Master of Arts in Nonprofit Management and Leadership

STUDENT HANDBOOK

Fall 2020
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MASTER OF ARTS IN NONPROFIT MANAGEMENT & LEADERSHIP STUDENT HANDBOOK

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UGA COVID-19 Response – Information and Resources: https://coronavirus.uga.edu/

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- Webpage: https://ssw.uga.edu/academics/ma-nonprofit-management-leadership/
- Forms and Resources: https://ssw.uga.edu/academics/ma-nonprofit-management-leadership/forms-resources/
- Internship: https://ssw.uga.edu/academics/ma-nonprofit-management-leadership/curriculum-sequencing/manml-internship/

E-Learning Commons (ELC): elc.uga.edu

ATHENA: athena.uga.edu

SSW Web Site: ssw.uga.edu

UGA Web Site: www.uga.edu

Institute for Nonprofit Organizations: https://ssw.uga.edu/about/institute-for-nonprofit-organizations/

Center for Social Justice, Human and Civil Rights: https://ssw.uga.edu/about/center-for-social-justice-human-and-civil-rights/

EITS – Enterprise Information Technology Services
Information for wireless, wired networks, email, software, student information systems and more. eits.uga.edu

Graduate School Web Site: grad.uga.edu

Graduate School Email Addresses:
- Enrolled Student Services: gradinfo@uga.edu.
- Admissions: gradadm@uga.edu

Graduate School Quick Links
- Important Dates and Deadlines: https://grad.uga.edu/index.php/current-students/important-dates-deadlines/
- Policies and Procedures: https://grad.uga.edu/index.php/current-students/policies-procedures/:

UGA Emergency Preparedness and Safety
- UGA Emergency Preparedness prepare.uga.edu

UGA Registrar – Calendars, Registration, Transcripts: reg.uga.edu
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I. MISSION AND COMPONENTS OF THE INSTITUTE

Mission Statement

The Institute for Nonprofit Organizations (INPO) at the University of Georgia provides interdisciplinary graduate degree and graduate certificate programs that focus upon improving the leadership and effectiveness of nonprofit organizations. The Institute prepares students with knowledge and skills necessary for careers in nonprofit organizations, and develops and disseminates knowledge to strengthen the effectiveness of those already in leadership positions. The educational objective is to graduate students with the background, knowledge, skills, and experience not only to succeed in their careers in nonprofit organizations but also to become leaders in this sector of our nation.

Master of Arts Degree Program

The Master of Arts in Nonprofit Management and Leadership (MA NML) is an advanced professional degree for those desiring careers as leaders of nonprofit organizations.

The Curriculum

The curriculum for the master’s degree program includes an interdisciplinary set of courses on key aspects of nonprofit organizations, internships for field study and experience with nonprofit organizations on-site, and electives. Core courses include development and management of nonprofit organizations, managing and developing human resources (including staff and volunteers) program and evaluation methods, fund raising and development, social entrepreneurship and organizational financial management. Internships are developed by the student in partnership with executives of nonprofit organizations and approved by the director of the program.
To this end, the curriculum provides:

1. Essential background knowledge of the scope, dynamics, and distinctiveness of the nonprofit sector.
2. Key skills in the administration and leadership of nonprofit organizations, such as working effectively with staff and volunteers, fund raising, program evaluation, and ethical judgment.
3. Practice and application in actual nonprofit organizations through internship opportunities.

Graduate students in the program are expected to develop and demonstrate their mastery of content and skills through a variety of core courses, internships, electives, and a capstone portfolio and colloquium presentation.

**Institute Faculty**

Faculty affiliated with the Institute represent schools and colleges across campus and in the community. These include, but are not limited to: the School of Social Work, School of Public and International Affairs, College of Education - Lifelong Education, Administration and Policy, Terry College of Business, Office of Service Learning, College of Family and Consumer Sciences, Center for Social Justice, Civil and Human Rights, Fanning Institute for Leadership Development, Carl Vinson Institute of Government, Latin American and Caribbean Studies Institute, Archway Partnership, and the Institute of Gerontology -

[https://ssw.uga.edu/about/institute-for-nonprofit-organizations/](https://ssw.uga.edu/about/institute-for-nonprofit-organizations/)
II. NEW STUDENT INFORMATION

Orientation

The Institute for Nonprofit Organizations Master of Arts degree program holds an orientation session each fall for newly admitted students. This session is in addition to a mandatory graduate school orientation, as well as an international student orientation for international students.

The purpose of the orientation session is to acquaint new students with policies of the program as well as introduce them to current students, faculty and staff. The orientation consists of a welcome from the director, dean and administrative staff; a review of the orientation packet that includes guidelines of the program and graduate school; information on student advising and registration; curriculum review, as well as special course information such as the internship and colloquium; and a tour of the facilities of the school.

The student orientation is essential for new students to be comfortable with their transition to the program. Students that attend this orientation generally do very well with issues facing them throughout their studies and are much better prepared for their graduate school experience.
III. CURRICULUM

Courses address the content and skill areas important for successful leadership of nonprofit organizations. They demonstrate the particular relevance or application of theory and research to problems and issues in nonprofit organizations and compare and contrast applications in different nonprofit settings. The internship opportunities emphasize direct exposure to the field and activities that deepen students’ learning and applications of material directly to situations faced in nonprofit settings as well as provide opportunities for supervised research projects. Such experiences play a special role as occasions to integrate materials from the various courses and as opportunities to apply learning from several disciplines to the solution of “real world” problems. A final report in the form of a portfolio of major projects in the core areas, as well as a colloquium on internship projects is expected near the conclusion of the degree program prior to graduation (see Chapter V: The Colloquium and Portfolio).

Required Courses

The specific structure and content of the curriculum include three major components:

1. Six core courses (3 hours each = 18 credit hours).

   You are required to take:
   - MNML 7237 – Theory and Management of Nonprofit Organizations
   - MNML 7226 – Evaluation of Professional Practice
   - MNML 7060 – Fundraising & Development for NP Organizations
   - MNML 7445 – Nonprofit Financial Management
   - MNML 7320 – Managing Volunteers
   - MNML 7957 – Grant Proposal Writing for Nonprofit Organizations

2. Three elective courses (3 hrs. each = 9 credit hours). Choose from among MNML or approved courses in other departments (ie: SSW, SPIA, etc.).*

   - MNML 7908 – Design Thinking for Social Innovation
   - MNML 7947 – Social Entrepreneurship
   - MNML 7977 – Nonprofit Leadership
   - MNML 7330 – Managing Innovations in Organizations
   - MNML 7010 – Special Topics in the Nonprofit Sector (Other)
3. **Six credit hours of an internship** (MNML 7055) including a portfolio and colloquium (3 hrs. each = 6 hours). Each 3 credits of internship require 300 hours in the field over the semester.

