with tradition, as well as one which increasingly reflects and engages in the diversity of all of life. Through this program, you will be introduced to the knowledge, values and skills that make up that profession.

The Social Work Program Handbook is an important source of information for you during your study at Augusta State University. In it you will find information about your course of study, advising in the social work program, and much more. Consulting your copy of the handbook regularly will assist you in preparing for the various stages and requirements of the social work program. In addition, the faculty welcomes any questions you may have.

Once again, welcome as you join the social work program. Our faculty looks forward to working with you as you pursue the bachelor’s degree in social work. Best wishes to you as you begin the journey of profession education. I wish for you a rewarding learning experience.

Sincerely, on behalf of the Social Work Program and its Faculty.

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**Augusta State University
Program of Social Work
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Augusta State University

History

In the Beginning (1783)

Augusta State University really has two histories. Its academic roots can be traced to 1783 when the Academy of Richmond County was chartered. Opening in 1785, it offered college-level classes for boys to enter universities as sophomores or juniors.

During the Civil War, studies were suspended and the building became a hospital for wounded soldiers. Richmond Academy re-emerged after the war with former Confederate Colonel George Washington Rains as regent.

A board of trustees oversaw operation of the academy until 1909 when control passed to the local Board of Education. However, the university system continued to supervise the college-level classes. In 1910, a formal fifth year of study was added.

With the Academy flourishing, it soon outgrew its accommodations on Telfair Street. Land for a new building was purchased on Baker Avenue (present site of ARC) and a decision was made to add a second year of college work. In 1925, before the building was completed, the Junior College of Augusta was established, becoming the first junior college in the state.

Enrollment grew. A solution to overcrowding presented itself in 1955 when the Augusta Arsenal was slated to be closed. At this point, the history of the university merges with that of the Augusta Arsenal.

Augusta Arsenal (1826)

Originally, the U.S. Arsenal was on the banks of the Savannah River. However, the site proved to be unhealthy, with frequent fevers and deaths occurring among the soldiers and their families. The commandant, Capt. Matthew M. Payne, recommended the arsenal be moved to the healthier "hill" location, and in 1826 Congress authorized the purchase of 72 acres that were owned by Sen. Freeman Walker. Walker's summer estate, called Belle Vue (beautiful vista) was purchased for \$6,000, and a one-acre parcel was set aside as a cemetery for the Walker family.

The arsenal relocated the following year alongside the toll plank road that became known as Walton Way. With a \$49,000 appropriation and some building materials from the original arsenal, four buildings (the present quadrangle) connected by a loop-holed wall were constructed. The buildings were completed in 1828 with the first occupants being Company C, Second Artillery. During the later part of that year, the arsenal was already supplying arms for the Georgia militia and for the Harper's Ferry Armory.

The troops saw action in the Seminole War in 1835 and also in campaigns against the Creek Indians. Interestingly, Lt. William T. Sherman spent 6 months at the arsenal in 1844. He is remembered most for his later march through Georgia during the Civil War.

The Arsenal Surrenders (1861)

In 1860, during "Nullification Troubles", the U.S. government re-enforced the arsenal with 22,000 muskets and rifles along with an artillery unit commanded by Captain Arnold Elzey. When Georgia seceded from the Union on January 19, 1861, Governor Joseph E. Brown called for the arsenal's surrender, a demand backed by a thousand local militiamen.

Confederate President Jefferson Davis charged Col. George Washington with establishing a powder works which would supply all of the Confederate ground forces. He chose Augusta and built the Confederate Powder Works, alongside the Augusta Canal and the Savannah River. It became the second largest powder manufactory in the world, turning out about 30,000 pounds of powder in a single day. Col. Rains commanded the powder works, the arsenal, and other city works, which contributed to the war effort. The arsenal also produced cavalry equipment, field gear, bayonet scabbards, and cartridge boxes.

About 30 companies of soldiers from our area trained at the arsenal, and more than 2,000 men were sent into active duty. A hospital was constructed on the site, and wounded Confederate soldiers were treated here. (The Academy of Richmond County was closed during the war, and their building was also used as a hospital.)

In early spring of 1865, the South surrendered, and in May, the arsenal was surrendered to the United States government.

The War Years (1911)

Augusta Arsenal proved itself invaluable to the country during the Spanish American conflict, manufacturing large quantities of cavalry equipment, seacoast targets, etc., as well as serving as a repair and supply point.

In 1911 Col. J. Walker Benet took command. He was the son of the co-designer of the Benet-Mercer machine gun and father of poets, William Rose and Stephen Vincent Benet. During his command, the arsenal became a center for the repair of rifles and other small arms needed for World War I. Following the Armistice in 1918, only a skeleton force remained to serve field stations in the Fourth Corps Area. During this period, the Works Progress Administration (WPA) helped modernize the arsenal by paving roads and improving the buildings.

The Second World War greatly expanded military activities at the arsenal: 50 new buildings were constructed for maintenance and supply of ordnance material and fire control operations. Over a thousand people worked at the arsenal during World War II.

In 1955 the decision was made to close the arsenal, and efforts began to obtain the property for the junior college.

The arsenal (with the exception of five acres kept for the U.S. Army Reserves) was given to the Board of Education, and with little renovation, it became home to the Junior College of Augusta in 1957.

Augusta College is Born (1958)

In 1958, the college became a member of the University System of Georgia and its name was changed to Augusta College. Still a two-year college, it wasn't until 1963 that four-year status was gained. The final five-acre tract (housing Galloway Hall) was acquired during the 1970s.

A second campus was added in 1991 when the 244 acre Forest Hills campus on Wrightsboro Road opened. The Forest Hills campus, with a 3800 seat arena, also includes an 18 hole golf course designed by Donald Ross. Golfing great, Bobby Jones, played the course in 1930, winning the first of what became his Grand Slam of Golf.

The building that anchors the physical education/athletic complex on Wrightsboro Road was renamed Christenberry Fieldhouse in 2003 to honor former Augusta College president George A. Christenberry. It contains three classrooms, a human physiology lab, a weight room, a multipurpose room, a four-lane indoor walking track, a training room, locker facilities, and basketball courts. The athletic complex also includes playing fields and practice fields for baseball, softball, and intramurals.

Following a University System of Georgia name change for most four-year colleges in 1996, Augusta College became Augusta State University.

Augusta's University (2001 - Present)

Allgood Hall, completed in 2002, is a 123,000 square foot, \$20 million building named in honor of former state senator and regent of the University System of Georgia, Thomas F. Allgood, Sr., and his wife, "T".

University Hall, a \$22 million project opened for classes in fall 2004. That project also included the redesign of the Walton Way entrance to campus—adding a 19-foot-high wrought iron fountain.

With construction finished on the two classroom replacement buildings, demolition of six aged academic buildings (former arsenal warehouses) was completed in 2004. Construction is currently underway on a nearly 50,000 square foot student center. The center will be attached to Reese Library and will include vending areas, wellness facilities, and meeting rooms.

A new master plan was adopted in 2004 to guide the university's future growth and includes the university's first student housing complex, University Village. The gated residential complex, which opened in 2005, is located near ASU's Wrightsboro Road property. It provides housing for approximately 500 students.

The University Mission

As a unit of the University System of Georgia, Augusta State University is committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate that fosters humane values and a life-long love of learning.

This mission is based on the value of a liberal arts education for students who are diverse in ethnicity, background, age, and preparation.

The mission obligates the university to be open to the voices of all its members, to be responsive to the needs of its community, and to measure its success by the success of its students.

To accomplish its mission, the university offers a broad array of undergraduate programs in arts and sciences and professional fields of study, and it offers selected graduate programs below the doctoral level. It fosters the intellectual growth of its students through learning assistance in University College, honors courses, and student research. It cultivates faculty members who are excellent in teaching, active in scholarship, and generous in service.

Source: www.aug.edu/public_relations/history/acaddays.html

AUGUSTA STATE UNIVERSTIY'S STATEMENT OF MISSION AND PURPOSE

Augusta State University's mission states that Augusta State University is committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate that fosters humane values and a life-long love of learning.

UNDERGRADUATE PROGRAM IN SOCIAL WORK

INTRODUCTION

Welcome to the Baccalaureate Program of Social Work at Augusta State University! You are about to read the official student handbook for the Bachelor's of Social Work (BSW) program. This handbook provides an overview of courses and provides details for successful completion of the program.

Because this guide is general, it may not answer specific questions about your own individual situation. If you have such questions, please contact either Dr Shirley Huisman Jezowski Director of Social Work, or Dr Dale White, Director of Field. Both of us can be found in Allgood Hall, second floor, in the Department of Sociology, Criminal Justice and Social Work. If neither of us are available at the moment, the administrative assistants in the Department office can likely answer many of your questions as well. In order to leave a message for either of us, please call 706-737-1735.

ACCREDITATION

The BSW Program is undergoing the work of seeking accreditation. While the program has been on existence since the early 1990s, is only recently that we are working towards accreditation. We expect to be granted candidacy by the Council on Social Work Education in June of 2008.

SOCIAL WORK CLUB

The Social Work Club is the official student organization for undergraduate social work majors at Augusta State University. The club council plans for guest speakers, service projects and social events. Many meetings are open for all social work students to attend, and your participation is encouraged and welcomed.

The Social Work Club wants to show ASU and the surrounding community that social workers are active in various fields. The club is the main arm of communication between students and the Department of Social Work. It assists with official department programs as well as planning for special departmental events. It provides a way for students, faculty and agency representatives to work together on the Social Work Advisory Committee and on departmental issues that impact students. This committee is concerned with developing any resources that will help improve the Social Work program and link students with the community. Students are encouraged to provide feedback and recommendations regarding social work policies and programs either through CSW or to the program directly.

The club solicits applications in the Spring semester for the following year from students interested in serving in a leadership position.

BACHELOR'S OF SOCIAL WORK PROGRAM MISSION STATEMENT

The undergraduate Department of Social Work at Augusta State University seeks to develop competent generalist social work practitioners who can integrate the knowledge, values, and skills of social work in order to enhance the social functioning of individuals, families, groups, organizations, and communities. Grounded in the profession's history and commitment to social justice and diversity, the BSW Program is committed to excellence in teaching and scholarship; and to the facilitation of community within the department, with students, and within the greater environment in which we live.

DEPARTMENT OF SOCIAL WORK DEFINITION OF GENERALIST PRACTICE

Grounded in a eco-systems approach, the ASU social work program uses the problem focus, preparing students to work at multiple system levels, drawing on an open selection of theories and interventions, and working with the problem solving process in its overall approach to practice with client systems of all sizes, building from their unique strengths and available resources.

