Institute for Nonprofit Organizations
School of Social Work
UNIVERSITY OF GEORGIA

Master of Arts in Nonprofit Management and Leadership

STUDENT HANDBOOK

program evaluation

Grant Proposal Writing managing volunteers

MA NML SOCIAL ENTREPRENEURSHIP

NONPROFIT

MANAGEMENT AND LEADERSHIP

Theory & Management of NP Organizations

Fundraising & Development

managing innovations **financial management**

MASTER OF ARTS IN NONPROFIT MANAGEMENT & LEADERSHIP STUDENT HANDBOOK

Institute for Nonprofit Organizations
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USEFUL LINKS

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

MA NML Program
- **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/

ELearning 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
- **Email**: reghelp@uga.edu

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I. MISSION AND COMPONENTS OF THE SCHOOL OF SOCIAL WORK

Mission Statement

"The School of Social Work at the University of Georgia prepares culturally competent practitioners and scholars to be leaders in addressing persistent and emerging social problems through practice, research, and policy." The School of Social Work at the University of Georgia aims to prepare practitioners and scholars who will be leaders in the elimination of oppression and inequality through an emphasis on skill-based social work practices, policy development, and research initiatives. While many theories underlie the practice of social work, our School emphasizes the application of a social ecological framework and is grounded in systemic inquiry. Through our academic, service and research programs, we promote the goals of economic and social justice for individuals, families, and communities.

We are committed to positive change through the use of ethical and evidence-based social work interventions at the individual, familial, group, community, organizational, societal or international levels, as we strongly believe that it is within families and communities that sustained change occurs. The University of Georgia School of Social Work is committed to the development, application, and dissemination of evidence-based knowledge to prepare social work leaders to work toward the prevention and/or resolution of critical social problems facing society. We reflect a continuing commitment to promote educational and professional growth among social service personnel in the state of Georgia through the implementation of innovative continuing education and professional development programs.

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.

Institute Faculty

Faculty affiliated with the Institute represent schools and colleges across campus and nonprofit organizations 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.

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 of the UGA School of Social Work. 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. We also include opportunities to engage with students from the MSW program, which is also offered at the School of Social Work

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

Required Courses

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

1. **Six required core courses** (3 hours each = 18 credit hours).
    - ➢ MNML 7060 – Fundraising & Development for NP Organizations
    - ➢ MNML 7226 – Evaluation of Professional Practice
    - ➢ MNML 7237 – Theory and Management of Nonprofit Organizations
    - ➢ MNML 7320 – Managing Volunteers
    - ➢ MNML 7445 – Nonprofit Financial Management
    - ➢ 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 7010 – Special Topics in the Nonprofit Sector
    - ➢ MNML 7020 – Directed Study in Nonprofit Management and Leadership
      Students pursuing a directed (independent) study must submit the [Directed Study Syllabus Form](#) before they may register for the course. The form should be completed in collaboration with the faculty member who will be supervising the independent study (**see Appendix A**)*.*
    - ➢ MNML 7330 – Innovation Management in Nonprofit and Government Organizations: From Creativity to Implementation
    - ➢ MNML 7908S – Design Thinking for Social Innovation
    - ➢ MNML 7947 – Social Entrepreneurship
    - ➢ MNML 7977 – Nonprofit Leadership

3. **Five credit hours of an internship** – MNML 7055. Each 1 credit of internship require 100 hours in the field over the semester.

4. **GradFirst course** – GRSC 7001. 1 credit hour.

   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.

Curriculum Overview

Courses address the content and skill areas important for successful and ethical 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 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 VI: The Colloquium and Portfolio).

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 MNML elective courses listed above or take courses in another department, with approval of the MA NML program director. 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. If you wish to take a course in another department, 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 and include a syllabus or course description for the course in addition to a brief rationale for why the course is relevant to your nonprofit interests and career trajectory.

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.

Course Descriptions

E denotes that the course will be taught 95% or more online. View the specific semester course schedule in Athena to determine if the online option is available.