**TOTAL NUMBER OF HOURS REQUIRED FOR THE DEGREE = 33**

*Relevant courses from other departments may be selected to fulfill core course requirements with approval from the Program Director. Examples of such courses include: PADP 7210 – Introduction to the Nonprofit Sector: Theory and Practice; PADP 7220 – Nonprofit Governance and Management; PADP 7900 – Managing Volunteers in the Public and Nonprofit Sectors.*

**Electives**

Students’ choices of electives should include courses that are relevant to their academic interests and career aspirations regarding nonprofit management and leadership. You may use any of the above core courses or take courses in another department. Students are encouraged to talk with others about dimensions relevant to elective choices, such as course coverage, relevance to career goals, instructor expectations and teaching style, quality, etc. **All electives must be graduate level and approved by the program director and must be at the 6000-level or above. Undergraduate level courses (numbered 5000 and below) may not be used on the final program of study for the MA degree.**
# Program of Study Worksheet

**THE INSTITUTE FOR NONPROFIT ORGANIZATIONS**  
MA IN NONPROFIT MANAGEMENT & LEADERSHIP

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## 6 Required Core Courses (3 Hrs Each = 18 Sem Hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Grade</th>
<th>Hrs</th>
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</thead>
<tbody>
<tr>
<td>MNML 7237</td>
<td>Theory and Management of NP Organizations</td>
<td>________</td>
<td>______</td>
<td>___</td>
</tr>
<tr>
<td>MNML 7226</td>
<td>Evaluation of Professional Practice</td>
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<tr>
<td>MNML 7060</td>
<td>Fundraising &amp; Development for NP Orgs</td>
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<td>MNML 7445</td>
<td>Nonprofit Financial Management</td>
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<tr>
<td>MNML 7320</td>
<td>Managing Volunteers</td>
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<tr>
<td>MNML 7957</td>
<td>Grant Proposal Writing for Nonprofit Orgs</td>
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## 3 Electives (3 Hrs Each = 9 Sem Hrs)

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<thead>
<tr>
<th>Elective 1</th>
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<tr>
<td>Elective 2</td>
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<tr>
<td>Elective 3</td>
<td></td>
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</table>

## Internship (2 x 3 Hrs Each = 6 Sem Hrs)  
*Program director approval required*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Grade</th>
<th>Hrs</th>
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</thead>
<tbody>
<tr>
<td>MNML 7055</td>
<td>Semester 1 (3 hours)</td>
<td>________</td>
<td>______</td>
<td>___</td>
</tr>
<tr>
<td>MNML 7055</td>
<td>Semester 2 (3 hours)</td>
<td>________</td>
<td>______</td>
<td>___</td>
</tr>
<tr>
<td>OR</td>
<td>MNML 7055 Combined (6 hours)</td>
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TOTAL HOURS REQUIRED FOR GRADUATION = 33
IV. ADVISING AND REGISTRATION

Advising

You cannot register until you have been advised. The program director will send out an email each semester announcing advising hours. Bring your program of study worksheet to all advising meetings. If you are interested in a course in another department but are not sure if it is or is not acceptable, request a syllabus from the professor teaching the course, then review the syllabus. It may be obvious that the course is not appropriate for a nonprofit student, in which case you should find another class, or it might be obvious that the class would be very beneficial to you.

If you need another class to add to your schedule, do your research. Look through different departments’ course offerings on ATHENA and ask other MA NML students what classes they’re taking. If you want to enroll in a class in another department to satisfy the MA NML core requirements, and that course is not listed on the MA NML website as a core course option, request a syllabus from the professor of the course, provide that syllabus to the program director along with a brief statement of rationale as to why this course is appropriate for your plan of study. Make sure you know what core course you’re proposing that it will replace. For the above situations, you will need to contact the program director with your choices and research. Be sure to include in the email what kind of course you’re hoping to take with a syllabus if possible and keep in mind that there are limited course offerings in graduate school.

Registration

This degree program requires 33 credit hours for completion (in addition to the colloquium and portfolio submission). Some students complete the program in three semesters (e.g.: 12 credit hours fall, 12 credit hours spring and 9 credit hours summer) however many students take classes over four semesters or more. There is no requirement that the program must be completed in three semesters. We have many part-time students pursuing the degree. The timeline is up to you with advice from the program director. Deadlines for semester registration are noted in the UGA Schedule of Classes on the University Registrar’s web site http://www.reg.uga.edu (a listing of available courses, schedules, and registration
times). Students in the MA NML program must register for a minimum of three hours of credit for at least two semesters each academic year (Fall, Spring, Summer) to remain enrolled in the Graduate School. In addition, students must be registered for at least 3 credit hours in the semester they graduate.

**How to Register**

Steps in the registration process include the following:

1. Students should meet with the program’s director to help determine classes before registering. This meeting may take place by e-mail, telephone, or in person. You and your advisor will make course selections and then complete the Advisement Form. The form must be signed or approved by the director/advisor.

5. You are now ready to register in **ATHENA** at [https://athena.uga.edu](https://athena.uga.edu).

6. Remember to **PRINT YOUR CLASS SCHEDULE AND INVOICE**. Please pay your fees by the date shown on the invoice. You also have the option in ATHENA of paying by credit card. If you have a student loan, that will appear as an option.

7. For students who are on assistantships, your fees may be payroll deducted.
V. THE INTERNSHIP

Overview

The internship experience is designed to provide supervised opportunities for graduate students to develop skills in specific areas that have been found to characterize effective leaders in nonprofit organizations. These include the applications of theory and research in the nonprofit field to practical issues of planning, fundraising, program implementation, staff and volunteer management, and assessment of programs in nonprofit organizations. The internship allows students to apply skills of formulating goals and mobilizing concerted actions, negotiating and guiding group activities, applying critical thinking skills and knowledge to organizational matters, and communicating effectively with diverse audiences.