DEPARTMENT OF SOCIAL WORK BSW PROGRAM GOALS

In order to accomplish this mission, we have identified the following goals:

1. beginning level professional social work practice with individuals, families, To provide the student with a liberal arts perspective which includes a broad knowledge of written and oral communication skills; ways knowledge is gained applied; the social, biological, and behavioral sciences; and variations in values through culture.
2. To help the student develop a worldview consistent with major social work knowledge, skills and values including a basic respect for human dignity, equality, and justice, and a positive respect for cultural and social diversity.
3. To prepare students for small groups, organizations and communities.

BSW STUDENT LEARNING OBJECTIVES

Upon completion of the program students will be able to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive values of diversity.
3. Demonstrate the professional use of self.
4. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
5. Understand the history of the social work profession and its current structures and issues.

6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
8. Analyze the impact of social policies on client systems, workers, and agencies.
9. Evaluate research studies and apply findings to practice and, under supervision, evaluate one's own practice interventions and those of other relevant systems.
10. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
11. Use supervision appropriate to generalist practice.
12. Function within the structure of organizations and service delivery systems and, under supervision, seek necessary organizational change.

SOCIAL EQUITY

Affirmative Action and Non-Discrimination

The Social Work Program is committed to equal opportunity, to promoting cultural diversity, and to ensuring that all aspects of the program are carried out without discrimination on the basis of race, color, national origin, gender, age, disability or status as a veteran. Students who believe they have been discriminated against are encouraged to consult and follow the student grievance policy as outlined in the ASU Student Handbook and to consult with the social work program director.

The Social Work Department will make every effort to assist students with disabilities to participate fully in the Social Work program. Students who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements. Students should also inform the field director of any accommodations that may be necessary during field education at the field site.

Sexual Harassment Policy

The Social Work Program is committed to providing a learning environment free of sexual harassment. Should a situation of sexual harassment arise, the Social Work Program will adhere to current university guidelines. Under these guidelines however, if a student discloses to a professor, a situation of harassment occurring within the ASU community, the professor is not allowed to keep this information confidential, and must follow up according to university procedure. Complete reporting guidelines for sexual harassment can be found in the ASU Student Handbook.

ADVISING AND ADMISSIONS

Advising

Any student interested in social work is encouraged to come and speak with a faculty advisor in the BSW Program for more information about the major. Students who wish to major in social work should declare social work as their intended major as soon as possible through the office of the Registrar in order to begin academic and professional planning. Upon declaring social work as a major, students will be assigned a faculty advisor who will work with them for the duration of their studies. Advisors will be assigned by the department, based on availability of faculty and faculty workload. The role of the faculty advisor is to help the student develop a multi-year academic plan, to mentor the student in their professional development, and to be their liaison during the admissions process. While the faculty advisor is the primary contact person within the program, students are encouraged to also meet with other faculty, as needed, as part of their professional development. The academic year students enter the university will be the standards for their academic planning. Prior to registration each semester, students are required to meet with their advisor.

Procedure:

1. Schedule an appointment, if necessary, to discuss social work as a choice of major.
2. Declare social work major with Registrar.
3. Come to social work office to be assigned an advisor and be given social work student handbook.
4. Read the social work student handbook in its entirety.
5. Meet with advisor to develop multi-year academic plan and confirm choice of major.
6. Meet with advisor for academic advising prior to registration each semester.

7. Come to advising meeting with a completed copy of proposed courses and a copy of an updated degree works checklist to be given to the advisor.

Note: The advisor is there to assist in planning, but it is the student's responsibility to come prepared for advising and to be knowledgeable regarding university requirements.

Admission to the Bachelor's of Social Work Program

Students are considered pre-majors until formally accepted into the program. Prior to being formally accepted into the program, students should begin advising within the BSW Program and can begin taking entry level social work courses (SOWK 1101, 2100 and 2101) and the general studies courses that apply to social work, as outlined in the University Catalog.

Students must submit a formal application to the BSW Program, upon completion of SOWK 1101, 2100, AND 2101, or typically in the spring of their sophomore year. Students must be accepted to the major prior to taking social work practice courses. If a student wishes to transfer into the major as a junior and has not completed the Introduction to Social Work course, he/she can petition to begin in the practice classes. Upon the approval of their advisor, students may begin in Social Work Practice I while concurrently enrolled in Introduction to Social Work, but must sign a waiver acknowledging understanding the need to complete the application, and that they are on provisional status until accepted through the formal application process. Applications will be reviewed by a committee comprised of social work faculty and be considered based on academic and personal readiness for coursework. Application forms are available in the BSW office (706) 737-1735.

Students may submit an application during or after the semester they anticipate completing the requirements. Students may submit the application at any time, but in order to register for Social Work Practice I in the fall, applications must be submitted by the deadline in the spring semester, typically by March 1. Students may be admitted fully, without provisions; on provisional status; or denied admission. If a student is admitted on provisional status, a plan for attaining full admission will be provided by the committee. If this plan is not met in full, the student will not be allowed to continue in the program. If denied admission, the student may initiate an appeal procedure, as outlined below.

Students must meet the following components in order to be considered for the social work major:

1. Completion of the Introduction to Social Work course with a “C” or better.
2. Have a 2.50 overall GPA.
3. Completion of an application (obtained from the department of social work).
4. Submission of a personal statement. Personal statements should be three to five pages long, and include:
 - a. when and how you became interested in the field of social work.
 - b. what influenced you in the choice of social work as a profession?
 - c. your career goals or beginning thoughts on your areas of interest.
 - d. discussion of what you see to be personal strengths that will help you in your development of professional skills and knowledge. If you have taken the strengths finder inventory as part of your Beginnings course, please note your strengths and how these strengths may contribute to the practice of social work.
 - e. personal attributes you would like to further develop as part of your participation in the social work program.
 - f. any life experiences you believe will contribute to or impede your progress in this program.

Criteria for evaluation of autobiographical statements:

1. Writing skills
2. Indication of genuine interest in enhancing human well-being and advancing social justice
3. Thoughtful reflection of personal characteristics that indicate the student is ready to successfully complete program requirements
4. Provide evidence of participation in volunteer, leadership, or work experience relevant to the practice of social work. Participation in service learning, ministry experiences, personal therapy, club social work or NASW (National Association of Social Workers) offers good opportunities for experience.

Procedure:

1. Complete or be enrolled in the Introduction to Social Work course, completing with a C or better.
2. Complete all sections of the application.
3. Complete an autobiographical statement.
4. Submit an unofficial APU transcript and current degree works checklist.
5. Submit completed packet to faculty advisor for review. The advisor may request revisions prior to submission to admissions committee.
6. Upon review, the advisor will submit the completed packet to the Social Work Program Committee for review.
7. Students will be notified in writing, within two weeks, of the SOWK Program Committee 's decision.

Admissions Appeals Process

Any student who is dissatisfied with a decision for admission may request an in-person review with the admissions committee, in which they can supply further verbal and written evidence in regards to the actions taken by the committee. The committee will provide a written response to the student within one week of the hearing. If the student is still in disagreement, he/she may appeal to the dean of the school.

Application

**Bachelor Social Work Program
Augusta State University**

Name: _____ ID# _____

Address: _____

Telephone (home): _____ Cell#: _____

Email: _____

Do you have a degree beyond High School? _____ Yes _____ No

If yes, please specify which type: _____ Associates _____ Bachelors _____ Other

Are you a transfer student? _____ Yes _____ No

If yes, from which Institution? _____

Current Major: _____

Current Minor: _____

Current GPA: _____

To have your **major changed to Social Work** you must have completed all core class work which included area F of the major on your BSW check sheet. You must have a grade of “C” or better in SOWK 1101, SOWK 2100, and SOWK 2102. You must have a current GPA of 2.5.

SOWK 1101 _____ SOWK 2100 _____ SOWK 2102 _____

Please attach to this application:

- 1) A statement of interest explaining your reasons for choosing a career in Social Work (300-500 words) to be evaluated by the BSW Admissions Committee which includes the following:
 - a. When and how you became interested in the field of social work.
 - b. What influenced you in the choice of social work as a profession?
 - c. Your career goals or beginning thoughts on your areas of interest.
 - d. Discussion of what you see to be personal strengths that will help you in your development of professional skills and knowledge. If you have taken the strengths finder inventory as part of your Beginnings course, please note your strengths and how these strengths may contribute to the practice of social work.
 - e. Personal attributes you would like to further develop as part of your participation in the social work program.
 - f. Any life experiences you believe will contribute to or impede your progress in this program.
- 2) A letter of recommendation from a current or past employment supervisor, pastor, social worker or other person in a position of responsibility to attest to your character and suitability for this profession.
- 3) The signature of Dr. Shirley Huisman Jezowski, Director of the Bachelor of Social Work Program on the line indicated below concurring with your acceptance into the program.

- 4) Turn in all completed information to Lynda in the Sociology, Criminal Justice Suite, and Social Work suite so that these document can go to the BSW Admissions Committee for review. You will be notified of their approval/disapproval in writing.

Signature of Student

Date

Director of Social Work Program

Date

TRANSFER OF CREDITS

A university wide policy regarding transfer of credits appears in the University Catalogue. “An evaluation of accepted transferable credits is made by the Office of the Registrar. A complete transfer evaluation report will be mailed to the student once he or she is accepted by the university and all official transcripts have been received from each college previously attended. The basic policy regarding the acceptance of courses by transfer is to allow credit for courses completed with satisfactory grades in other regionally accredited colleges, provided the courses correspond in content to courses offered at Augusta State University. Additional validation will be required for courses taken at another institution that were previously completed with a penalty grade at Augusta State University. In addition, credit earned at accredited technical colleges may not transfer unless the credit was earned in a designated college transfer program.”

In addition, where courses have been successfully transferred, it is within the discretion of the program to decide if those courses can be substituted for courses within the program. In order for such a decision to be made, the student must provide a syllabi of the course taken elsewhere, and the program faculty will review the document to discern whether or not it sufficiently meets the requirements of any of the courses within the ASU Social Work Program.

Note: The Augusta State University Baccalaureate Program of Social Work does not under any circumstance give course or program credit for life experience or work experience.

STUDENTS RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of students in the social work program are listed in the Social Work Student Manual as well as in the Student Field Work Manual. These documents are available to all social work candidates, as well as available in faculty offices. These rights include privacy and accessibility of student files, the right to evaluate faculty or course content, the right of involvement in academic and student affairs, and the right to appeal program decisions regarding themselves.

1. Student files: In keeping with public law 93-380 and the standards set by the CSWE, student files will be available for the student’s own inspection and review. Access is granted within a timely manner of the student’s request to the social

work program director. Students may make their own submissions to their files to explain points of disagreement or to contribute additional information. Students may also make a written request to the Social Work Program Committee to delete inaccurate information and such requests will be acted upon at the next Social Work Program Committee Meeting. Students are strongly encouraged to work with their advisors in matters pertaining to their files.

At the time of application to the social work program, students will be asked to sign a form for the release of filed information. This release form is used to provide student information to the Social Work Program Committee, the field agency if necessary, employment requests, etc.

