

M.Ed. in Learning, Leadership
and Organization Development

Graduate Handbook

Learning, Leadership & Organization Development Programs
www.coe.uga.edu/lod

Department of Lifelong Education, Administration, and Policy
www.coe.uga.edu/leap

UGA Graduate School
<http://grad.uga.edu/>

LLOD Commons
<https://uga.view.usg.edu/>



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THE LLOD PROGRAM

LLOD PROGRAM MISSION

We develop leaders and scholars with deep knowledge of learning and change so they can transform their worlds.

To the LLOD faculty, this is more than an abstract mission that we hang on the wall or put on our website. It's the reason we do the work we do and why we're excited to be educators. We specialize in our areas of expertise so that we can further this mission through our students and in the "worlds" we seek to influence.

GUIDING FRAMEWORK FOR LLOD

LLOD programs are rooted in a shared belief that successful professionals involved in the work of facilitating learning and change must develop *both* mindsets and skillsets.

Mindsets focus on developing knowledge and capacity that apply across all situations and contexts of your life. We want to help you be the best professional you can be who is also distinctive because of *how* you approach your world and the challenges you face. Thus, we focus on building your capacity to be reflective and critical—a person adept at taking perspective, inquiring, challenging assumptions, and recognizing the things that help to define and impact timely action. And, quite importantly, to do this in collaboration with others to develop more comprehensive and complex ways of making sense of things and to increase possible options for action.



Skillsets focus on developing knowledge and capacity in your specific area of practice—that is the specific work you do. The "space" that LLOD professionals work in is extremely diverse. Even the fields/professions that LLOD professionals work in are often named a multitude of things and those titles shift over time.

Thus, we worry less about what all those roles and fields are called and instead focus on what you need to *do* to be successful and have an impact.

We work to develop your knowledge of the theory and practice of each of these areas:

- Learning: How adults encounter uncertainty, grow their ways of knowing, adapt their approaches for action in the world, and, ultimately, evolve their ways of being.
- Leadership: The science and art of leading—engaging and working collaboratively to respond to complexity and guide systems toward a desirable future.
- Organization Development: Facilitating and fostering successful and sustainable organizational change and performance.
- Coaching: Working with individuals to help them find their growth edge and to make choices about how to grow, transform, and generate impact.

Throughout the program, you are encouraged to think about each of those disciplinary foci at various levels—individual, group, organization, community, and societal. We focus intently on applying what you learn throughout the program. We want you to understand and experience the complexities of practice so that you can be skillful in applying what you know.

M.ED. IN LLOD PROGRAM INFORMATION

The Master of Education degree in Learning, Leadership & Organization Development (LLOD) focuses on developing knowledge and skills to lead learning and change to help individuals, teams, and organizations thrive. Rooted in the *Guiding Framework for LLOD* outlined above, the coursework emphasizes the theory and practice needed to strategically and holistically develop healthy, sustainable organizations. The LLOD program includes faculty who specialize in adult education, adult development, workplace learning, human resource development, organization development, group and organizational learning.

OVERVIEW OF THE PROGRAM

The Master of Learning, Leadership & Organization Development (LLOD) Program is widely considered to be one of the top HR, OD, and Adult Education Master's programs in the nation and is available through a face-to-face or online option. The curriculum gives students a thorough understanding of contemporary LLOD practices and the underlying theories that are necessary for successful careers in the field.

The LLOD program is designed to (1) advance the knowledge and skills of early- and mid-career professionals for leadership careers related to learning and change at the individual, group, organization, community, and societal levels, in a variety of settings (corporate, educational, non-profit, social profit, government, etc.) and (2) develop practitioners who can use knowledge/theory to enhance their practice and contribute to knowledge in the field.

FORMAT OF THE M.ED. IN LLOD PROGRAM

The M.Ed. in LLOD is offered at the UGA Gwinnett campus or via our fully online format. The program of study is the same for either format of the degree.

- **Gwinnett Campus.** At the UGA Gwinnett campus, classes are taught in a blended learning format—providing the flexibility and convenience of online learning combined with the advantages of connecting more personally with your instructors and colleagues. Face-to-face class sessions are offered as executive formats five times per semester on Friday and Saturday at the UGA Gwinnett campus.
- **Online Program.** The fully online version of the degree is specifically designed to meet the needs of working professionals who are unable to attend classes in the traditional university setting. All coursework and assignments are conducted online, and no campus visits are required.