These skills are developed and applied in the context of a variety of tasks of program design, management of staff and volunteers, communications with internal and external constituencies, organizational change, program evaluation, resource development and allocation, and other practical tasks. The internship also provides access to issues and subjects for course assignments and independent research projects that can extend knowledge and refine practice effectiveness in this field. Students registering for 3 credit hours of MNML 7055 (Internship) are required to spend 300 hours of time in the field on location at their internship site. This typically works out to 20 hours per week over the course of a 15-week semester (but will require a greater hourly commitment per week if taken during the summer). Most students register for two consecutive semesters of MNML 7055, at the same site or different sites depending on learning needs and goals. In the case where a block placement (6 credit hours in one semester) is warranted, students must obtain permission of the program director and be able to complete the required 600 hours of field work within the semester in which they are register. The same site may be used both semesters or different sites may be selected, depending on the student’s learning needs and goals. A copy of the syllabus for this course is included in Appendix A.
Finding an Internship

Students considering internships should talk with the program director about how to identify possible sites and to explore interests. The director can also provide information about students’ previous experiences with some organizations. A list of some possible internship sites can be found in the student handbook, through a search of “Athens, GA” on Guidestar.org, or at www.libs.uga.edu/athens/organizations.html.

When deciding where to intern, students should make sure the internship site offers the following:

- Office space
- Access to staff, programs, and records
- An administrative supervisor or mentor
- Opportunities to carry out sustained work on issues related to some aspect of the management of the organization’s programs

The student is expected to spend 20 hours per week on field projects over the course of the semester if enrolled in 3 credit hours, and 40 hours per week on field projects if enrolled in 6 credit hours. Students are also encouraged to keep a journal of experiences and learning during each of the semesters, which is for their own reflections, not to be handed in.

Previous Student Internship Sites

Students considering internships should talk with the program director about how to identify possible sites and to explore mutual interests. The director can also provide information about previous experiences with some organizations. Following are just some of the nonprofit organizations that our students have interned with. Students are not restricted by this list.
AIDS Athens, Inc.
American Cancer Society
American Museum of Papermaking
American Red Cross of Central Georgia
Americorps Hands On Atlanta
Athens Area Humane Society
Athens Arts Council
Athens Grow Green Coalition
Athens-Clarke Heritage Foundation
AthFest Educates
Atlanta Contemporary Art Center
Big Brothers/Big Sisters
Bike Athens
Books for Keeps
Boybutante Aids Foundation
Camp Hope and kidz2leaders, Inc.
Camp Twin Lakes-Will-A-Way
Cancer Foundation of NE GA
Canopy
Carter Center
CASA
Catholic Social Services
Chess & Community
Children’s Healthcare of Atlanta
Cobb Christmas, Inc.
Community Connection of NE GA
Athens Community Council on Aging
Fanning Institute
Food Bank of N.E. GA
GA Center for Nonprofits
Georgia Aquarium
Georgia Museum of Art
Georgia Museum of Natural History
Georgia River Network
Girl Scouts of Historic GA
Girl Talk
Global Samaritans
Governor’s Intern Program
Habitat for Humanity
Home of Hope at Gwinnett Children’s Shelter
Hope Haven
International Rescue Committee
Jeanette Rankin Foundation
Marcus Jewish Community Center of Atl
Nuçi’s Space
Ocone Cultural Arts Foundation
Piedmont Rape Crisis Center
Planned Parenthood of Atlanta
Plywood People
Prevent Child Abuse Athens
Project Safe
Redeemer Presbyterian Church,
Sandy Creek Nature Center
Sexual Assault Center of Athens
Sierra Club
St. Mary’s Hospital Foundation
Starlight Children’s Foundation
Susan G. Komen of Central Georgia
The ArtReach Foundation
The Cottage Sexual Assault Center &
Children’s Advocacy Center
Together Georgia
Town and Gown Drama Theatre
UGA Athletic Association
UGA Development Office
UGA Graduate-Professional Student
Association
United Way of Atlanta
United Way of Northeast Georgia
Upper Oconee Watershed Network
WinShape Foundation
World Vison
The Internship - 9 Steps

1. Discuss internship goals and options with the program director to identify potential internship sites well before you intend to begin the internship.
2. Contact the organization at which you want to intern (if by e-mail then cc the program director on all initial communications).
3. Get formal approval from the program director.
4. Develop a learning contract with your organizational supervisor.
5. Consult with the program director to make sure the learning contract is appropriate to your learning goals.
6. Begin your internship, updating your learning contract as needed.
7. At the end of the semester, complete your learning contract and deliverables (any “product” of the internship).
8. Submit your learning contract (including project summaries) and deliverables to the program director.
9. Ask your organizational supervisor to send an evaluation letter to the program director that includes the following: confirmation that you completed the required hours (3 credits = 300 hours); an outline of your primary duties; statement of major contributions and accomplishments; and, identification of any areas in need of improvement or suggestions for further professional development.

The Learning Contract

Before beginning the internship the student should begin developing a learning contract that identifies specific projects to be carried out, steps to be taken, and work products to be delivered that will demonstrate gains in each of the skills included in the course objectives. Routine clerical tasks will not be accepted. The on-site internship supervisor will assist the student in identifying and planning projects of importance to the organization, developing plans of action and resources, deliverable products to be completed, time-lines, and criteria for assessing the quality of the products.
The contract will be reviewed and negotiated with the program director and the on-site supervisor before implementation. Within the first two weeks of the internship, students should finalize the learning contract and submit a copy to the program director. The student, the supervisor, and the program director will communicate as needed over the course of the semester to monitor and assess student progress on projects identified in the student’s learning contract.

The contract may be designed in the form of a matrix, with specific projects or activities linked to particular skills to be emphasized by each. Specific deliverable products or reports must be identified in the contract, which will then be submitted to the program director and organizational supervisor by the conclusion of each semester.