MNML 7010/7010E – Topics in the Nonprofit Sector
> (1-3 hours, graded A-F)
> In-depth study of selected topics and issues in the field of nonprofit organizations.

MNML 7020 – Directed Study in Nonprofit Management and Leadership
> (1-3 hours, graded S/U, repeatable for a maximum 3 hours credit)
> Directed study and/or projects in nonprofit management and leadership under the supervision of a faculty member.
>
> Students pursuing a directed (independent) study are required to submit the Directed Study Syllabus Form (**see Appendix A**) to the program office before they may register for the course. The form should be completed in collaboration with the faculty member who will be supervising the directed study and approved by the program director.

MNML 7055 – Internship in Nonprofit Organizations
> (3-6 hours, graded S/U, repeatable for a maximum 6 hours credit)
> The internship allows students to integrate their academic learning with practical applications and skill development through supervised work and research in nonprofit organizations.

MNML 7060/7060E – Fundraising and Development for Nonprofit Organizations
> (3 hours, graded A-F)
> Exploration of the field of fund raising and development to obtain financial resources, including gift planning, annual campaigns, capital and endowment campaigns, direct solicitation, and others. Management of volunteers, preparing and analyzing cash flow statements and financial statements for nonprofit organizations.

MNML 7226/7226E – Evaluation of Professional Practice
> (3 hours, graded A-F)
> Students learn how to evaluate professional practice regarding the implementation of programs, using various research design methodologies to design and improve individual, group, organizational, community, and institutional practices/interventions. Students will interpret, use, and communicate evaluation results to make appropriate decisions to improve various management and service delivery practices.

MNML 7230/7230E – Managing Volunteers
(3 hours, graded A-F)
A comprehensive introduction to the design, administration, and management of volunteer programs. Students will work on a project that will involve consulting with local nonprofit organizations on designing and implementing a volunteer program.

MNML 7237/7237E – Theory and Management of Nonprofit Organizations
(3 hours, graded A-F)
An introduction to the field of nonprofit organizations, emphasizing the key theories useful for understanding them and the basic skills of leadership and management needed to make them effective. Attention is given to strategic planning, resource acquisition, accounting for use of resources, and developing human resources.

MNML 7330/7330E – Innovation Management in Nonprofit and Government Organizations: From Creativity to Implementation
(3 hours, graded A-F)
How organizations go about the process of creating, managing, and implementing innovations. Areas of emphasis are on individual and group creativity, the innovation process, innovation typologies, drivers for innovation, models of creativity and innovation, and factors influencing innovation (organizational culture, transformational leadership, board governance, foundations, and partnerships).

MNML 7445/7445E – Nonprofit Financial Management
(3 hours, graded A-F)
For those with little or no prior training in accounting or financial administration, this course focuses on understanding and practicing foundational financial management practices, business planning, financial reporting, and fiscal decision-making in nonprofits. Covers a range of topics, including budgeting, financial statements, understanding revenue, accountability, and organizational fiscal health.

MNML 7908S/7908E – Design Thinking for Social Innovation – Service Learning
(3 hours, graded A-F)
Immersive experience in Design Thinking method, a proven problem-solving approach driven by user input to generate innovative solutions to social challenges. Intended for students interested in careers in nonprofit and government sectors, social enterprise, and community organizing. Students will engage with nonprofit organizations and communities to design solutions to their challenges.

Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Students will be involved in the planning and implementation of the projects(s) and may spend time outside of the classroom. Students will be engaged in the service-learning component for approximately 50-75% of overall instructional time.

MNML 7947/7947E – Social Entrepreneurship
(3 hours, graded A-F)
An introduction to social entrepreneurship, a rapidly changing and developing field in which business and non-profit leaders design, grow, and lead mission-driven enterprises.

MNML 7957/7957E – Grant Proposal Writing for Nonprofit Organizations
(3 hours, graded A-F)
The basic knowledge, skills, and practices involved in grant proposal writing for nonprofit organizations. Students will apply what they learn by identifying funding sources and responding to funding opportunities via the development of grant proposals on behalf of existing organizations.