Students are inducted into the program as a cohort (i.e., 2026 cohort), engaging in a suite of core courses during the 1st year to cultivate a shared base of knowledge and skills. Subsequently, in the 2nd year, learners will continue to take core courses but are afforded autonomy to tailor their educational trajectory, selecting elective courses that align with their distinct career interests or professional certifications (i.e., coaching or leadership) they aim to acquire.

STUDENTS IN THE M.ED. PROGRAM

Advanced professionals working in adult education, higher education or similar positions such as:

- Higher Education Administrators
- Continuing Professional Educators

Advanced professionals in organizational settings such as leaders of:

- Learning & Development
- Leadership Development

- Administrators of Learning, Leadership & Organization Development in social profit or non-profit organizations
- Program Planners/ Evaluators
- Organization Development or Organizational Effectiveness
- Performance Management
- Talent Management/Development

M.ED. CURRICULUM & PROGRAM OF STUDY

The program offers a solid foundation of the core areas within LLOD designed to foster development of: (1) knowledge and skills for enhanced, advanced practice to lead change in organizations, and (2) the capability to utilize theory for improved practice and contribute to the knowledge base related to LLOD.

OVERVIEW OF THE PROGRAM DESIGN & CURRICULUM

The 33-credit (11 course) curriculum focuses on these key areas:

- Framing of LLOD
- Adult learning and instruction
- Theory and practice of organization development and group change
- Developing human resources capacity
- Personal mastery and research/evidence-based practice
- Design and development of interventions to develop people and organizations

In addition to coursework outlined above, students must complete:

- A written exam through an integrative portfolio of their learning within this program and its application to their specific situation as an individual, within an organization, and/or community.
 - An oral exam through the LLOD colloquium
- Note. a student gotten off the track or in an off semester will have an individual oral exam under the guidance of their major professor.

Students who follow the prescribed sequence of courses will complete the program in two years. See the M.Ed. LLOD Commons (eLC) for an advising worksheet that will be used in the advising process with the Degree Program Lead (DPL).

The LLOD colloquium is an academic gathering where students and faculty come together to share reflections, findings, and academic advancements from the LLOD coursework. The format and nature of a colloquium is dynamic and interactive with the aim to present and discuss their work. Primarily, a colloquium serves as a platform for the presentation and critical examination of their course experiences. The main goal is to foster deep intellectual engagement and exchange, allowing participants to challenge, refine, and extend their ideas and learning experiences. More details will be given by the DPL.

PROGRAM OF STUDY

The M.Ed. Program in Learning, Leadership & Organization Development consists of 33 required credits in four areas. The advisement form for the program is included in Appendix J (and this form is also on eLC as a template for you to track your progress).

Courses	Credits	Classes
Learning, Leadership & Organization Development Core	18 credits	6 classes
Electives	9 credits	3 classes
Research Methods	3 credits	1 class
Capstone Course	3 credits	1 class
Total credits	33 credits	11 classes

1. Learning, Leadership & Organization Development Core (18 semester hours)

Students will take six courses that develop foundational knowledge for the Master's degree:

- **Adult Learning and Instruction (LLOD 7020):** Theory and practice in adult learning, including social and psychological aspects of adult learning, participation and motivation, self-directed learning, transformative learning, and recent theoretical perspectives. This course provides an immersion in adult learning theories and practices in organizations that affect individuals, groups, and the organization.
- **Leadership in LLOD (LLOD 8230):** Analysis of foundational and evolving theories and models of leadership in Learning, Leadership and Organization Development. Application to personal and professional life.
- **Organization Development (LLOD 8300):** Analysis and application of the theory, methods, and practices of organization development methodology and behavioral science knowledge to the planned development of the strategies, structures, and processes that foster effective organizations. This course provides an immersion in the individual, collective, and system dynamics of organization development
- **Training Design and Development (LLOD 7040):** Emphasis on instructional strategies/ technique that facilitates adult learning and delivery and facilitation of adult learning and training programs. This course provides a theoretical and applied introduction to the analysis, design, and development of training for adults in organizations.
- **Facilitating Group Change (LLOD 8320):** Concepts and theories of group change and development. This course includes active exploration of the facilitator's role in leading groups and skill-building in group facilitation.
- **Leading from Within (LLOD 8205):** Analysis of foundational and evolving theories and models of leadership. This course is designed for you to do a deep exploration of the internal and external conditions necessary for cultivating personal and interpersonal leadership capacity.