2. Student evaluation of faculty or courses: The institution has an established all-student policy regarding regular use of standardized student-written evaluations of faculty. The function and purpose of student evaluation of instruction include:
 - a. The faculty member can use it in making instructional changes in a course.
 - b. The faculty member can use it in determining personal professional development goals.
 - c. The department head and program director can use it as they assist faculty members in personal professional goals.
 - d. The department head and program director can use it in carrying out faculty assessment responsibilities.

The evaluations are also used in program meetings for curricular critique and change. Kinds of evaluation used include institutionally designed evaluation in designated courses. Students are asked to evaluate instruction in courses as a part of faculty development. University issued evaluation forms are used for this purpose. The results of this evaluation are used by faculty members as they work on improvement of instruction in each course, by faculty members in their professional development activities, by the program director in assessment of courses assigned to specific faculty, and program director and the chair of the department as in the process of faculty assessment.

A second form of evaluation is driven by programmatic concerns regarding the curriculum. Students have the responsibility to evaluate at the completion of each course, how well course goals and objectives were met. This process provides a feedback loop as the

to effectiveness of individual courses and its content in meeting its own stated goals and objective.

A third and final form of evaluation is designed by individual faculty. Students are given opportunity to evaluate instruction in each course. The method and form to be used for such evaluation are left to the instructor. The results of this evaluation are used primarily by the instructor for improving instruction in the course. An instructor may submit the resulting information to the program director or to the department chair for use in professional development and assessment discussions.

In addition, the senior social work students are required to participate in program evaluation of the courses, program, and faculty at the end of their senior year. Social Work graduates are surveyed in terms of their evaluation of courses, faculty and the program at large. These evaluations are reviewed by program faculty, and the social work program committee. The social work program endorses institutional practices and policies on program evaluations and considers the evaluation process as a student empowerment issues as well.

CRITERIA FOR EVALUATION OF ACADEMIC PERFORMANCE

Students are informed of the criteria for performance evaluation in several ways. All course syllabi include evaluation standards for individual courses. These include but are not limited to individual assignment grades, as well as appropriate levels of professional conduct on the part of the student throughout the course. The student hand books also include evaluation criteria on a program wide basis. This includes an over all grade point average of 2.5, academic honesty, and evidence of consistent professional conduct and demeanor across the curriculum.

GRIEVANCES

The Augusta State University Program of Social Work follows the policies and procedures for grievances as set out in the ASU Student Handbook, found on line at <http://www.aug.edu/studentrights.htm>. The policy can also be found in its entirety on page 35 of this handbook.

CRITERIA FOR TERMINATION FROM THE PROGRAM

Students may be terminated from the social work program for several reasons. These include failure to maintain a GPA of 2.5, or failure to show marked improvement in GPA as may be set out on the recommendation of the Social Work Program Committee. In addition, students can be terminated for failure to conduct themselves in a manner consistent with the NASW Code Of Ethics. This includes but is not limited to incidences of academic dishonesty such as plagiarism, or falsifying of information, misrepresenting or mis-stating events surrounding an incident involving professional conduct, misrepresenting or fabricating client data pertaining to practice or course assignments, or engaging in social work practice while under the influence of drugs or alcohol. The breaching of professional confidentiality is also reason for dismissal. A student will fail to graduate from the program should they not complete the program in its entirety. And finally, should the student have physical or emotional disablement that prevents them from completing academic or field placement responsibilities.

FIELD INTERNSHIP REQUIREMENTS

During the spring of a BSW student's junior year, students must apply to enter the field internship. *In order to be a candidate for field placement student must have completed and passed with a C or above all listed pre-requisites. Students based on their application will be assessed for their professional readiness to begin work with clients. Admission into the social work program, does not guarantee acceptance into the internship.*

It is your responsibility to insure that you have adequate and reliable transportation available to you for commuting to and from your field agency during your senior year. *Note: some agencies require the use of a car during your internship hours for such things as home visits and commuting between agency sites. The student is not allowed to use their own vehicle to transport clients.*

Please note: Many agencies now require fingerprint clearance and background checks.

Some agencies also require interns, prior to acceptance to their program, to undergo standardized psychological assessment. If you have any concerns about any of these requirements, it is your responsibility to notify and speak to the Director of Field Education.

Application to Field Practicum: Students apply for field in the second semester of the junior year. An orientation to the field internship and how to apply is held during the Spring semester in February (See below). Please check your email for announcements or call the BSW office. You are also required, once assigned an agency, to initiate contact with your supervisor PRIOR to the end of the semester, before you leave for summer break.

Mandatory Orientation Meeting for Field Education: During the Spring semester prior to the year you are scheduled to enter into Field Education, you must attend a mandatory field orientation. This meeting is mandatory as important information regarding field requirements is reviewed. Students also receive required Blood Borne Pathogens training at this time. The date is typically announced at the beginning of the academic year. It is your responsibility to keep apprised of the date. The date will also be posted in the social work office.

BSW Field Practicum: The senior level practicum in social work is a 4-unit course per semester and must be in an approved agency that offers generalist social work experience. Supervision is with a person holding a Bachelor's or Master's degree in Social Work from an accredited college or university, or occasionally, a related degree with more than five years experience working in a social work position. The practicum in social work consists of a minimum of 400 hours to be completed over two semesters of the senior year, usually at 16 hours per week. The Senior Practicum Seminar (SOWK 4201 and SOWK 4202) is a co-requisite course, taken concurrently with the senior field practicum. If a student fails the senior field practicum or senior seminar and must repeat it the following year, the Senior Practicum Seminar/Field practicum must also be taken. If you intend to pursue an MSW, please find out the practicum requirements before you begin your field placement. Certain graduate programs require 500 hours of social work practicum experience in order to qualify for application for advanced standing. The learning needs and career goals of the student are considered in the selection of a placement. Placements are, however, at the discretion of the Director of Field Education. **Field credit is not given for life experiences or for previous or current work experience.**

Conduct in Social Work Field Practicum: Students are expected to abide by Augusta State University's student standards of conduct, as described in the Student Handbook. Students must also adhere to professional standards as outlined in the student handbook, field manual and the Social Work Code of Ethics. Failure to do so may result in disciplinary action or dismissal from the field and/or the BSW program. If students disagree with disciplinary actions, students may appeal using grievance procedure described in the BSW Code of Conduct Procedures listed below and in the Field Manual.

AGENCIES

The Department of Social Work has contact with many local agencies that are used for student placements. Agencies selected must be able to offer generalist social work experiences and training and have agreed to give time to the supervision of the students. The agency may request pre-placement interviews to determine aptitude and motivation for work in that setting or with that particular type of clientele.

The Director of Field Education will maintain regular contact with each agency working with the BSW Program.

SERVICE OPPORTUNITIES FOR BSW STUDENTS

We encourage all social work students to engage in pre-practicum experiences as they begin to explore areas of social work they may be interested in and to build their knowledge regarding social justice issues impacting our community.

SOCIAL WORK PROGRAM APPEAL, PROBATION AND TERMINATION POLICY AND PROCEDURES

Criteria for Probation and/or Termination a Student's Enrollment in the Social Work Program and/or Field

A student who does not meet the ethical and academic standards of the social work program may be terminated from the program. The Director of Field Education has the authority to take immediate corrective action in the practicum area with regard to student conduct and performance. In the event that the student is deemed in violation of the NASW Code of Ethics, the Social Work Department Conduct Code, or academic standards for social

work, the Social Work Conduct Code Procedures will be followed. The criteria are enumerated below.

1. Social Work Conduct Code: Integrity is a basic characteristic required of students in the social work program. Although it is not possible to provide an exhaustive list of all types of violations that may result in probation or termination, the following are some examples:
 - a. Misrepresenting or misstating events surrounding an incident involving professional conduct
 - b. Poor or improper professional conduct during practicum or service learning assignments
 - c. Being under the influence of alcohol and/or other controlled substances during classes and/or practicum
 - d. Unprofessional involvement with a client or supervisor while engaged in practicum activities
 - e. Breach of professional confidentiality
 - f. Derogatory comments and behavior toward a client
 - g. Displaying prejudicial behavior and/or attitudes toward a client of a different class, race, age, religious and/or sexual orientation
 - h. Violation of the NASW Code of Ethics (a copy is held in the Department of Social Work)
 - i. Insubordination
 - j. Stealing
 - k. Inappropriate professional attitude/disposition

2. Violation of the University Academic Integrity Policy: The Department of Social Work will follow the university guidelines for all students suspected of violating the university academic integrity policy. The Department of Social Work reserves the right to impose additional sanctions according the Social Work Conduct Code, based on the outcome of the academic integrity process.

3. Low Grade Average: Continuation in the program requires a demonstration of academic ability. A student must maintain a 2.5 average in all coursework and must pass required social work courses with a 2.5 or higher.
4. Student Misconduct: Failure to abide by the standards required of an Augusta State University student as enumerated in the ASU Student Handbook.

The faculty of each course has the responsibility for determining if the student has met the course requirements.

The student in jeopardy of possible dismissal is counseled by the individual instructor, the internship supervisor and/or the field director, to apprise the student of his/her deficiencies and rights. The student may be issued a written warning statement at this time. A copy of this warning will be given to the student and placed in the student's file. Specific remediation guidelines for avoiding dismissal will be established between the student and the instructor/supervisor. Identified behaviors will be achieved within a specified time framework. If informal means do not resolve the issue, or if the violation is severe, the Program of Social Work Code of Conduct Procedures will be implemented as outlined below.

Department of Social Work Conduct Code Procedures

These procedures set forth the exclusive process for addressing alleged violations of the Social Work Conduct Code. However, behaviors which violate the Social Work Conduct Code may also violate other University rules such as the Student Standards of Conduct in the Student Handbook. Other departments within the university may take action against a student under such rules at the same time the Department of Social Work is proceeding against the student under these procedures.

ADDITIONAL BSW PROGRAM REQUIREMENTS

University e-mail accounts

The university provides students with an e-mail account by which the university, BSW Program, and individual faculty can contact students. The BSW Program and faculty often make announcements and provide important information via e-mail. It is your responsibility

to maintain and regularly check these accounts. If you change e-mail accounts, please advise the Registrar's office, so that the change is entered into the ASU database.

Attendance at Annual Social Work Program Meeting

The Program of Social Work holds once semester meetings for all students, staff, and faculty in the BSW Program. **Attendance at this meeting is critical** as part of your participation in the program. Every effort is made to give prior notice of the date of this meeting so that you can arrange your schedule to attend. This meeting serves the purposes of updating students on such things as program vision, policies, and programming. Seminars and professional development may also be provided at this time. Finally, the BSW Program outcomes will be made available to students.