MNML 7977/7977E – Nonprofit Leadership
(3 hours, graded A-F)
A lecture/discussion course designed to outline the theoretical and practical viewpoints on leadership and followership. The topic is approached from the perspective that leadership is a process whereby an individual influences a group of individuals to achieve a common goal.

GRSC 7001 - GradFirst Course
(1 hour, graded S/U)
President Morehead has announced a new initiative – GradFirst – that will offer faculty-led seminars to provide first-year graduate students with foundational training in research, scholarship, and professional development. This initiative will provide an onboarding seminar for new graduate students and will ensure that regardless of background or academic discipline, students will have access to the resources and information that can support new graduate students' success at UGA and beyond.

The course number and information for our GradFirst course is below. Please register for this course - Fall 2022.

GRSC 7001
CRN: 55468
GradFIRST FAQ: https://grad.uga.edu/index.php/gradfirst/

IV. ADVISING AND REGISTRATION

Advising

Students must be advised before they can register. The program director will send out an email each semester announcing advising hours, however you are welcome to initiate contact earlier with questions or to request an advising appointment. You may be advised in-person, by email, Zoom or telephone. Have your program of study worksheet **(see Appendix B)** available at all advising meetings. Once the program director has approved the program of study, the program office will be informed and you will be cleared to register.

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.

Graduate School Enrollment Policy

Graduate students 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 GS. In addition, students must be registered for at least 3 credit hours in the semester they graduate. See the Graduate School website for more information.

How to Register

Steps in the registration process include the following:

1. Be advised by the program director and cleared to register by the program office.
2. Login to **ATHENA** at https://athena.uga.edu with your UGA MyID and password.
3. Follow the prompts to register. *Since most of the nonprofit courses are Permission of Department (POD), you should enter in the CRNs (Course Registration Numbers) directly. Do not search for the course because Athena will say that the course is closed.*

4.   Once registered you will be directed to the billing section of Athena. You may find information about payment due dates on the Bursar's website: https://busfin.uga.edu/bursar/bursar_quick_links/

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 (5 credit hours in one semester) is warranted, students must obtain permission of the program director and be able to complete the required 500 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 C.**

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 100 hours on field projects for each credit hour over the course of the semester. 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.

Past and Present 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 and or current experiences with some organizations. See **Appendix D** for an interactive list.

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.

MNML 7055

<p style="text-align:center">Internship Learning Contract</p>

Student Name: _____   Semester: _____ # Credits: _____

Internship Site Information

Organization Name: _____

Organization Mission:

Organization Address: _____

Site Supervisor Name & Title: _____

Site Supervisor Contact Info: _____
<div style="display:flex;justify-content:space-between">Phone # E-mail Address</div>

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:

Project #1	Primary Tasks/Duties	Relevant Skills/Knowledge	Expected Outcomes/ Deliverables	Anticipated Date of Completion

Project #2	Primary Tasks/Duties	Relevant Skills/Knowledge	Expected Outcomes/ Deliverables	Anticipated Date of Completion

Project #3	Primary Tasks/Duties	Relevant Skills/Knowledge	Expected Outcomes/ Deliverables	Anticipated Date of Completion

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).

Questions?

Contact the program director for questions regarding all aspects of internship requirements and recommendations.

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 guests (ie: family, friends, professional colleagues, etc.) 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 be familiar with the nonprofit sector or the substantive area of your work and so may need some context so consider this as a way to both reflect upon your experience in the MA NML program but also to educate the audience about the value of your experiences and to illustrate 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 and submit an electronic version to the program director before graduating. The purpose 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, as well as all internship deliverables. The portfolio will be reviewed, but not graded, by the program director.

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 enrollment is not incurred if a student elects not to register for a summer term.

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.