2. Electives (9 semester hours)

Students will take three courses to deepen expertise related to LLOD. Students may also choose to take different or additional electives from other degree programs within LLOD or other programs at UGA with major professor approval (up to six credit hours). Listed are a representative group of electives that complement your core courses:

- **Diversity, Equity & Inclusion in Organizations (LLOD 8140):** The purpose of this course is to explore why diversity, equity, and inclusion (DEI) matter, why it affects organizations, and what practices either contribute or hinder its success. The focus is within the field of LLOD.

- **Career Development (LLOD 8410):** Focus on career issues faced by working adults and implications for the workplace within the context of learning, leadership, and organization development. This course introduces you to classical and contemporary theories and practices of career development.
- **Program Evaluation (LLOD 7250):** Issues and challenges related to program evaluation. This introductory course introduces models and methods of evaluating programs, processes, and products in business, government, school, military, and non-profit organizations. Particular emphasis is given to topics of formative and summative evaluation, frameworks for program evaluation, quantitative and qualitative methods of data collection and analysis, communicating and reporting evaluation findings, and the ethics and standards of evaluation practice.
- **Learning Analytics (LLOD 8610):** A focus on how we can use empirical data to better understand and inform workplace learning and human capital. Walking through common kinds of analytics data and computational approaches, highlighting the confluence of data collection, analysis and optimization in generating insights that can lead to action.

Note. The LLOD program provides a degree/ certificate combo curriculum. In that case, only one core course of certificate programs (e.g., organizational coaching, complexity leadership) can be counted as MEd degree program electives.

3. Research Methods (3 semester hours)

This coursework includes an introductory focus on research methodology and applied qualitative, quantitative, and mixed methods in evaluation and interpretation.

- **Evaluating and Interpreting Research (LLOD 6200):** Basic concepts and methods of Research related to LLOD. This course is designed to help new graduate students learn the best ways to approach these tasks as they confront a variety of research articles and reports.

4. Portfolio for Colloquium (3 semester hours)

Students will register for preparing their final requirements for graduation. Students will register in *Capstone course* (LLOD 7650) and work on completion of their portfolio and presentation for the LLOD colloquium.

NOTES ABOUT POLICIES THAT AFFECT THE PROGRAM OF STUDY

The above outlines the minimum 33 credits required to earn the M.Ed. in Learning, Leadership & Organization Development. Students must also be aware of the following policies that affect the total number of credits that must be taken and timing of those credits and manage their program of study accordingly:

- Students must be registered for at least 3 credits in the semester in which they graduate.
- Students must take *Capstone Course* (LLOD 7650) in the semester (or before) in which they graduate.

- LLOD7650 *Capstone Course* is designed for M.Ed. students to complete their integrative portfolio and LLOD colloquium. The portfolio will be submitted to the instructor in LLOD7650. It will be evaluated by the instructor and at least one additional committee member to determine a pass or fail decision. We encourage students to work well ahead of the last semester to develop their portfolio based on their coursework throughout their M.Ed. academic journey.
- Students must comply with the Graduate Enrollment Policy of the UGA Graduate School (<http://grad.uga.edu/index.php/current-students/policies-procedures/academics/enrollment-policy/>) which requires students to register for at least 3 credits two out of every three semesters until they graduate to maintain continuous enrollment. These credits can be from regular coursework, LLOD 6000 credits, or other courses as advised by the major professor.

Note/Reminder

Advisement Form which can be used to track progress is available at LLOD MEd Commons: <https://uga.view.usg.edu/d2l/home/2241085>
 Also, in that LLOD Commons space is a PDF version of the M.Ed. in LLOD *Master Planning chart* (year of cohort, e.g., 2026 Cohort) that presents a visual depiction of the overall program.

CERTIFICATES IN THE LLOD PROGRAM

Students have an option to obtain a graduate certificate housed in the LLOD program or other programs across the UGA system (see partial list at: <https://online.uga.edu/degrees-certificates>). The purpose of a graduate certificate is to provide certification of earned mastery/depth in specific principles and practices.