BSW PROGRAM ASSESSMENT AND RENEWAL

The Baccalaureate Social Work program engages in ongoing and continuous evaluation of the BSW program. This assessment is designed for the sole purpose of providing feedback on how well our program is meeting its stated objectives as a whole. It is not to evaluate individual students. As part of this ongoing process, you will be asked to complete various forms and surveys which provide valuable information for the department. One of the primary survey instruments used in the department is the Baccalaureate Educational Assessment Project (BEAP). Using this instrument, data is collected from students as they enter the program, as they exit, and then two years post graduation. Data, with your permission, is also requested from your current employer two years after graduation in order to rate how well they feel your education prepared you for practice. While this information allows us access to information on our unique program, it also allows us to compare ourselves to other undergraduate schools from around the country who also participate in this program. Aggregate data from the online portfolios will also be examined to provide data on the overall competencies gained by our students. Outcomes of the BEAP data collected is obtained each summer and summarized in a fall report. Copies of this report can be obtained from the BSW office.

CURRICULUM

The BSW Program is administered by the Department of Baccalaureate Social Work within the School of Behavioral and Applied Sciences.

The academic portion of the BSW curriculum is focused on the development of foundation knowledge of persons as individuals and as members of families, groups, organizations and communities. Knowledge of social work theories and practice models, professional values and ethics, culturally-sensitive practice, and methods of research are stressed.

A second focus of the BSW curriculum emphasizes the acquisition of skills that are introduced in the classroom and developed in the field practicum, where students work with actual clients to integrate coursework knowledge and skill development.

The third focus is on acculturation to the profession, to its values and skills, through the classroom, field practicum and the advisory program. The student is offered opportunity to evaluate interest in and aptitude for social work, and to assess progress in learning. The curriculum is set by the Council on Social Work Education (CSWE).

INTERNATIONAL OPPORTUNITIES FOR BSW STUDENTS

The BSW Program wishes to support students in taking advantage of the many international experiences and study abroad opportunities offered through the university. Students wishing to enroll in a university-sponsored study abroad program should meet with an advisor in the study abroad office and with their BSW advisor as soon as possible to discuss options. Due to the intense course of study required in the BSW program, study abroad is often most easily attained during the sophomore year. Students are also encouraged to study abroad during a summer semester when no BSW coursework is required. Again, early planning is critical.

RESOURCES

Books, periodicals, pamphlets and related materials of professional social work are available in the Department office. Part-time, summer and professional job information is available in the department office. The Department does not guarantee the securing of

employment for its graduates, but actively seeks to secure information on openings for graduates to investigate.

EMPLOYMENT AND GRADUATE STUDY

Specific preparation for social work employment upon graduation will be initiated early in the senior year. Focus will be upon how to make a job search, resume writing, and location of available jobs. Information on job openings is maintained in the department BSW office.

Application for graduate study in social work must be made in the fall of the year preceding the fall term you wish to enroll. Catalogs and information on social work education are available in the Social Work office.

ALUMNI ORGANIZATION

Alumni of the BSW Program are encouraged to maintain contact with the department by supplying address changes and current job, education, or other important or relevant personal or professional information.

REQUIRED COURSES

An overall 2.5 GPA must be maintained. Students must also pass all social work required courses (including specified general studies requirements) with a C (2.0 gpa) or better. Courses that do not attain a 2.0 gpa (including specified general studies requirements) must be repeated. Please note that university policy stipulates that courses can only be repeated twice. A total of 72 units (foundation requirements and recommended electives) is required.

BACHELORS OF SOCIAL WORK CHECKLIST

Core Requirements

Area A:

ENGL 1101 _____ or ENGL 1113 (Hon) _____
 ENGL 1102 _____ or ENGL 1114 (Hon) _____
Choose one:
 MATH 1111 _____ MATH 1101 _____ [9]

Areas B&C:

HUMN 2001 _____ & HUMN 2002 _____
 COMS 1010/1020 _____ or HONR 1010 _____
 [10 or 11]

Area D: Science and Math

Choose any two or three:

ASTR 1000 _____	BIOL 1101* _____	*Required here or "F"
BIOL 1102 _____	BIOL 1107 _____	BIOL 1108 _____
CHEM 1151 _____	CHEM 1152 _____	CHEM 1211 _____
CHEM 1212 _____	GEOL 1121 _____	GEOL 1122 _____
PHYS 1111 _____	PHYS 1112 _____	PHYS 2211 _____
PHYS 2212 _____	PHSC 1011 _____	PHSC 1012 _____

Choose one or zero:

MATH 1120 _____ MATH 1113 _____ MATH 1220 _____
 MATH 2011 _____ MATH 2210 _____ [11 or 12]

Area E: Social Science

HIST 2111 _____ or HIST 2112 _____
 POLS 1101 _____
 ANTH 2011 _____ or ECON 1810 _____

Choose one not chosen above:

ANTH 1102 _____	ANTH 2011 _____	ECON 1810 _____
ECON 2106 _____	GEOG 1111 _____	HIST 1111 _____
HIST 1112 _____	HIST 2111 _____	HIST 2112 _____
PHIL 1000 _____	POLS 2201 _____	POLS 2401 _____
PSYC 1103 _____	PSYC 2150 _____	SOCI 2241 _____

[12]

Area F: Courses Related to Major

(Grade of C in all major courses)

SOWK 1101 _____ SOWK 2100 _____ SOWK 2102 _____

Select at least 9 hours from the following:

ANTH 2011 _____	BIOL1101 _____	CRJU 1103 _____
ECON 1810 _____	ECON 2105 _____	PSYC 1101 _____
SOCI 1101 _____	SOCI 1160 _____	
*LANG 1101 _____	*LANG 1102 _____	

*If you choose language must take two courses to count

*Language will not count if you took same language in HS

[18-19]

Note: PSYC 1101, SOCI 1101, and BIOL 1101 are prerequisites for upper division SOWK courses- thus it is advised that you select these options.

(60- 63 hours core)

**SOCIAL WORK
Major Requirements**

_____ **ADMISSION TO PROGRAM** (*admission requirements in Catalog & available in Dept*)
 _____ **ADMISSION TO FIELDWORK LEVEL**

(Grade of C or better is required in each course)

SOCI 3001 _____	SOCI 3002 _____
SOWK 3300 _____	SOWK 3301 _____
SOWK 3400 _____	SOWK 3401 _____
SOWK 3500 _____	SOWK 3501 _____
SOWK 4421 _____	
SOWK 4601 _____	SOWK 4602 _____
SOWK 4701 _____	SOWK 4702 _____

[40 hours total]

Minor Requirements

(Grade of C or better is required in each course)

Minor Field of Study _____
 (15 hrs usually 3000/4000 level courses)

1. _____	2. _____
3. _____	4. _____
5. _____	

Electives to add to 125 total hours
 (can not be wellness):

1. _____	2. _____
3. _____	4. _____
5. _____	

Physical Education Requirement (5 hrs)

WELL 1000 _____ Well Activity _____
 Well Activity _____

Legislative Requirements

1. Georgia History _____
2. Georgia Constitution _____
3. Regent's Exam _____

Graduation Requirements

1. Graduation Application
by midterm before graduate _____
2. Exit Survey & Interview schedule
with chair for term you graduate _____

Hours must total 125 to graduate (including electives and only five hours in wellness)

Updated Fall 2008

NOTE: Please refer to the University Catalog for course prerequisite requirements. **Note that a number of required courses for social work also meet general studies requirements, including some offered by the Program of Social Work.**

GLOSSARY

CSWE - Council on Social Work Education. All accredited undergraduate programs and graduate schools in social work are accredited by this organization. Your faculty members are individual members of CSWE. The Social Work program was granted accreditation in January, 1982.

NASW - National Association of Social Workers. The American national individual membership organization of social workers. Members include professional social work services.

ACSW - The Academy of Certified Social Workers. This is a group of NASW members who have completed two years minimum employment (with supervision) in social work after having earned the Master of Social Work degree, and having submitted to a written comprehensive examination.

NCSW - The National Conference on Social Welfare. This is the first national organization in the social welfare field, founded in 1873.

LCSW - Licensed Clinical Social Worker. Needed by MSW-level social workers licensed by many states to conduct psychotherapy.

COUNCIL ON SOCIAL WORK EDUCATION

EDUCATIONAL POLICY STATEMENT

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service social and economic justice, dignity and worth of the person, importance of human relationship, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.

- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives

Graduates of a master's social work program and advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying,

analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

5. Advanced Curriculum Content

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0-4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

Student Rights and Responsibilities

- [Academic Rights](#)
- [Academic Appeals](#)
- [Alternative Dispute Resolution](#)
- [Academic Grievances](#)
- [ADA Grievance Policy](#)
- [Sexual Harrassment](#)
- [Student Code of Conduct](#)

Academic Rights

The student has a right to take reasoned exception to data and views offered in the classroom and to reserve judgement about matters of opinion without fear of penalty. He/she has a right to a course grade that represents the instructor's good-faith judgment of his/her performance in the course, and to protection against improper disclosure of information concerning his/her grades, views, beliefs, political associations, health or character which instructors acquire in the course of their professional relationships with the student. The student has a right to accurately and clearly stated information which should enable him/her to determine:

- a. the general requirements for establishing and maintaining an acceptable academic standing;
- b. his/her own academic relationship with the University and any special conditions which apply;
- c. the graduation requirements for a particular curriculum and major.

If you feel any of your rights have been violated or that you have been treated unfairly, you should follow one of the three procedures outlined below.

Academic Appeals

An academic appeal is a request for review of an administrator's decision made with respect to an individual student which bears upon his/her student career. The appeals procedure does not apply to issues which have broad application to the university as a whole or to constituent groupings within the university. However, appeals can be made in matters such as admission, transfer of credit, probation, suspension, dismissal, and other similar matters. A supervisor's decision in an appeal can itself be appealed, but there is no appeal of the President's decisions except in cases where it is reasonably alleged that a decision against the student was based on discrimination with respect to race, sex, age, handicap, religion, or national origin.

You may file an appeal whenever you can reasonably claim that an administrator's decision affecting your program of study was not justified by the procedures and/or guidelines established to govern that decision. It is not necessary that you allege discrimination or other wrongdoing on the part of the administrator. You should submit the appeal in writing to the immediate supervisor of the administrator whose decision you question. It is your responsibility to gather the evidence necessary to support your case and to include that evidence when submitting the written appeal. In preparing the appeal, you should keep in mind that the primary issue is whether the administrative decision was justified by the procedures and/or guidelines established to govern that decision.

The supervisor to whom the appeal is made may choose to appoint and be advised by a consultative board composed of students and/or faculty and/or administrators of the supervisor's own choosing, and may also choose to charge such a board with hearing oral arguments and/or with making inquiries into specified matters of fact. However, if you have alleged discrimination on

the basis of race, sex, age, handicap, religion, or national origin, a consultative board must be appointed and must include at least one student and at least one faculty member who is not an administrator. In no case will the supervisor be bound by the advice of the board.