The learning contract should be a working document and will necessarily require updates and changes during the course of the internship. Any questions regarding the learning contract or the appropriateness of internship projects should be directed to the program director. A Learning Contract Template is available online on the MA NML website under Curriculum & Sequencing/Field Internships as well as on the following page.
Internship Learning Contract

Student Name: _______________________________  Semester: ______________  # Credits: ______

Internship Site Information

Organization Name: __________________________________________________________________________________________

Organization Mission:

Organization Address: ______________________________________________________________________________________

Site Supervisor Name & Title: __________________________________________________________________________________

Site Supervisor Contact Info: __________________________________________________________________________________

<table>
<thead>
<tr>
<th>Phone #</th>
<th>E-mail Address</th>
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Overall Goals of Internship: Provide an overview of the tasks and responsibilities to be carried out by the MA NML Intern and outline the expected outcomes/deliverables to be produced.
In the table below, please specify the project(s) that the intern will be involved with/responsible for including required duties, relevant skills/knowledge to be developed/learned by the intern, and expected outcomes/deliverables:

<table>
<thead>
<tr>
<th>Project #1</th>
<th>Primary Tasks/Duties</th>
<th>Relevant Skills/Knowledge</th>
<th>Expected Outcomes/Deliverables</th>
<th>Anticipated Date of Completion</th>
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<tr>
<th>Project #2</th>
<th>Primary Tasks/Duties</th>
<th>Relevant Skills/Knowledge</th>
<th>Expected Outcomes/Deliverables</th>
<th>Anticipated Date of Completion</th>
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<table>
<thead>
<tr>
<th>Project #3</th>
<th>Primary Tasks/Duties</th>
<th>Relevant Skills/Knowledge</th>
<th>Expected Outcomes/Deliverables</th>
<th>Anticipated Date of Completion</th>
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</table>
Finishing an Internship

Several things are required at the conclusion of each internship:

- The on-site organizational supervisor must send a brief letter of evaluation about the student’s work to the faculty supervisor at the end of the semester.
- The finished learning contract should be submitted to the faculty supervisor, and should include outcomes and a summary of each project.
- Specific deliverable products or reports that have been identified in the learning contract must be submitted to the faculty supervisor and organizational supervisor by the conclusion of each semester.
- A written report and a public presentation (the colloquium) summarizing the student’s learning on a major project are required at the conclusion of the second internship (see Chapter VI).

Summary: Did You Follow the 9 Steps?

1. Discuss internship goals and options with the program director.
2. Contact the organization at which you want to intern.
3. Get formal approval from the program director.
4. Develop a learning contract with your organizational supervisor.
5. Consult with the program director to make sure the learning contract is appropriate to your learning goals.
6. Begin your internship, updating your learning contract as needed.
7. At the end of the semester, complete your learning contract and deliverables (any “product” of the internship).
8. Submit your learning contract (including project summaries) and deliverables to the program director.
9. Ask your organizational supervisor to send an evaluation letter to the program director.
VI. THE COLLOQUIUM AND PORTFOLIO

The Colloquium

At the end of your last semester as an MA NML student, you will do a presentation that reflects upon and integrates your internship experiences with concepts covered in your coursework. The presentation generally takes place the week for before the end of your final semester. You are encouraged invite your family to the colloquium.

The presentation length will be determined by the number of presenters and is usually 10 – 20 minutes long. Students generally use an electronic presentation at the colloquium, however your presentation may be as creative as you like. Many students in the past have focused on describing their internship experiences and provided an overview of their tasks, their contributions, the lessons learned etc. Rather than giving equal time to each task you completed, you should briefly mention each task, and then focus on one particularly significant thing you did for the organization. You can also make the presentation more 'thematic'. For example, you might want to address a topic such as "Leadership" and talk about ways you witnessed effective leadership on the part of staff at your internship site as well as ways you developed leadership skills while at your internship, as well as connecting these hands on experiences to concepts covered in your courses. Again, feel free to make your presentation interesting to your audience, but keep in mind that the colloquium is a part of your degree. In other words, just as you would take a comprehensive exam or thesis seriously, you should take the colloquium seriously. Some of the audience members may not always know what you’re talking about in your presentation, but this is a way for you to demonstrate that you have been involved in substantial nonprofit development work and that you have demonstrated your readiness to enter the nonprofit workforce.

ALL STUDENTS ARE REQUIRED TO ATTEND AT LEAST ONE COLLOQUIUM, NOT INCLUDING THEIR OWN, BEFORE GRADUATION.
The Portfolio

All MA NML students are required to maintain a portfolio while in the program. The purpose of the portfolio is for students to accumulate tangible evidence of skills learned and tasks undertaken in the MA NML program to show future employers.

The portfolio should contain all major class projects, including the program evaluation project, the program design and development project, the fundraising project, and major papers or projects from other classes, as well as all internship deliverables. The portfolio will be reviewed by the program director.

An electronic copy of the portfolio is required and will be turned in during the week before the colloquium to the program director or program office. It is recommended that you also produce a hard copy that you may use for future employment possibilities.
VII. GRADUATION INFORMATION

Requirements for Graduation

At least 33 consecutive semester hours (minimum of 3 credits per semester) must be taken to graduate. A break in residence is not incurred if a student elects not to register for a summer term. Five of these courses are from the core curriculum; four are related electives in an area of interest, and two internships complete the total of 11 courses needed for graduation.

MA NML students planning to graduate are required to submit two forms to the Graduate School by the deadline date or by the end of the semester preceding graduation. These dates may be found on the Graduate School web site at http://grad.uga.edu/index.php/current-students/important-dates-deadlines/. Please note that the deadlines are strictly enforced! Submitting your forms after the deadline will result in a $50 late fee. Additional information may be found on the Graduate School website under Enrolled Students.

Forms Necessary for Graduation

1. **A Final Program of Study for Non-Doctoral Professional Degrees** will be submitted online to the Graduate School at the beginning of your last semester. The program office will check the form once it is submitted and let you know if any revisions need to be made. The form will then be sent to the Graduate Coordinator and Program Director for approval. The form should include all graduate courses relevant to the MA degree in the order in which they were taken including courses in progress. Remember, you must have 33 credit hours to graduate from the MA NML Program.