LLOD offers two certificates: (1) organization coaching and (2) complexity leadership. Either or both can be obtained by building on some of the courses taken in the M.Ed. program as well as completing additional coursework and requirements outlined for the certificate program.

Current students can enroll in the certificate by completing and submitting an online application form, available on the certificate webpage. Students must receive approval from DPL before submitting an application.

CERTIFICATE CURRICULA

Organization Coaching Certificate https://coe.uga.edu/academics/non-degree/graduate-certificate-in-organization-coaching		Graduate Certificate in Complexity Leadership https://coe.uga.edu/academics/non-degree/graduate-certificate-complexity-leadership/	
LLOD 8420	Foundations of Coaching	LLOD 8230	Leadership in LLOD
LLOD 8430	Coaching Methods and Practice	LLOD 8205	Leading from Within
LLOD 8410	Career Development	LLOD 8250	Complexity Leadership
LLOD 7020	Adult Learning	LLOD 8065	Intercultural Workplace Leadership
LLOD 8440	Coaching Practicum	LLOD 8280	(Complexity Leadership)
One elective	LLOD 8140; 8205; 8320	One elective	LLOD 8140; 8210; 8320; 7020 or 9020
Directors	Drs. Laura Bierema & Allie Cox	Director	Dr. Cynthia Sims

CERTIFICATE COMPLETION

Certificates are awarded once students have completed the certificate requirements, either (a) at the time of completion or (b) along with applying for graduation from both the degree and certificate programs.

When students have graduated, the *Completion of Proposed Plan Form* should be completed, and sent to:

Holly Ivy (hivy@uga.edu)
409 River's Crossing

PROGRAM SCHEDULE

GWINNETT COHORT SCHEDULE FOR FACE-TO-FACE MEETINGS

Courses are offered at the Gwinnett Campus as an innovative format of 5 weekend meetings per semester combined with an interactive online curriculum.

During Fall & Spring semesters, the cohort meets five times in a semester (typically every 3-4 weeks), unless scheduling conflicts such as holidays, etc. necessitate a shift. During Summer semesters, the cohort meets four times (typically every 3 weeks).

Dates are set a year or more in advance and published on the LLOD Commons (in the M.Ed. program space). <https://uga.view.usg.edu/d2l/home/2241085>

Specific start/end times will be announced each semester pending courses taught and/or other developmental experiences related to the curriculum.

ONLINE COHORT SCHEDULE

Our online learning platform offers flexibility for those students who are unable to meet in a face-to-face learning environment or learn best virtually. The learning is done through readings, discussion forums, and application projects. The value of online learning lies in the rich discussion students have online, and students are expected to engage in online learning at least 3 hours each week.

While the courses are fundamentally structured around an asynchronous learning platform to provide flexibility and self-paced study, courses may have occasional optional synchronous virtual meetings during the course of the term. These live discussions are designed to facilitate a deeper exploration of course topics, allowing students to engage in real-time dialogue within a virtual classroom setting.

ADVISING

The program is designed to foster an active connection with the professor. This support is critical during the program and can lead to mentoring and collegial relationships beyond the program.

THE ADVISING RELATIONSHIP

The purpose of the advisement process is to provide guidance and valuable insight along each phase of the M.Ed. journey. The advisement relationship is a critical partnership that ensures key learning outcomes and provides a solid support structure for students who are new to the graduate experience.

DEGREE PROGRAM LEAD (DPL)

The LLOD faculty engage in a distributed leadership model to support all that we do. Each of the three-degree programs (Ph.D., Ed.D, and M.Ed.) has what we call a degree program lead (DPL) that serve as key leads for the degree program. As part of their work, and related to your advising, they manage all the administrative components related to your advising, including:

- Advise and clear students for registration for each academic term, including ensuring access to the courses you will take.
- Work with the student to ensure that all university, department, and program requirements are met, including attending to paperwork needed for each student.
- Coordinating final exams and LLOD colloquium.
- Serving as a "cohort coach" for each of the cohorts, including monitoring the well-being of the cohort, ensuring the cohort's needs are aligned with the aim of the program, and regularly communicating with the cohort.