Academic Grievances

The following grievance procedure primarily applies to alleged violations of a student's rights by his/her instructor. However, if your problem is related to admission, transfer of credit, probation, suspension, or dismissal, you may wish to enter an academic appeal, as described in the previous section of this handbook. If your problem is with an administrator's decision regarding a matter between you and your instructor, you should use the academic appeals process unless you can reasonably claim that the administrator's decision constitutes a violation of your rights. In the latter case, you may choose to use the academic grievance procedure, adapting it to your case so as to begin with the administrator and his/her supervisor rather than the instructor and his/her chair and dean (as outlined below).

The Academic Policies Committee is the final arbiter of whether such a grievance against an administrator should be resolved instead through the appeals process. If your problem is related to a nonacademic issue, you should refer to the Student Conduct Code. If you wish to initiate a grievance, you must follow the student academic grievance procedure as outlined below, keeping in mind the following principles:

1. You must start with a sincere attempt to settle the dispute in an informal manner with the instructor. Administrators can initially hear your concerns and refer you to this document, but they will not discuss any specific grievance until the appropriate procedural steps have been taken.
2. Within the guidelines of the institution, faculty have authority and responsibility for course content, classroom procedure, and grading, except insofar as it can be shown that a decision was arbitrary or capricious, or based on discrimination with respect to race, religion, sex, handicap, age, or national origin.
3. In order for you to prepare your case, keep in mind that when you present the facts the burden of proof is on you, not on the instructor.
4. Students who have legitimate grievances which cannot be resolved at the departmental level are encouraged to pursue their cases and follow the procedures outlined below. However, frivolous or mendacious complaints are discouraged. Students and faculty are further advised that adherence to the full truth represents the best service to their cases, and indeed that misstated or overstated claims by the principals or their witnesses about the misdeeds of others may lead to civil penalties.

Administrators shall not discuss the details of a specific grievance with a student who has not followed the procedure outlined herein, and any representative of a student must follow the same procedure. Public statements about a case shall be withheld by the parties involved, by the board of review, and by all participants in the hearings until the final decision has been communicated to the parties to the grievance. If and when an official statement is made of the result of the procedures outlined below, it shall be made through the office of the appropriate dean. Access to the written record of the hearing, and to all other records, findings, and recommendations of the board of review and any administrators involved in appeals shall be limited to authorized personnel. In the following document, the term "faculty" shall be construed to mean those persons defined as "faculty" by the Bylaws and Policies of the Board of Regents, the Statutes of the University and those persons appointed by the President to administrative positions at the institution. Further, the term "days" denotes normal working days on which university classes meet. Weekends, holidays, final exam periods, and breaks between and within semesters are not to be counted in calculating these time lines. It should be understood that, at each level in the academic chain of command above the instructor, e.g. the department chair, dean of the college, vice president for academic affairs, and president of the institution, the administrator may designate an appropriate representative. Once a student has initiated a written grievance procedure, all responses along this chain of command must be in writing.

I. Stage One: The Informal Procedure

The student should first make a sincere attempt to settle a dispute in an informal manner with the instructor. If the student is still not satisfied with the instructor's decision, he/she may then discuss the matter with the instructor's department chair. If the problem remains unresolved, the student may then discuss the matter with the instructor's dean.

II. Stage Two: The Written Grievance

If the student has exhausted the procedures outlined in section I above, he/she may continue as follows:

- The student shall submit the grievance in writing to the instructor involved. This document, hereinafter referred to as the written grievance, shall include, but not be limited to, all supporting documentation and a statement of the specific relief sought by the student. The written grievance must be submitted to the instructor no later than midterm of the semester following the actions which gave rise to the grievance.
- If agreement is not reached within five (5) days of the receipt of the written agreement by the instructor the student may appeal the instructor's decision to the department chair. The student shall so advise the chair within five (5) days of receiving that decision.
- The department chair shall respond to the written grievance within five (5) days of receiving it. The student may choose to appeal the chair's response by submitting a copy of the grievance to the dean of the appropriate college. The appeal must be made within five (5) days of the student's having Jaguar Student Handbook 3 received the response. No appeal may be initiated after the fifth day following the student's receipt of the chair's response. As an alternative to a formal hearing (see stage 3), if the student is not satisfied with the solution, the student is encouraged to refer the matter to the Alternative Dispute Resolution (ADR) Committee. Augusta State University has chosen mediation as its ADR process. Mediation involves the use of a neutral third party who seeks to aid the disputants and their effort to reach a mutually satisfying resolution. A student choosing the ADR process should submit a written grievance to the Dean of Students, rather than to the academic dean. Upon completion of the ADR process, if no formal resolution has been reached, the student may then move on to Stage 3 by submitting a written grievance to the appropriate academic dean within five (5) days.

III. Stage Three: The Formal Hearing

If agreement is not reached within five (5) days of the submission of the written grievance to the dean, then the dean or either party may ask the Academic Policies Committee to arrange a hearing before a formal board of review.

- A) The person submitting this request to the Academic Policies Committee shall transmit with it a copy of the written grievance and any other documents or exhibits which he/she considers pertinent.
- B) Within five (5) days of receiving the request to arrange a hearing, the Academic Policies Committee shall act upon that request. In the case of a grievance against an administrator, the committee shall first determine whether the problem should more appropriately be resolved through the academic appeals process or whether the academic grievance process is the appropriate context. In the latter case, the committee shall then determine how to adapt the procedures of the academic grievance process to this particular situation. It shall then appoint a board of review, hereinafter referred to as the board, in the following manner:
 1. The board shall consist of five to seven (5-7) members, including faculty members, at least one student, and the Dean of Students or his/her designate. One of the faculty members shall be designated by the Academic Policies Committee to serve as the chair of the board.
 2. The Academic Policies Committee shall consult with the parties to assure that its selection of a chair is acceptable to both parties. Each party shall also be permitted to strike from one to three other proposed members from the board. When a party strikes a proposed member, the committee will name another in his/her place; such

substitutions may also be struck by either party if that party has not already exhausted his/her three strikes.

3. No party to the dispute shall be a member of the board.
 4. Immediately upon acceptance of the appointment by the chair of the board, the chair of the Academic Policies Committee shall deliver to him/her the written grievance and all other documents and/or exhibits received by the committee in the context of the grievance.
- C) Within five (5) days of the appointment of the board, the Chair shall convene a preliminary closed session of the board for the following purposes:
 1. To determine the day and hour of the hearing. The hearing must begin within ten (10) days of the preliminary session.
 2. To distribute to the board all prior communications and documents pertinent to the grievance, including copies of the written grievance.
 - D) After the preliminary meeting of the board, the chair shall:
 1. Continue attempts at arbitration at any appropriate point in these proceedings.
 2. Prepare an agenda for the hearing and arrange for a meeting place.
 3. Engage the assistance of the Dean of Students in utilizing the services of a confidential secretary or other appropriate means to obtain a verbatim written record of the proceedings.
 4. Give written notice to both parties at least five (5) days before convening the hearing. In so doing, the chair shall advise the parties of their procedural rights, which shall include the right of due process and specifically the right to:
 - (a) Have present a nonparticipating advisor. The faculty member may have present either a member of the legal profession or a full-time Augusta State University faculty member. The student may have present any one individual and may choose to replace that individual with another at any point during the hearing.
 - (b) Call for supporting witnesses.
 - (c) Inquire into all written and oral testimony, depositions, and exhibits of evidence.
 - (d) Know the identity of all witnesses and the authors of all written testimony and have the opportunity to confront all such persons by cross-examination or by affidavit.
 - (e) Endeavor to rebut all evidence.
 - (f) Interpret and summarize their individual positions, particularly in relation to wider issues of academic rights and responsibilities.
 - (g) Be informed of the findings and recommendations of the board. The chair shall be deemed to have satisfied this requirement if he/she calls the attention of the parties to section III(D)4 of this document.
 - (E) The hearing shall be held in closed session. The chair shall distribute copies of the agenda to the parties, the board members, and any witnesses who may have been called. The chair shall supervise the proceedings and shall rule on any unusual or special elements with respect to procedures of the board after giving due notice to disputing parties or their representatives of their procedural rights.
 - (F) The parties involved must present their own cases even though counsel may be present during the formal hearing. Normally, the presentations shall include a lucid statement of the case, a presentation of the case by affidavits, testimony and/or exhibits, and a summary which includes a statement of the specific relief sought from the board.
 - (G) The board shall try to complete the agenda for the hearing in one session. If this is not possible, the term "hearing" as used throughout this document shall apply collectively to all sessions taken together. The board shall in any case see to it that all sessions of the hearing have been concluded within five (5) days of the first session of the hearing.

IV. Stage Four: Deliberations of the Board and Its Report

- A) Within five (5) days of the conclusion of the hearing, the chair shall see to it that copies of a written verbatim record of the hearing are distributed to the members of the board, to the two parties, and to the appropriate dean.
- B) Within five (5) days of the distribution of the written verbatim record the board shall meet again to deliberate upon its findings and recommendations. The board may choose to meet more than once for this purpose, but in no case may the deliberations continue past the tenth day following the distribution

of the written verbatim record. The board shall confine its deliberations to the case presented.

- C) Within five (5) days of reaching a decision, the board shall issue to the appropriate dean a written report giving its findings and recommendations.

V. Stage Five: The Dean's Decision

- A) If the board has found that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, and if the board has recommended appropriate relief, the dean may order that relief. Such relief may include, but is not limited to, a change in a disputed course grade. If the board has made a recommendation on a basis other than a finding that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, the dean may order that the recommendation shall be followed.
- B) Within five (5) days of receiving the board's findings and recommendations, the dean shall forward the following by registered mail to each of the parties involved:
 1. A copy of the board's findings and recommendations.
 2. The dean's decision with regard to any relief sought by the parties and/or recommended by the board.
 3. Notification to both parties of the right to appeal before the dean takes action. The dean shall be deemed to have satisfied this requirement if he/she calls the attention of the parties to section VI of this document.
- C) If no party makes a written appeal within five (5) days of having been notified by the dean of his/her decision, that decision shall be considered final and the dean shall see to its implementation.

VI. Stage Six: The Appeals Process

- A) It is particularly emphasized that senior administrators are not to be contacted about the details of a grievance except in the context of an appeal. Neither of the parties is to take his/her case to senior administrators until after the procedures set forth above have come to their conclusion. This rule applies equally to any representative of the parties.
- B) Neither the faculty grievance procedure nor any other procedure may be invoked as a substitute for the appeals process set forth below.
- C) **Appeal to the Vice President for Academic Affairs**
 1. If either party wishes to appeal the decision of the dean, he/she must do so in writing to the Vice President for Academic Affairs within five (5) days of receiving notification from the dean. The appeal shall include, but is not limited to, the following:
 - a) Copies of the written grievance, of the findings and recommendations of the board, of the written verbatim record of the hearing, and of the dean's letter notifying the parties of his/her decision.
 - b) An explanation of the reason for the appeal.
 - c) A specific statement of the relief which the appellant is seeking from the vice president.
 2. In the case of an appeal by the student, if the vice president finds that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, he/she may order relief for the student, including but not limited to a change in a disputed course grade.
 3. Within five (5) days of receiving the written appeal, the vice president shall forward his/her decision to the appropriate dean, to the two parties, and to the chairs of the board and the Academic Policies Committee. In communicating this decision, the vice president shall advise the two parties of the right to appeal to the president before the vice president's decision takes effect. The vice president shall be deemed to have satisfied this requirement if he/she calls the attention of the parties to sections VI(D) and VI(E) of this document.