2. **Application for Graduation** - submit online at the beginning of your last semester. The application for graduation may be found in Athena.
Alumni Association

Our alumni are a diverse group of professionals working in a variety of nonprofit organizations throughout the country. They are a strong network of individuals in the field of nonprofits who remain linked to the School of Social Work and the Institute for Nonprofit Organizations after graduation through an Alumni Listserv, MA NML Facebook page, and our UGA Alumni Association. Upon graduation you will join these talented professionals and be contacted by our Alumni Association for alumni updates, surveys, events, etc. Please keep in touch and let us know what you are doing!
VIII. ACADEMIC POLICIES

Academic Regulations and Procedures

A comprehensive listing of academic regulations and procedures are covered on the Graduate School website at [http://grad.uga.edu/index.php/current-students/policies-procedures/](http://grad.uga.edu/index.php/current-students/policies-procedures/).

School of Social Work Wide Grade Appeals and Academic and Professional Performance Policy

See Appendix C

Policy on Academic Honesty

Academic integrity is an adherence to a high standard of values regarding life and work in an academic community. Pursuit of knowledge and the creation of an atmosphere conducive to learning are both definite aspects of academic integrity, but its basis lies in the standard of honesty. Students at the University of Georgia are responsible for maintaining and adhering to the strictest standards of honesty and integrity in every aspect of their lives. Honesty in academic matters is a large part of this obligation. Specific regulations governing student academic conduct are contained in the Student Handbook, and these should be read to avoid any misunderstanding. Students and faculty who suspect that an act of academic dishonesty has taken place should contact the Office of the Vice President for Instruction.

Disability Services

UGA offers persons with disabilities a variety of services and accommodations to ensure that both facilities and programs are accessible. The [Disability Resource Center (DRC)](http://drc.uga.edu) is available to assist students who know or suspect that they may have a disability and can help facilitate appropriate accommodations. Go to [http://drc.uga.edu](http://drc.uga.edu) or call 706-542-8719/ 706-542-8778 (tty).
**Non-Discrimination and Anti-Harassment Policies**

For procedures and official policy statements relating to all phases of living, working and studying at the University of Georgia, see the important information provided by the UGA Office of Legal Affairs. This site includes information on the University of Georgia’s **Non-Discrimination and Anti-Harassment Policy**, which includes official policy statements on discriminatory harassment, sexual harassment, academic freedom, student-to-student complaints and the right to appeal. For a direct link to UGA’s **Non-Discrimination and Anti-Harassment Policy**, see [https://eoo.uga.edu/policies/non-discrimination-anti-harassment-policy](https://eoo.uga.edu/policies/non-discrimination-anti-harassment-policy).
IX. RESOURCES

SSW Computer Lab

The computer lab is on the second floor of the School of Social Work Building. Services that are available to you in the computer lab include e-mail (webmail.uga.edu), UGA libraries (www.libs.uga.edu) for accessing Libra and other databases, and ATHENA for registration. All computers in the lab include up-to-date software for your word processing, spreadsheet and presentation needs. Please feel free to consult with one of our school’s technology support staff for assistance in the labs.

Assistance for Basic Day-To-Day Supplies

When you are a student, sometimes budgets just get tight, and it is hard to buy the day-to-day things. If you are having financial stress right now and cannot afford some of the basics, please feel free to take what you need from the toiletry supply drawers located in the bathrooms on the first floor of the School of Social Work building.

If you are having a hard time affording office supplies for school, we have an office supply drawer located in room 151A that is open Monday-Friday, 8:30am-4:30pm. Mandi Albanese, assistant to the Dean, can show you where it is.

If you are in a more fortunate place, and would like to donate to either of the supply drawers, contact Mandi Albanese, mandih@uga.edu, in the Dean’s suite.

Grammarly Writing Assistant

The School of Social Work has a school wide subscription to Grammarly, a useful tool that enables users to proofread and edit documents for grammar and spelling. Grammarly checks for more than 250 types of spelling, grammar and punctuation errors, and enhances vocabulary usage. Both a web version and one that integrates with MS Word are available and users can choose editing input based on six different styles of writing: business, academic, casual, technical, creative and general.
To Create Your Account:

1. Add info@send.grammarly.com and donotreply@grammarly.com to the list of contacts.
3. Provide your name, @uga.edu email, and set up a password.
4. Check your inbox for the email and click on the activation link.
5. Apply the access code TOafxWPGyToYVTbP

If you already have a free Grammarly account associated with your institutional email:

1. Log out of your individual account https://auth.grammarly.com/logout_redirect.
2. Go to https://www.grammarly.com/enterprise/signin and log in to your account again.
3. Check your email (Inbox and spam folder) for a confirmation email and click the link inside. It will redirect you to the right page for the next step.

Download the Apps

To make sure you get the most out of Grammarly, we have some additional helpful features for Microsoft Word, Internet browsers, emails, and the desktop! You can find all Grammarly products listed at https://gram.ly/HSJ9.

Tips & Tutorials - https://gram.ly/HSKb

SSW and UGA Resources Links

- ITS Help Email: helpdesk@sswits.uga.edu
- SSW Global Engagement: https://ssw.uga.edu/global-engagement/
- SSW Information Technology Services (ITS): https://ssw.uga.edu/resources/its/
- SSW Student Life – includes information on Academic Resources, Career Services, Graduate Information, Student Organizations, Self-Care Resources and the Gwinnett Campus: https://ssw.uga.edu/student-life/
UGA

- **Bookstore:** [www.uga.bkstr.com](http://www.uga.bkstr.com)
- **Campus Ministry Associations:** [http://www.uga.edu/cma/](http://www.uga.edu/cma/)
- **Campus Maps (Interactive):** [https://bit.ly/33BRKyC](https://bit.ly/33BRKyC)
- **Campus Transportation and Parking:** [https://tps.uga.edu/](https://tps.uga.edu/)
- **Career Counseling and Testing:** [http://www.career.uga.edu](http://www.career.uga.edu)
- **Enterprise Information Technology Services (EITS) (technology help):** [http://www.eits.uga.edu/](http://www.eits.uga.edu/)
- **Health Center:** [https://www.uhs.uga.edu](https://www.uhs.uga.edu)
- **Health Insurance:** [https://www.uhs.uga.edu/insurance/index.html](https://www.uhs.uga.edu/insurance/index.html)
- **International Student Life:** [http://isl.uga.edu/](http://isl.uga.edu/)
- **Libraries:** [http://www.libs.uga.edu](http://www.libs.uga.edu)
- **Mental Health Counseling:** [http://www.uhs.uga.edu/CAPS/index.html](http://www.uhs.uga.edu/CAPS/index.html)
- **MyUGA:** [https://my.uga.edu](https://my.uga.edu)
- **UGA Food Services:** [http://foodservice.uga.edu/](http://foodservice.uga.edu/)
- **University Housing:** [https://housing.uga.edu/site/housing_family_graduate](https://housing.uga.edu/site/housing_family_graduate)