LLOD ADMINISTRATION STAFF

LLOD administrative staff provides essential support in student's learning experience in the LLOD program. This involves a range of support from managing academic holds to handling correspondence. They often act as a liaison between DPL and students. This coordination is vital for the seamless integration of academic activities with the broader program operations, including:

- Communicating with students as to registration, forms, academic holds and so forth.
- Scheduling final exams and LLOD colloquium.
- Providing direction and guidance to UGA and graduate school policies and processes.

GRADUATE STUDENT'S RESPONSIBILITIES

The purpose of advising relationships is to foster meaningful and longer-term connections that grow over the course of the program and is related to mutual interests around career-focus. Students are responsible to

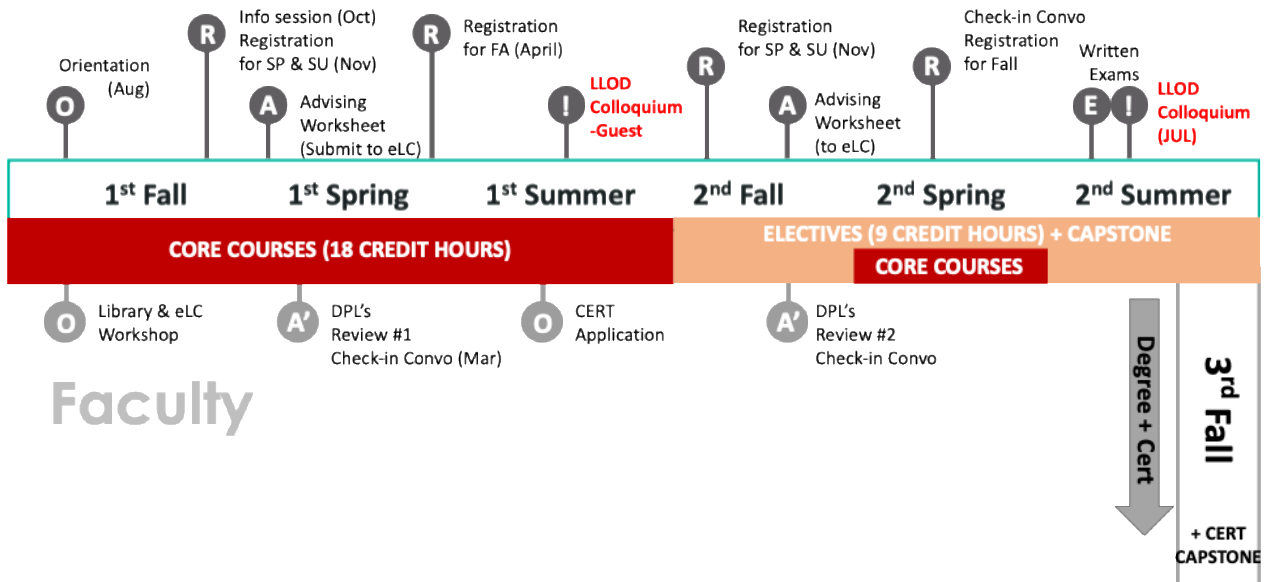
- Become familiar with the graduate student guidelines as published in the Graduate School Bulletin (<http://grad.uga.edu/index.php/current-students>).
- Initiate and invest in the advising relationship with the advisor. It is recommended to meet with your advisor at least once per semester.
- Inform the advisor of interests, aptitudes, aspirations, or needs that will impact your goals for the program.

- Self-direct continuous progress via a community of learning. Ultimately, the student is solely responsible for steady progress in the program.
- Develop the Applied Project and complete the Portfolio In consultation with advisor.

MASTER PLAN (2-YEAR BASE)

The overall goal is for you to be supported during your program. This includes providing you with a process and framework for you to be successful. The following chart is a visual display of key activities which will happen over the course of two years.

Student



Faculty

Note. SP (Spring), SU (Summer), FA (Fall), DPL (Key Faculty) If you modify a graduation plan (not in a 2-year plan), you MUST consult DPL regarding your plan.

INTEGRATIVE PORTFOLIO: WRITTEN EXAM

The integrative portfolio is designed to be a capstone experience for master's students.

Students register for LLOD 7650, *Capstone Course in Learning, Leadership and Organization Development*, to represent the work associated with this experience on the program of study. This course is designed to develop a portfolio which integrates key learnings and reflection based on the coursework and experiences throughout their program.