4. If no party makes a written appeal within five (5) days of having been notified by the vice president of his/her decision, that decision shall be considered final, and the vice president shall communicate it to the appropriate dean, who shall see to its implementation.
- **D) Appeal to the President**
 1. If either party wishes to appeal the decision of the Vice President for Academic Affairs, he/she must do so in writing to the president of the university within five (5) days of being notified of the vice president's decision.
 2. At the same time, the appellant shall give notice of the appeal to the Vice President for Academic Affairs, who shall thereupon forward to the president the materials listed above in section VI(C)1.
 3. In the case of an appeal by the student, if the president finds that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, he/she may order relief for the student, including but not limited to a change in a disputed course grade.
 4. The president shall communicate his/her decision to the two parties, the chairs of the board and the Academic Policies Committee, the Vice President for Academic Affairs, and the appropriate dean.
 5. If either party wishes to appeal the president's decision to the Board of Regents, he/she shall so advise the president in writing within five (5) days of receiving that decision. If no party so advises the president within those five days, the decision shall be considered final and the president shall communicate this to the appropriate dean, who shall see to its implementation.
 - **E) Final Disposition**

Final disposition of the case shall be made in accordance with Article IX of the By-Laws of the Board of Regents of the University System of Georgia: Any person in the University System for whom no other appeal is provided in the Bylaws and who is aggrieved by a final decision of the president of an institution, may apply to the Board of Regents, without prejudice to his/her position, for a review of the decision. The application for review shall be submitted in writing to the Executive Secretary of the Board within a period of twenty days following the decision of the president. It shall state the decision complained of and the redress desired. A review by the Board is not a matter of right, but is within the sound discretion of the Board. If the application for review is granted, the Board or a committee of the Board or a Hearing Officer appointed by the Board, shall investigate the matter thoroughly and report its findings and recommendations to the Board. The Board shall render its decision thereon within sixty days from the filing date of the application for review or from the date of any hearing which may be held thereon. The decision of the Board shall be final and binding for all purposes. Under current Board of Regents procedures, action by the president on grade appeals is the final and binding administrative decision; however, in making a policy decision to reject routine grade appeals, the Board of Regents did not intend to bar the receipt of grade complaints grounded upon alleged invidious discriminatory motivations, such as improper considerations of race, gender, national origin, religion, age, or handicap.

ADA Grievance Policy

Augusta State University has adopted an internal grievance procedure providing for prompt and equitable resolution of student complaints alleging any action prohibited by the U.S. Department of Justice regulations implementing Title II of the Americans with Disabilities Act (ADA). Title II states, in part, that "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination" under any programs or activities sponsored by a public entity.

The student should make every good faith effort to address their specific complaint directly with the faculty member who is involved with the initial problem before filing a formal grievance. If this is unsuccessful, the student may issue a written complaint to the faculty/staff member and

their immediate supervisor. The complaint should contain a specifically alleged ADA violation and should, in detail, explain how the student feels that his/her ADA rights have been violated.

The faculty/staff members and the corresponding department heads who receive an ADA complaint should make every attempt to resolve the matter, if possible, and issue a written response to the student complainant within ten (10) working days. This written response should be undersigned by the head of the department under which the faculty/staff member is employed. ADA complaints should be filed with the appropriate parties in the following manner:

The Office of Disability Services Complaints relating to direct services received through the Office of Disability Services should be submitted to the Director of Testing and Disability Services in the Office of Disability Services within ten (10) days of the alleged violation. Students must be formally registered with the Office of Disability Services before a complaint can be filed with this office. All students with a documented disability may register for services by completing the initial intake session.

Admissions

Student ADA complaints relating to the Office of Admissions should be submitted to the Director of Admissions within ten (10) days of the alleged act. If a prospective student believes that a requirement for admission has a disproportionately adverse effect upon him/her, based on their disability, the prospective student may submit a written request for reconsideration to the Director of Admissions.

Faculty/Staff

ADA complaints directly related to teaching faculty members should be submitted to the faculty member within ten (10) days of the alleged violation. Each department has a department head who supervises faculty members. The name of the current department head can be discovered by simply contacting the department.

Physical Campus Accessibility

If a student has a complaint relating to the physical accessibility of the campus, this complaint needs to be directed to the Director of Campus Facilities Planning within ten (10) days after the accessibility issue is noticed. The Director of the Physical Plant supervises the Facilities Planning Director.

Student Employment

Employment related student ADA complaints need to be filed with the Student Employment Manager immediately after the occurrence of the alleged violation. The Director of Financial Aid supervises the Student Employment Manager.

General Complaint Appeals Procedures

If the student is still dissatisfied with the previous attempts to mediate their complaint, they have a right to issue a formal complaint to the presiding Dean of Students, who has been designated to coordinate ADA compliance efforts. A complaint should be filed in writing and must contain the name and address and telephone number (if available) of the person filing it. A brief description of the specific alleged ADA violation of the regulations must be contained in the complaint.

A formal appeal to the Dean of Students may be filed immediately after the complainant receives the decision from the appropriate department. Appeals to the Dean of Students must be filed and received at least within five (5) days of the student's receipt of the response letter from the appropriate department. A formal letter of appeal must be written and filed with the Dean of Students. An investigation, as may be appropriate, shall follow a filing of a complaint. The investigation shall be conducted by the Dean of Students, except in cases where the complaint is against the Dean of Students. In this instance, the investigation shall be conducted by the ADA Grievance Committee. These rules contemplate informal but thorough investigations, affording all interested persons an opportunity to submit evidence relevant to a complaint.

A third appeal may then be filed with the ADA Grievance Committee within five (5) days of the receipt of a decision from the Dean of Students. The ADA Grievance Committee shall consist of two faculty members who are not involved with the present complaint, and two students. At least one member of the ADA Grievance Committee should be an individual with a disability receipt of a decision from the Dean of Students.

The ADA Grievance Committee shall consist of two faculty members who are not involved with the present complaint, and two students. At least one member of the ADA Grievance Committee should be an individual with a disability. A written determination as to the validity of the complaint and a description of the resolution, if any, should be issued by the Dean of Students and a copy forwarded to the complainant within ten (10) working days after its filing (unless both the complainant and the Dean agree to extend the deadline for an additional time which is not to exceed five (5) additional working days). The Dean of Students shall maintain the files and records of Augusta State University relating to the complaints filed.

A written appeal of the decision of the ADA Grievance Committee may be made to the President of the University within five (5) days. The appeal to the President must include (a) the specific alleged ADA violation (b) a specific statement of how the complainant's rights have been violated by the actions of the university in dealing with the grievance and (c) a specific statement of what the complainant is seeking that they did not receive. Should the President agree to hear the appeal, his decision will be final. If the President concurs with the previous decision or does not choose to hear the matter, then the decision of the ADA Grievance Committee will be final. The complainant will be sent a written decision from the president or their appointed representative within ten (10) working days.

Specific Appeals Procedures Related to Course, Academic or Degree Requirement Waivers
Decisions related to general academic or degree requirements waivers or substitutions are made in accordance to standards established by the Board of Regents of the University System of Georgia. Academic and degree requirement waivers are initially reviewed by the Director of Testing and Disability Services. In order to request a waiver, the student should submit a written request for a course, academic or degree requirement to the Disability Services Director. The Director of Testing and Disability Services should submit a written response within ten (10) days after receiving a written request for review from the student.

If the student is still dissatisfied a more formal appeal can be made to the Vice President of Academic Affairs within five (5) days of the denial from the Director of Testing and Disability Services. Because of the nature of academic and degree requirement waivers, appeals related to degree or academic substitutions should be made in writing and directed to the Vice President for Academic Affairs. All appeals to the Vice President for Academic Affairs should be submitted in writing. A formal written opinion from the Vice President for Academic Affairs should be submitted within ten (10) days after receiving a written complaint from a student. In these cases a final appeal can be made to the President of the University. The President of the University may concur with the decision of the Vice President of Academic Affairs, or make an independent decision relating to the complaint. Remedies for resolution may be included in the President's decision.

The President of the University should issue a final written decision of this appeal within ten (10) days. The President's decision on ADA matters relating to academic degree requirements of waivers shall be final.

The Appeals Process in General

The rights of a person to a prompt and equitable solution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies. These rules shall be construed to protect the substantive rights of interested persons, to meet appropriate due process standards and to assure that Augusta State University complies with the ADA and implementing regulations.

Code of Conduct

I. Definitions:

A. "Institution" refers to Augusta State University and, collectively, to those responsible for its control and operation.

B. "Students" includes all persons taking courses at the institution: full-time and part-time, undergraduate and graduate.

C. "President" refers to the president of the institution unless otherwise stipulated.

D. "Institutional Government": All constituents of the institution community are free, individually and collectively, to express their views on issues of institutional policy and on matters of interest to the student body. The role of student government and its responsibilities shall be made explicit in a constitution approved by the student body and faculty. Students are entitled to participate in all discussions of educational policy.

II. The following rules shall be known as the Augusta State University Student Code of Conduct:

A. Bill of Rights: The following enumeration of rights shall not be construed to deny or disparage other rights retained by students as members of the student body or as citizens of the university community at large.

1. Free inquiry, expression, and assembly are guaranteed to all students.
2. The right of students to be secure in their persons, papers, and effects against unreasonable searches and seizures is guaranteed.
3. No administrative disciplinary sanctions may be imposed upon any student without notice to the accused of the nature and cause of the charges and without an opportunity for a fair hearing. This shall include the student's confrontation with witnesses and the assistance of a person of the student's choosing.

III. Classroom Expression & Course Related Behavior Discussion and expression of all views relevant to the subject matter are permitted in the classroom, subject only to the responsibility of the instructor to maintain order.

- A. Students are responsible for learning the content of any course for which they are enrolled.
- B. Requiring participation in classroom discussion and submission of written exercises is consistent with this Section.
- C. To maintain classroom order, the faculty member has the right and responsibility to take the steps he or she deems necessary and reasonable, including private or public requests that the student(s) refrain from disruptive behavior.
- D. If the faculty member determines that any improper behavior is of a recurring pattern or is of a serious nature, the faculty member may immediately expel a student from the actual classroom. For example, a student who becomes physically or verbally aggressive should be expelled from the

- classroom, and Public Safety may be called for any necessary assistance. After an expulsion from the classroom, the faculty may also officially withdraw the student from the course. However, any action to officially withdraw a student from the course must be reported in writing to the student, department chair, and Dean of Students. Without the written consent of the faculty member, the student may not be reinstated in the course from which s/he was withdrawn by the instructor for behavior reasons. The student, however, may seek other interim remedies from the appropriate department chair. If the faculty feels threatened or if the misconduct is of an abusive nature, the faculty may file charges against the student through the Dean of Students.
- E. If the faculty member feels threatened by the behavior of a student outside of the classroom, the faculty member may officially withdraw the student from the course. The procedures for notification and appeal would be the same as those in Section D above.