**Student Centers**

**Recreational Sports:** [http://recsports.uga.edu](http://recsports.uga.edu).

**Tate Student Center:** [http://tate.uga.edu/](http://tate.uga.edu/).

**Zell B. Miller Learning Center:** [http://mlc.uga.edu/](http://mlc.uga.edu/).
X. FINANCIAL ASSISTANCE AND EMPLOYMENT OPPORTUNITIES

The University has many opportunities for financial assistance for emergencies and academic aid. The MA NML Program Office will contact you via email of any opportunities that we receive.

Graduate School Financial Assistance

For more information regarding available Graduate School-based financial assistance, check the Graduate School web site at: http://grad.uga.edu/index.php/current-students/financial-information/

Institute for Nonprofit Organizations Assistantships and Scholarships

The Institute offers graduate assistantships and scholarships to qualified students who have been accepted into or are enrolled in the MA NML program. For additional information contact the program degree office.

Financial Hardships

School of Social Work Student Emergency Fund

The purpose of the Fund is to provide one (1) time financial assistance to students enrolled in a degree program at the UGA School of Social Work who are facing temporary hardship related to an emergency situation. This could include hardships such as an unexpected housing expense, car repair, medical bills, death of a family member, natural disaster, or other unforeseen circumstance, where this hardship puts them at risk of dropping out of their program. For more information on how to apply to the fund, see Appendix C.

Graduate School Emergency Fund

The intent of the Graduate Student Emergency Fund is to provide limited, one-time financial assistance, up to $2,000, to enrolled degree-seeking graduate students who, due to circumstances beyond their control, have suffered a temporary crisis. The fund supports the needs of current UGA students. Unfortunately, it cannot be used to support a student before enrollment or beyond graduation. For more information, go to
Embark UGA

Embark@UGA is a campus based effort providing direct support to students who have experienced homelessness and/or foster care. Embark@UGA is a part of a statewide network that seeks to increase college access and retention for homeless or foster care youth in all University System of Georgia or Technical College System of Georgia institutions in Georgia.

By connecting with Embark@UGA, students will receive individualized support from members of the Student Care and Outreach team and connections to a resource and referral network, whose aim is to promote success and well-being in and beyond the classroom. Each student at the University of Georgia has a unique story and educational experience. College can be challenging in many ways. Embark@UGA seeks to provide an extra layer of support for students who face homelessness or have aged out of foster care. Definitions of homelessness and foster care are provided below to guide an understanding of what homelessness or foster care may look like.

Being homeless or at risk of homelessness may include:

- Losing your housing
- Sharing rooms with others
- Sleeping on friend’s couches
- Residing in hotels or motels not paid for by the government or charitable organization
- Eviction
- Lacking resources or support networks needed to obtain permanent housing
- Persistent instability due to frequent moves

Information from:
- National Health Care for the Homeless Council
- HUD Exchange
Foster Care: 24-hour substitute care for children placed away from their parents or guardians and for whom the state agency has placement and care responsibility. This includes placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and preadoptive homes. Adapted from: Federal Definition of Foster Care and Related Terms

**On-Campus Employment Opportunities**

*Handshake* is the University of Georgia Career Center's online job/internship posting and campus recruiting system. It contains listings posted by prospective employers both on- and off-campus. A *student employment fair* will be held yearly for students seeking part-time jobs both on and off campus.
APPENDIX A

MNML 7055, Internship
Course Syllabus

Purpose

The internship experience is designed to provide supervised opportunities for graduate students in the MA NML program to develop skills in specific areas that have been found to characterize effective leaders in nonprofit organizations. These include the applications of theory and research in the nonprofit field to practical issues of planning, implementation, support, and assessment of community programs in nonprofit organizations. The internship allows students to apply skills of formulating goals and mobilizing concerted actions, negotiating and guiding group activities, applying critical thinking skills and knowledge to organizational matters, communicating effectively with diverse audiences, and producing reports, documents, and other products of importance to the organization.

These skills are developed and applied in the context of a variety of tasks of program design, management of staff and volunteers, communications with internal and external constituencies, program evaluation, resource development and allocation, organizational change, and other practical tasks. The internship also provides access to issues and subjects for student projects that can extend knowledge and refine practice effectiveness in this field. Students may register for 3 semester hours of MNML 7055 per semester, for a total of 6 credit hours.

Objectives

The student is expected to make use of internship projects to develop, strengthen, and demonstrate competencies in the following areas:

A. Goal and Action Abilities
   1. Efficiency orientation: uses resources to maximize output
   2. Planning: organizes intended actions with a clear direction
   3. Initiative: takes action prior to problems becoming crises
   4. Attention to detail: seeks order by reducing uncertainty
   5. Self-control: inhibits own desires and seeks organizational benefits
   6. Flexibility: adapts behavior to changing circumstances

B. Interpersonal Abilities
   7. Empathy: understands and supports others
   8. Persuasiveness: convinces others of merits of new positions
   9. Networking: builds group relationships and alliances
   10. Negotiating: leads in resolution of conflicts
   11. Self-confidence: displays presence and decisiveness
   12. Group leadership: stimulates members to work together effectively
13. Developing others: stimulates others to improve performance toward objectives
14. Oral communication: provides effective and persuasive presentations to audiences

C. Analytic reasoning abilities
15. Use of concepts: uses abstractions to explain and interpret situations clearly
16. Systems thinking: logically orders multiple events and influences
17. Pattern recognition: identifies patterns in unorganized information
18. Theory building: develops thoughtful frameworks that explain information and predict future events
19. Using technology: uses computers and communications technology to perform tasks effectively
20. Quantitative analysis: derives and communicates meaning from use of numbers and mathematical symbols
21. Social objectivity: accurately perceives others' views, especially when different from one's own
22. Written communication: demonstrates appropriate and effective use of writing to explain ideas to others

Course Plan and Learning Contract

Each student selects internship sites in consultation with the faculty supervisor. The same site may be used both semesters or different sites may be selected, depending on the student’s learning needs and goals. The first semester’s tasks should provide an introduction to organizational work, culture, operations, and a range of planning and management experiences, while focusing on one or two major projects. Evidence of learning and improvements in each of the competencies set forth above must be included, along with products or reports from the major projects. The second semester must focus on one or more major projects and demonstrate further strengthening of those competencies. A written report and a public presentation summarizing the student’s learning on a major project are required at the conclusion of the second internship. In addition to these reports, the student is expected to keep a journal of experiences and learning during each of the semesters, which is for that person's own reflections, not to be handed in.