Online 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. Please choose the following to submit your program of study:

   o Major: Nonprofit Management and Leadership
   o Objective: Master of Arts
   o Department: Nonprofit Orgs, Institute

   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

MA NML Alumni Listerv

Upon graduation you will be added to the MA NML Alumni Listserv. Please be sure to give the program office your non-UGA email address so we can keep you informed of position openings, special announcements and events.

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, SSW 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/.

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)** 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/ or call 706-542-8719/ 706-542-8778 (tty).

Non-Discrimination and Anti-Harassment Policies

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.

IX. STUDENT RESOURCES

[SSW Student Life](#)

At the School of Social Work, you are part of a community that is passionate about creating a better world. Whether organizing social justice events or participating in student organizations, you have many opportunities for professional and personal growth while engaging in activities that advance well-being for all. We provide the resources and a home base from which you can engage with the world. Explore our [student life webpages](#) and contact an advisor if you have any questions.

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, [UGA libraries](#), 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. We also offer free printing to SSW students.

Student Financial and/or Hardship Support

Financial Support

Assistance for Basic Day-To-Day Supplies.

When you are a student, sometimes budgets just get tight, and it is hard to buy 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. Anyone in the Dean's suite 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. Gwinnett students can access a supply closet through Professor Wooden-Smith.

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 circumstances, 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 or the Graduate School Emergency Fund.

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.

UGA Student Emergency Fund

This fund is available to provide one-time, limited financial assistance to enrolled students who are unable to meet immediate essential expenses because of temporary hardship related to an emergency situation.

Student Care and Outreach

SCO can help students during a range of crises, financial and otherwise. They have support services that include everything from food vouchers to community support referrals, and keep a list of all pantries (food, clothing, supplies) on campus at https://financialhardship.uga.edu/content_page/uga-resources-funding-and-food

UGA Student Food Pantry

The UGA Student Food Pantry is the main food pantry on campus, and provides non-perishable and refrigerated food to students in need.

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

SSW AND UGA RESOURCES LINKS

School of Social Work
- **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/

UGA
- **Bookstore:** www.uga.bkstr.com
- **Campus Ministry Associations:** http://www.uga.edu/cma/
- **Campus Maps (Interactive):** https://bit.ly/33BRKyC
- **Campus Transportation and Parking:** https://tps.uga.edu/
- **Career Counseling and Testing:** http://www.career.uga.edu
- **Enterprise Information Technology Services (EITS) (technology help):** http://www.eits.uga.edu/
- **Health Center:** https://www.uhs.uga.edu
- **Health Insurance:** https://www.uhs.uga.edu/insurance/index.html.

- **International Student Life:** http://isl.uga.edu/
- **Libraries:** http://www.libs.uga.edu.
- **Mental Health Counseling:** http://www.uhs.uga.edu/CAPS/index.html
- **MyUGA:** https://my.uga.edu
- **UGA Food Services:** http://foodservice.uga.edu/
- **University Housing:** https://housing.uga.edu/site/housing_family_graduate

Student Centers
- **Recreational Sports:** http://recsports.uga.edu.
- **Tate Student Center**: http://tate.uga.edu/.
- **Zell B. Miller Learning Center:** http://mlc.uga.edu/.

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. 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.
2. Go to http://grammarly.com/enterprise/signup.
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 **TOaxfWPGyToYVTbP**

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, there are 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.

X. ACADEMIC FINANCIAL ASSISTANCE AND EMPLOYMENT OPPORTUNITIES

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.

On-Campus Employment Opportunities

The University of Georgia Career Center's 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.

Clear Form

DIRECTED STUDY SYLLABUS FORM
MNML 7020 (1-3 credit hours)

**UNIVERSITY OF
GEORGIA**
School of Social Work

Master of Arts in Nonprofit Management and Leadership Program

A directed (independent) study with a faculty member must start with a "mini syllabus" of the course. Complete the sections below and obtain the signature of the faculty member with whom you will be studying. Sign and date the form and return to the MA NML program office.