IV. Prohibited Conduct Generally, institutional discipline shall be limited to conduct which adversely affects the institutional community's pursuit of its educational objectives. The following misconduct is subject to disciplinary action:

- A. All forms of dishonesty, including cheating, plagiarism (using the ideas or writings of another as one's own), knowingly furnishing false information to the institution, forgery, and alteration or use of institutional documents or instruments of identification with intent to defraud.
- B. Internal disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other institutional activities. This includes threats, both verbal and written, and menacing gestures.
- C. Physical abuse, or threatened abuse, of any person on institutional premises or at institutional sponsored or supervised functions.
- D. Theft
 1. No student shall sell a textbook not his/her own without written permission of the owner.
 2. No student shall take, attempt to take, or keep in his/her possession, items of institutional property, or items belonging to students, faculty, staff, student groups, or visitors to the campus without proper authorization.
 3. Limited recreational game playing, that is not part of an authorized and assigned research or instructional activity, is tolerated. University computing and network services are not to be used for extensive or competitive recreational game playing. Recreational game players occupying a seat in a public computing facility must give up that seat when others who need to use the facility for academic or research purposes are waiting.
- E. Violation of published institutional regulations including those relating to entry and use of institutional facilities.
- F. Weapons: Students are prohibited from possession of firearms on institutional property or at events sponsored or supervised by the institution or any recognized institutional organization. The possession of any other offensive weapon is prohibited.
- G. Gambling: The playing of cards or any games of skill or chance for money or other items of value is prohibited.
- H. Use of Explosives: No student shall possess, furnish, sell or use explosives of any kind on institutional property or at functions sponsored or supervised by the institution or any recognized university organization.
- I. Lost and Found Policy: Reference GA Code 16-8-6. All lost and found property should be reported and turned in to the Office of Public Safety. If property is not claimed in 60 days, it will be turned in to the party who found it.
- J. Drugs: The possession or use (without valid medical or dental prescription), manufacture, furnishing, or sale of any narcotic or dangerous drug controlled by federal or Georgia law is prohibited (see Section on Drugs and Alcohol).
- K. Disorderly Conduct
 1. Disorderly or obscene conduct or breach of the peace on institutional property or at any function sponsored or supervised by the institution or any recognized institutional organization is prohibited.
 2. No student shall push, strike or physically assault any member of the faculty, administration, staff, or student body or any visitor to the campus.

3. Conduct on institutional property, or at functions sponsored or supervised by the institution or any recognized institutional organization, which materially interferes with the normal operation of the institution or the requirements of discipline, is prohibited.
4. No student shall enter or attempt to enter any dance, social, athletic or any other event sponsored or supervised by the institution or any recognized institutional organization without credentials for admissions, i.e., ticket, identification card, invitation, etc., or in violation of any reasonable qualifications established for attendance. At such institutional functions a student must present proper credentials to properly identified institutional faculty and staff upon their request. Failure to provide proper credentials could result in expulsion from the event or institutional property.

V. Fire Safety

- A. No student shall tamper with fire safety equipment.
- B. The unauthorized possession, sale, furnishing or use of any incendiary device is prohibited.
- C. No student shall set or cause to be set any unauthorized fire in or on institutional property.
- D. The possession or use of fireworks on institutional property or at events sponsored or supervised by the institution or any recognized institutional organization is prohibited. Fireworks are defined as any substance prepared for the purpose of producing a visible or audible effect by combustion, explosion or detonation.
- E. No student shall make, or cause to be made a false alarm.

VI. Unauthorized Entry or Use of Institutional Facilities

- A. No student shall make unauthorized entry into any institutional building, office, or other facility, nor shall any person remain without authorization in any building after normal closing hours.
- B. No student shall make unauthorized use of any institutional facility.

VII. Procedural Standards in Disciplinary Proceedings

- A. Any academic or administrative official, faculty member, or student may file charges against any student for misconduct with the Dean of Students Office. In extraordinary circumstances the student may be suspended pending consideration of the case. If suspension is imposed, a hearing shall be held within three class days.
- B. The Office of the Dean of Students shall make a preliminary investigation to determine if the charges can be disposed of administratively, by mutual consent without the initiation of disciplinary proceedings. Such disposal shall be final, and there shall be no subsequent proceedings or appeals.
- C. All charges shall be presented to the accused student in written form, and he or she has seven days to respond. The time can be extended for such response by the accused or the accuser. A time shall be set for a hearing which shall not be less than seven or more than fifteen days after the student's response. If no response is received after fifteen days from written notification, the hearing shall be scheduled and public notice provided as to time and place. The accused student does not have to be present at the judicial hearing.
- D. A schedule of the hearings in a disciplinary proceeding shall be fixed after consultation with the parties by the Office of the Dean of Students. The institution shall have discretion to alter the schedule for good cause after notifying all parties involved.
- E. The Constitution of the Student Government Association empowers that body to form a Judicial Cabinet. The Judicial Cabinet is charged with the function of hearing cases referred to it by the Dean of Students. The Cabinet serves as an advisory body to the Dean. Upon reaching a decision in a case of any nature whatsoever, the Judicial Cabinet shall submit recommendations for action which may include sanctions.

VIII. Rights of Student Defendants Before the Judicial Cabinet

Hearings shall be conducted in a manner consonant with accepted procedures of justice. Hearings shall be public and open. The date, time and place of the hearing shall be posted by the Office of the Dean of Students 24 hours in advance of the hearing. In hearings involving more than one student defendant, separate hearings shall be allowed upon request. At hearings of the Judicial Cabinet, the student defendant shall be afforded all rights required by due process including:

- A. The right to an advisor of his/her choice.
- B. The right to question the complainant.
- C. The right to present evidence on his/her behalf. Jaguar Student Handbook 35
- D. The right to call witnesses on his/her behalf.
- E. The right to cross examination.
- F. The right to remain silent and have no inference of guilt drawn from such silence.
- G. A tape recording and/or summary transcription of the proceedings shall be kept and made available at the student's request for the sole purpose of appeal from a decision of suspension or expulsion. The student may also have a verbatim transcript made at his or her own expense. The institution shall also have this option at its expense.
- H. In cases of suspension or expulsion from the university, the student has the right to attend classes and required institutional functions until a hearing is held and decision is rendered. Exceptions to this would be made when the student's presence would create a substantial likelihood of material interference with the normal operation and processes or the requirements of appropriate discipline at the institution. However, in all cases where students are withdrawn by the faculty member from a specific course because of disruptive behavior, the student does not have the right to attend the class without written consent from the faculty member involved. The student may seek other interim remedies from the appropriate department chair.
- I. No recommendation for the imposition of sanctions may be based solely upon the failure of the accused student to answer the charges or appear at the hearing. In such a case, the evidence in support of the charges shall be presented and considered.
- J. The right to appeal if the Judicial Cabinet imposes suspension or expulsion.

IX Sanctions The following sanctions may be imposed upon students:

- A. Admonition: An oral statement to a student that he/she is violating or has violated institution rules.
- B. Warning: A notice, orally or in writing, that continuation or repetition of conduct found wrongful, within a period of time stated in the warning, may be cause for more severe disciplinary action.
- C. Censure: A written reprimand for violation of specified regulations, including the possibility of more severe disciplinary sanctions in the event of a violation of any institution regulations within a stated period of time.
- D. Disciplinary Probation: Exclusion from participation in privileged or extracurricular institution activities as set forth in the notice for a period of time not exceeding one school year.
- E. Restitution: Reimbursement for damage to or misappropriation of property. This may take the form of appropriate service or other compensation.
- F. Suspension: Exclusion from classes and other privileges or activities as set forth in the notice for a definite period of time not to exceed two years.
- G. Expulsion: Termination of student status for an indefinite period. The conditions of readmission, if any, shall be stated in order of expulsion. No sanctions may be imposed for violation of rules and regulations until the student is notified.

X. Appellate Procedure An appeal from a decision by the initial hearing board may be made by any party to the chairperson of the Faculty-Student Judiciary in writing within 5 days of the decision. By a simple majority vote the Faculty-Student Judiciary may:

1. 1. uphold the original decision and penalty,
2. 2. uphold the decision but lessen the penalty (but no less than an institutional minimum penalty) or 3. overrule the original decision and penalty.
 - A. A student may appeal on grounds that the evidence was not sufficient to find him guilty or other specified relevant grounds.
 - B. An appeal shall be limited to a review of the full report of the hearing board for the purpose of determining whether it acted fairly in the light of the charge and evidence presented.
 - C. An appeal may not result in a more severe sanction for the accused student. An appeal of the decision of the Faculty-Student Judiciary may be made to the President of the University in writing within five school days.
 - D. The student has the right to apply to the Board of Regents for review of the president's final decision. The application for review must be submitted in writing to the Executive Secretary of the Board within twenty days following the president's decision. The application must set forth the president's decision and state the redress desired.

XI. Judicial Bodies

- A. Augusta State University utilizes two judicial bodies in the adjudication of cases which may require disciplinary actions.
 1. Empowered by the Constitution of the Student Government Association, the Judicial Cabinet is charged with the function of hearing cases referred to it by the Dean of Students. The Cabinet shall be composed of seven Justices and two alternates. Further responsibilities of the Judicial Cabinet are outlined in the Student Government bylaws. Upon reaching a decision in a case of any nature whatsoever, the Judicial Cabinet advises the Dean of Students to take appropriate action.
 2. The Faculty-Student Judiciary shall hear all appeals from the Judicial Cabinet. a. The Faculty-Student Judiciary shall consist of three members of the faculty and three members of the student body. The faculty members of the committee shall be appointed in the manner and for the time period stated in the Augusta State University Statutes of Governance. The student members of the committee shall be appointed in the manner and for the time period as stated in the Student Government Constitution. At the first meeting of each academic year, the voting members of the Faculty-Student Judiciary shall select from among their number a chairman who shall serve for one year.
 3. In the event that a member of either judicial body should resign or decline to hear a particular case, a temporary or permanent replacement, as the situation warrants, shall be appointed in the same manner as the original appointment. In the event of resignation, the replacement shall be appointed for the remainder of the unexpired term. In the event a member declines to hear a particular case, the replacement shall be appointed only for the time necessary to hear the case in question.
 4. The judicial bodies may formulate procedural rules which are consistent with the provisions of this Code.
 5. The judicial bodies may give advisory opinions, at their sole discretion, on issues not before any judicial body and where no violation of institutional regulations has taken place. Such opinions shall not be binding upon the party making the request, nor may it be used as precedent in future proceedings.
 6. A judicial body may be designated as arbiter of disputes within the institutional community. All parties must agree to arbitration and agree to be bound by the decision with no right of appeal.