In order to qualify for receiving interns, the organization must be willing to provide office space for the student; access to staff, programs, and records; an administrative supervisor or mentor; and opportunities for the student to carry out sustained work on issues related to some aspect of the management of the organization’s programs. No clerical tasks will be accepted. The organization must provide an on-site supervisor who will assist the student in identifying and planning projects of importance to the organization, developing plans of action and resources, deliverable products to be completed, time-lines, and criteria for assessing the quality of the products. This person will also send the faculty supervisor a
brief letter at the end of the semester providing evaluative comments about the student's work.

At the outset of each semester, the student will develop a learning contract that identifies specific projects to be carried out, steps to be taken, and work products to be delivered that will demonstrate gains in each of the skills included in the course objectives. The contract may be designed in the form of a matrix, with specific projects or activities linked to particular skills to be emphasized by each. Specific deliverable products or reports must be identified in the contract and then submitted to the faculty supervisor and organizational supervisor by the conclusion of each semester. The contract will be reviewed and negotiated with the faculty overseeing the internship and the on-site supervisor before implementation. Routine clerical tasks will not be accepted. The student, the supervisor, and the faculty overseer will meet as needed to develop, monitor, and assess student progress on projects identified in the student’s learning contract. The on-site organizational supervisor will send a brief letter of evaluation about the student’s work to the faculty supervisor at the end of the semester. The student is expected to spend 20 hours per week on these field projects over the course of the semester and to produce reports or other evidence of successful development of skills and completion of projects in the learning contract for that semester.

Examples of possible projects:

1. Identify an issue of human resource development that could be addressed to improve the effectiveness of the organization. Design a systematic approach to working on the issue, including definition of the problem, value components, identification of goals and objectives, analysis of antecedent and consequent factors in the organization, resources to be mobilized for action, implementation steps, criteria and methods of evaluating impacts, ethical aspects of issue and intervention.

2. Design a plan for the expansion of the organization’s financial resources, making use of methods of marketing and resource development. Examine its current assets and income sources, its goals and programs, its opportunities and constraints. In light of such information, select and justify an approach to financial development, including consideration of major operational steps, resources, and controls needed for implementation.

3. Identify steps to improve the organization’s financial accounting plan that can serve to improve allocation and control of its financial resources in at least one major program area. Attention should be given to assets, income, liabilities, costs, expenses, typical transactions, balances, and reporting. After describing and justifying your system narratively, set up a spreadsheet for it using a software package and demonstrate how your system would work to improve financial accounting for the organization or program.
4. Design an approach to strategic planning for the organization’s future. Identify the major problems and issues facing the organization, its strengths and resources, opportunities and threats. Assess the key alternatives it faces and the implications of each. Set forth your recommended strategy and operational plans for implementation, showing how they will address the problems, deal with value issues, and lead to greater effectiveness.

Other possible projects could include:

* carrying out research regarding consumer interests and needs related to the organization’s mission and deriving recommendations for improving a program or programs

* designing tools and procedures for monitoring and evaluating the effectiveness of a program or service

* analyzing public policies and laws that impact the organization’s activities and recommending approaches and targets for change

* examining communication channels with internal or external constituencies of the organization and developing procedures for improving communications

* conducting background research needed to develop or improve fund-raising activities of the organization

* developing and implementing activities to improve the morale and effectiveness of staff or volunteers

**Recommended readings:**


**Grading**

This course is graded on a Satisfactory/Unsatisfactory basis by the supervising faculty. Input will be expected from the student and from the on-site supervisor at the internship site.
APPENDIX B

School of Social Work Wide Grade Appeals and Academic and Professional Performance Policy

Approved by full faculty on November 18, 2011; revised November 16, 2012

The fundamental recommendations are to 1) have one grade appeals and student academic and professional performance policy for each of our four academic programs, and 2) have two standing committees that resolve grade appeals and student academic and professional performance matters. One committee will be responsible for student grade appeals only, and the other with matters associated with a student’s academic and professional performance. The following is a non-exhaustive list of possible academic and professional performance concerns:

- Student receives a grade of B- or lower in field practicum or a highly negative midterm or final semester field evaluation;
- Student receives an overall cumulative grade point average below 3.0 for graduate students;
- Student is dismissed from field practicum;
- Student receives a grade of B-minus or below in a required social work course; and
- Student exhibits a pattern of behavior that is judged to hinder the student’s development as a professional. Behaviors prescribed in the Code of Ethics of the National Association of Social Workers will be used by faculty as a guide.

Each committee will comprise three school of social work faculty, including chairpersons, who serve three-year staggered terms to ensure committee continuity. The chairperson and members will be elected by the full faculty, and the chairperson of each committee will be at the rank of associate professor or higher and be tenured.

Grade Appeals Committee

Student appeals of course grades should be directed to the chairperson of the grade appeals committee.

Appeals must be filed with the committee chairperson within one calendar year from the end of the term in which the grade was recorded. Grade appeals must be made in writing by the student and must include the following information:

1. The decision that is being appealed;
2. Rationale for the appeal;
3. Expected outcome of the appeal; and
4. Documentation of efforts to resolve the issue at a lower level (i.e., with the course instructor). Students must include supporting documentation (i.e., syllabi, graded assignments, copies of e-mail communication, etc.) with the letter of appeal. The
committee chairperson will gather information from the Instructor of Record and others and consult with the committee to determine if a full committee review is needed. Primary criteria for a successful grade appeal are the demonstration that the grade was the result of a factual error, capricious or arbitrary grading, or that it was influenced by improper or unprofessional bias on the part of the instructor. The committee chairperson will poll the committee about the legitimacy of the grade appeal and communicate this decision to the student in writing within 14 days of receiving the request for an appeal. If the appeal is decided to be appropriate for a full committee review, the chairperson will convene the committee to review the appeal, to hear both the students and faculty member’s perspective separately, and to render a decision on the matter. The committee’s decision will be communicated in writing to the student and professor by the committee chairperson within 10 working days.