STUDENT NAME: _____

FACULTY MEMBER NAME: _____

COURSE DESCRIPTION:

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

TOPICAL OUTLINE

APPROVALS

_____	_____	_____
Faculty Member Name (PRINT)	Signature	Date
_____	_____	_____
Student Name (PRINT)	Signature	Date

Program Office Use Only – Do Not Write Below this Line

SEMESTER/YR _____   CRN _____   Program Office Initials _____

Updated 7/29/21

Institute for Nonprofit Organizations
School of Social Work
UNIVERSITY OF GEORGIA

MASTER OF ARTS IN NONPROFIT MANAGEMENT & LEADERSHIP
PROGRAM OF STUDY WORKSHEET

NAME: _____

		Semester	Grade	Hrs
➢ **6 REQUIRED CORE COURSES (3 HRS EACH = 18 CREDIT HRS)**				
MNML 7237 – Theory and Management of Nonprofit Organizations		_____	_____	___
MNML 7226 – Evaluation of Professional Practice		_____	_____	___
MNML 7060 – Fundraising		_____	_____	___
MNML 7445 – Nonprofit Financial Management		_____	_____	___
MNML 7320 – Managing Volunteers		_____	_____	___
MNML 7957 – Grant Proposal Writing for Nonprofit Organizations		_____	_____	___
➢ **3 ELECTIVE COURSES (3 HRS EACH = 12 SEM HRS)**				
ELECTIVE 1 _____		_____	_____	___
ELECTIVE 2 _____		_____	_____	___
ELECTIVE 3 _____		_____	_____	___
Program director approval required				
➢ **INTERNSHIP (5 CREDIT HRS)** Program *director approval required*				
MNML 7055 – Semester 1		_____	_____	___
MNML 7055 – Semester 2		_____	_____	___
OR				
MNML 7055 – Combined 5 hours		_____	_____	___
➢ **GRSC 7001** GradFirst (1 hour Credit) – Semester 1		_____	_____	___

TOTAL HOURS REQUIRED FOR GRADUATION = 33

Undergraduate courses DO NOT count toward the final program of study. The program of study form is on the Graduate School Website under Current Students/Forms: https://grad.uga.edu/index.php/currentstudents/forms/

Clear Form

Updated 7/26/22

APPENDIX C
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 <u>learning contract</u> 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:

Boyatzis, R. E. (1982). *The competent manager: A model for effective performance*. John
        Wiley.
Edwards, R. L., Yankey, J. A., & Altpeter, M. A. (2006). *Skills for effective management of
        nonprofit organizations* (2nd ed.). N.A.S.W. Press.
Herman, R. D., & Heimovics, R. D. (1991). *Executive leadership in nonprofit organizations.*
        Jossey-Bass.
Schein, E. H. (1992). O*rganizational culture and leadership.* Jossey-Bass.
Schon, D. A. (1993). *The reflective practitioner: How professionals think in action.* Basic
        Books.

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.

5 Buckets 4 Shovels
Advantage Behavioral Health
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
Bigger Vision
Bike Athens
Books for Keeps
Boybutante Aids Foundation
Brightpaths
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 NE GA
For God So Loved (FGSL)
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
Historic Athens
Hope Haven
International Rescue Committee
Jeanette Rankin Foundation
Live Forward
Marcus Jewish Community Center of Atlanta
Multi-Agency Alliance for Children (MAAC)
Nuçi's Space
Oconee Cultural Arts Foundation
Path Project
Piedmont Rape Crisis Center
Planned Parenthood of Atlanta
Plywood People
Project Safe
Redeemer Presbyterian Church
San Diego Food Bank
Sandy Creek Nature Center
Sierra Club
Soul Hope
Special Olympics International
St. Mary's Health Care System Foundations
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 GAPS – Graduate and Professional
Scholars
United Way of Atlanta
United Way of Northeast Georgia
Upper Oconee Watershed Network
Williamstown Theatre Festival
WinShape Foundation
World Vison

APPENDIX E
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 mid-term 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.