XII. Campus Organizations

- A. Initial Procedure for Recognition of Student Organizations

1. Application: An organization seeking recognition must submit the following information in writing to the Student Activities Office, on the form furnished by that office:
 - a. Name
 - b. Explanation of why the organization is desirable on campus
 - c. Qualifications for membership
 - d. Fees, dues or other considerations for membership
 - e. Officer and leadership structure
 - f. Time and manner of election of officers
 - g. Number of students wishing to join
 - h. Faculty sponsor
 - i. Explanation of any extra-campus affiliation (e.g. national parent organization)
 - j. Time and location of meetings
 - k. Names of prospective members who will serve as spokespersons for the organization during the recognition procedure. (It is suggested that three students be named).
 2. Hearing: The Dean of Students or his/her designee shall examine each application and reject those not submitted in proper form.
- B. Criteria for Recognition and Review Procedure
 1. Recognition shall be granted only to those organizations whose purpose and proposed activities are clearly related to the educational goals and objectives of the institution. Recognition shall be denied if the evidence presented shows that the proposed organization will present substantial likelihood of material interference or conflict with the educational process of the institution or any of the following
 - a. The regular and orderly operation of the institution
 - b. The requirements of appropriate discipline within the institution.
 - c. The academic pursuits of teaching, learning, and other campus activities.
 - d. The laws or public policies of the State of Georgia and the United States.
 - e. The status and regulations of the institution and the Policies of the Board of Regents.
 2. All applications for recognition determined to be in the proper form by the Dean of Students or his/her designee shall be promptly transmitted to the Student Government Association for approval. Approval shall be in accordance with procedures established by the Student Government Association. If the Student Government Association fails to approve the application, the organization may appeal this action to the Student Activities Committee, which shall review the Student Government Association's action and affirm, reverse, or modify the same. The appeal shall be in such form as the Committee may require. Should the Student Activities Committee reject the application for recognition, the organization may appeal to the president.
 3. After an organization has been granted recognition by the Student Government Association, the application shall be submitted to the University Committee on Student Activities for consideration.
 4. When an organization has been granted recognition by both the Student Government Association and the Student Activities Committee, the application shall be forwarded to the Dean of Students who will review the application and then submit it to the Office of the President. After the application has been approved by the president, the organization shall be deemed an Augusta State University chartered student organization and subject to the rights and responsibilities of the same.
 - C. Rights of Student Organizations. Recognition authorizes an organization:
 0. To use the facilities and equipment of the institution subject to the Policies of the Board of Regents and to institutional regulations governing the use of facilities and equipment, and to obtain reasonable scheduling and clearance of particular facilities and equipment of the Office of Student Activities and/or the Office of Public Safety.
 1. To be eligible to receive student activities monies subject to the Board of Regent's Policies and institutional regulations governing allocation of student activity fees.
 - D. Rules and Regulations Governing Student Organizations
 0. Financial Responsibility
 - a. Use of allocated student activities monies must conform to the purposes and practices approved by the allocating authority.

- b. Organizations shall carry on business transactions and contractual relations with punctual and timely discharge of valid obligations and prudent use of funds.
- 1. Conformance with Organization Purpose: Activities of organizations must be in conformance with their applications' stated purposes.
- 2. Campus Displays: Displays, including but not limited to posters, notices or banners, which litter the campus or damage the property of the institution or of other persons or entities, or which are obscene, or which materially interfere with the regular and orderly operation of the institution, are prohibited.
- 3. Property Damages: Unauthorized or malicious damage to the property of the institution, or to other persons or entities, which results from organizational activities is prohibited. The student organization shall be responsible for all damages.
- 4. Disorderly Conduct: Organization activities which may encourage or precipitate riots or other disturbances which materially interfere with the regular and orderly operation of the institution are prohibited.
- 5. Parades, Student Rallies, and Gatherings. a. Parades, student rallies, and other such gatherings must be limited to are as designated by published notice for such activities. b. Outside parades, student rallies, and other such gatherings which interfere with pedestrian or vehicular traffic on campus must be cleared with Public Safety and the Office of the Dean of Students before they may be undertaken. In addition, off-campus activities must be cleared with the proper civil authorities. c. Use of facilities, equipment and other university property shall be subject to reasonable scheduling by the Office of Student Activities in order to promote fair sharing of their use.
- 6. Law Violations: No organization shall commit, encourage, condone or contribute to violations of institutional statutes and regulations, the Policies of the Board of Regents, or the laws of Georgia or the United States.
- 7. Eligibility for Membership and Officer Status a. Active membership shall be confined to regularly enrolled students. b. Three credit hours per semester is the minimum academic load for any student participating in a student organization.
- 8. Information to be submitted to the Office of Student Activities a. A list of officers must be submitted to the Student Activities Office within 7 days after each election. b. A copy of each organization's constitution and bylaws and of all subsequent amendments thereto must be submitted to the Student Activities Office within 7 days after enactment. c. Hazing, defined as any action taken, or situation created, intentionally, to produce mental or physical discomfort, embarrassment, harassment or ridicule, is strictly prohibited.
- 9. Organization Publications a. Student organization publications shall not contain material which is obscene or defamatory (as the same is defined by the Code of Georgia, Section 26-2101), or which may create a substantial likelihood of material interference with the regular and 38 Jaguar Student Handbook orderly operation of the institution. b. Student organization publications shall abide by the guidelines and policies established by the Editorial Board of the institution.
- 10. Review and Enforcement of Regulations: The Dean of Students shall periodically review the activities of all student organizations to determine if they are acting in compliance with the institution's regulations. Charges of violations of institutional regulations may be brought against any recognized organization and shall be heard by the Dean of Students or, at his or her discretion, by the Judicial Cabinet of Student Government. The Dean of Students or the Judicial Cabinet of the Student Government Association may request the presentation of oral and/or documentary evidence at the hearing. He/ She or the hearing committee shall have a recording or transcript of the hearing prepared. The Dean of Students or the Judicial Cabinet of the Student Government Association may then impose any one or any combination of the following penalties upon an organization based on the evidence presented at the hearing:
 - a. Restriction of all or any privileges enjoyed as a recognized student organization.
 - b. Monetary fines, withholding or withdrawal of allocated student activities monies.
 - c. Restitution for damages.
 - d. Probation of recognized status.
 - e. Suspension of recognized status.
 - f. Withdrawal of recognition. An organization may appeal the imposition of any penalty to the president of the institution, who shall review the action and affirm, reverse or modify the same. The appeal and review shall be in such form as the

president may require. The president may utilize the services of any existing or ad hoc committee in determining the issue involved.

11. Final Review Power of President: Upon notice and hearing, the president of the institution may review at any time the recognition of any student organization, or any decision on disciplinary charges against any student organization, and make whatever final disposition of the matter he deems necessary for the best interests of the institution.
12. Campus Publications: A student, group, or organization may distribute written materials on campus without prior approval. If such distribution disrupts or obstructs the operation of the institution, it may be terminated. a. The student press is to be free of censorship. The editors and managers shall not be arbitrarily suspended because of student, faculty, administration, alumni or community disapproval of editorial policy or content. Similar freedom is assured for statements of views through any student media. b. The editorial freedom entails a corollary obligation under the canons of responsible journalism and under applicable regulations of the Federal Communications Commission. Violations shall be referred to the Editorial Board for investigation. All student communications shall explicitly state on the editorial page or in the broadcast that the opinions expressed are not necessarily those of the institution or its student body.

XIII. Freedom of Expression on Campus

The freedoms of speech and assembly guaranteed by the first and fourteenth amendments to the United States Constitution shall be enjoyed by the students and faculty of Augusta State University in regard to the opportunity to hear off-campus, or outside, speakers. Free discussion of subjects of either controversial or noncontroversial nature shall not be curtailed. However, as there is not absolute right to assemble or to make or hear a speech or at any time or place regardless of the circumstances, content of speech, purpose of assembly, or probable consequences of such meeting or speech, the issuance of invitations to outside speakers shall be limited in the following particulars, but only in the manner set forth herein:

- A. A request to invite an outside speaker will be considered only when made by an organized chartered student or faculty group, recognized by the president or such person or committee as may be designated by him or her (hereafter referred to as his or her authorized designee).
- B. No invitation by such an organized group shall be issued to an outside speaker without prior written concurrence by the president. Scheduling of speaker dates and assignment of campus facilities should not be made in the absence of prior concurrence.
- C. Any speaker request shall be made in writing by an officer of the student organization desiring to sponsor the proposed speakers. The request shall be made not later than ten calendar days prior to the date of the proposed speaking engagement. This request shall contain the name of the sponsoring organization, the proposed date, the time and location of the meeting, the expected size of the audience, and the topic of speech. Any request not acted upon by the president or his authorized designee within four working days after submission shall be deemed granted.
- D. A request made by a recognized organization may be denied only if the president or his authorized designee determine, after proper inquiry, that the proposed speech will constitute a clear and present danger to the institution's orderly operation by the speaker's advocacy of such actions as:
 1. The violent overthrow of the government of the United States, the State of Georgia, or any political subdivision thereof; or
 2. The willful damage or destruction, or seizure and subversion, of the institution's buildings or other property; or
 3. The forcible disruption or impairment of, or interference with the institution's regularly scheduled classes or other educational functions; or
 4. The physical harm, coercion, intimidation, or other invasion of lawful rights of the institution's officials, faculty members or students; or
 5. Any other campus disorder of a violent nature. In determining the existence of a clear and present danger, the president or his authorized designee may consider all relevant factors,

including whether such speaker has, within the past five years, incited violence resulting in the destruction of property at any educational institution or has willfully caused the forcible disruption of regularly scheduled classes or other educational functions at any such institution.

- E. Where the request for an outside speaker is denied, any sponsoring organization thereby aggrieved shall, upon written application to the president or his authorized designee, obtain a hearing within two working days following the filing of its appeal before the University Council which, when augmented by the president shall constitute the Campus Review Committee for a de novo consideration of the request. The Campus Review Committee shall have the power to grant or deny the request, and its decision will be final, unless judicial review is sought as hereinafter provided. If such request is neither granted nor denied within the two-day period, it shall be deemed granted, and the speaker's invitation shall be issued. XIV. Protests: see Peaceful Assembly Guidelines

XV. Violation of Law and Institution Discipline

Repeated violations of published rules or regulations of the institution, which cumulatively indicate an unwillingness or inability to conform to the standards of student life of the institution, are prohibited. Violation of Outside Law: Violation of local, state or federal law, on or off the campus, which constitutes a clear and present danger of material interference with the normal, orderly operation and processes of the institution, or with the requirements of appropriate discipline, is prohibited.

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Questions or comments?