The committee can decide to either support the existing grade or recommend a modification. Grade appeal decisions can be appealed by the student to successive levels as listed:

1. Dean’s Office of the School of Social Work,
2. Graduate School (for Graduate Students), and
3. Educational Affairs Committee of the University Council (for all students).

**Academic and Professional Performance Committee**

Concerns raised by faculty and/or a specific academic program about a student’s academic status or professional conduct will be reviewed by this committee. Referrals of concerns initiated by faculty members or a program are to be made to the committee chairperson who, in turn, will collect information from appropriate faculty members, student’s faculty advisor, and referring faculty member. Once the information has been collected, the committee chairperson will poll the committee to determine whether to initiate a full committee review. In the case that a full committee review is not recommended, the committee chairperson may recommend that the student, referring faculty member, and Program Director develop and document a plan to resolve the concern. Progress on goals should be monitored and documented. However, if a full committee review is recommended, the student, faculty advisor, and individual faculty member filing the concern will be notified in writing by the committee chairperson that a full review will occur. Additionally, the committee chairperson will notify the student of the specific concern being raised. A full committee review will require the committee to do the following:

1. Collect and review written and other materials related to the student’s academic or professional performance;
2. Have the option of requesting to speak with the student and faculty member filing the concern separately (Likewise, the student and faculty member have the option of meeting with the committee, but separately);

3. Have the option of speaking with other relevant persons such as the faculty advisor or other faculty member chosen by the student for support; the faculty liaison, the field instructor or other representative of the field agency, field coordinator, and field director if it is a field education performance issue; and/or the course instructor if it is a classroom or course performance concern; and

4. Render a decision, which may include, but is not limited to: a) No action, b) Modification of program of study; c) Remediation plan, d) Placement on probationary status, e) Field placement change with or without remediation, f) Leave of absence, or g) Dismissal from the program.

Finally, an unfavorable decision can be appealed at a series of successive levels. A committee’s decision can be appealed to 1) The School of Social Work Program Director (of the program in which the student is enrolled); Program Directors’ decisions can be appealed to 2) the Dean of the School of Social Work; the Dean’s decision can be appealed at the University level to 3) the Graduate School (for graduate students only), and 4) to the Educational Affairs Committee of the University Council (for all students). To appeal decisions within the School of Social Work, students should adhere to the following procedures:

- Appeals must be made within 14 days of receiving a ruling
- Appeals must be made in the form of a written letter that clearly and concisely explains the appeal and includes all supporting information and accompanying documentation
- Appeal letters must include the student’s full name, postal address, UGA email address, and phone number
- Appeals may not be prepared on behalf of the student by another party
- If an appeal is based on a medical or personal hardship, supporting documentation of that particular hardship must be provided

Once all appeal documents are submitted by the student, the party to whom the appeal is being made will do his/her best to render a decision within 30 days. However, if for some reason additional time is needed, the student will be informed by letter.

For appeals at the University level outside the School of Social Work, please visit the website for the Office of the Vice President for Instruction.

Excluded from the above procedures is any allegation involving discrimination or harassment in violation of the University of Georgia’s Non-Discrimination and Anti-Harassment Policy and Sexual Orientation Policy. Those matters shall be referred to the University’s Equal Opportunity Office as required by University policy.
APPENDIX C

SCHOOL OF SOCIAL WORK EMERGENCY FUND POLICIES AND PROCEDURES

Purpose

The purpose of the Fund is to provide one (1) time financial assistance to students enrolled in a degree program at the UGA School of Social Work who are facing temporary hardship related to an emergency situation. This could include hardships such as an unexpected housing expense, car repair, medical bills, death of a family member, natural disaster, or other unforeseen circumstance, where this hardship puts them at risk of dropping out of their program.

Request Process

Requests for support will be made in writing to the Dean and should include:

1. Explanation of the request and how the temporary hardship places the student at risk of dropping out of their program.
2. Documentation of the unexpected expense (e.g. car repair bill).
3. Evidence that the student has sought support from the other resources available at UGA, such as the Office of the Dean of Students and the Student Care and Outreach Office (http://dos.uga.edu/sco/about/services) or the Graduate School Emergency Fund (https://grad.uga.edu/index.php/current-students/financial-information/graduate-school-based-financial-assistance/unexpected-financial-hardship/graduate-student-emergency-fund/).

If the request is determined by the Dean to meet criteria, and then the process below will be implemented.

Process for Awarding Assistance from School Of Social Work Student Emergency Funds

- Dean emails Office of Student Financial Aid (OSFA) with the student’s full name and 81#, and the dollar amount or range, to ask whether the student has been awarded Federal financial aid up to Cost Of Attendance (COA) or whether their financial need has been met.
- If no aid, then the interaction is between the School and student and Dean asks SSW finance officer to submit the award through the Scholarship Workflow Process.
- If yes: OSFA notifies the Dean that student is awarded up to COA or has their need met and that the student must communicate with Mandy Branch in OFSA (mzweig@uga.edu) to see if they have eligibility for a COA increase (This can usually happen within 1-2 business days if the student submits appropriate documentation timely).
To adjust COA:
  - Student completes form from OSFA to demonstrate new costs within the allowable categories, and provides documentation of the costs.
  - Form and documentation submitted to OSFA.
  - OFSA reviews and lets Dean and student know the outcome of request to adjust COA (this can happen within 1 day of receiving all needed documentation).
  - If COA can be adjusted, OSFA tells Dean and student the amount of adjustment.

Once this is all clear, Dean has business manager submit award through Scholarship Workflow process.

If there is no amount due (e.g., fines or other charges) on the student’s account, the student is issued a credit for the amount of award. (this can happen in 2 business days once the request in SWF is at the OSFA Processing Pending level). The student will need to have updated their student account in Athena regarding their preference for direct deposit or a mailed paper check. If there is an amount due, it is paid from the award.