The Capstone course is during Maymester; therefore, the expectation is you are entering this course with most of your portfolio drafted Consult the Graduate School Website (<http://www.grad.uga.edu>) to ensure that the final examination is completed by the deadline outlined by the Graduate School. The submission due date and additional instructions will be announced by the DPL.

COMPONENTS OF THE PORTFOLIO

The portfolio is completed (editing and final stages) during the Capstone course, LLOD7650, which is typically taken right before graduation. Your instructor will guide you through the final stages of completion which will include a review of the portfolio and a grade. Due dates and expectations will be confirmed in this course. The components of the integrative portfolio should be submitted as follows:

1. **TITLE PAGE:** Include your name as well as the date, time, and location of the examination.
2. **WRITTEN STATEMENT:** (2-3 pages) Write an autobiographical statement that addresses the following:
 - Background (including past educational and work experience)
 - Goals and objectives you originally had for the program, and a brief assessment of how those were fulfilled (This may include a copy of your letter of intent)
 - Future career goals
3. **You as a T-Shaped Professional:** Examine how you show up as a leader and consider both the theoretical and practical implications by using the "T-Shaped Professional" model (in Appendix) to theorize and describe your current and future roles and responsibilities.
4. **ABSTRACTS:** three abstracts (4-5 pages each) that identify and describe key learnings you have gained from your experience in the program. The abstracts require compliance with academic writing which includes references. You are drawing from the coursework throughout the program and synthesizing into a cohesive reflection on your learning.

The goal should be integrating what you have learned during your program, identifying four substantive learnings you've gained, and clearly explicating the components of your program (content, projects, assignments, or other activities) that helped you to gain each learning and that demonstrate some mastery in that area.
5. **STATEMENT OF YOUR LLOD PHILOSOPHY:** A statement describing your core beliefs around topics that are central to your current and future practice related to Learning, Leadership, and Organization Development.

LLOD COLLOQUIUM: ORAL PRESENTATION

The Final Examination for M.Ed. students consist of two parts: research colloquium (oral presentation) and final integrative portfolio (written exam). The research colloquium is an event to share the highlights of your portfolio and key learnings with the faculty committee, other faculty and staff, students, and other invited audience to ensure that the student is knowledgeable about adult learning, leadership, and organization development and its application. The integrative portfolio is a written exam to integrate and synthesize what students have learned in the program, as well as to demonstrate mastery within the program. Your faculty committee will evaluate this portfolio.

Students who earn the Master of Education in Leadership, Learning and Organization Development find effective ways to steer communities in positive directions. Graduating students learn how to develop stronger learning communities. The research colloquium is an opportunity to exhibit these learnings through a presentation about your experience and key learnings as you are completing the program. The program provides an opportunity to gain public speaking experience, learn about others' projects from fields outside their own practice, and share experiences for better feedback. The event is held during the summer and fall (if enough graduating students) semesters and is open to all LLOD students.

The Research Colloquium will be organized by Program Leads—ONL: Han, GWN: Jones—and a 7650 instructor. Program Lead(s) help facilitate the submission of applied projects, organize session schedules, compile event programs, secure faculty evaluations, and coordinate sessions during the event.

From start to finish, the Colloquium is a reflective session for students to gain a real understanding of what goes into professional context, encouraging them to actively pursue practical implications of what they learn.

Two Potential Formats

The colloquium will either be a virtual gathering and presentation which will include other graduates, current students, faculty, staff, and other invited guests or a face-to-face with each graduating student presenting their work.

[Example] Virtual Colloquium

Each graduating student will present a 10-minute presentation capturing their key learnings and highlights in their Master's program. It is followed by a 5-minute question and answer session by a faculty committee. A pass/fail decision is made by the committee.

EVALUATIONS

In LLOD program, successful completion of both research colloquium and integrative portfolio is a requirement for graduation during a student's last semester of coursework. These cumulative exams are given on a pass/fail basis.

When examination dates are offered, LLOD faculty members will be assigned to serve as the examination committee (along with the student's faculty advisor). For more information, contact DPL.

PREPARING FOR GRADUATION

FINAL REGISTRATION REQUIREMENT

Students must be registered at the University of Georgia for a minimum of three hours of credit the semester in which they complete all degree requirements. A graduate course, GRSC 9270 (Graduate Study Completion), is designed for students completing degree requirements who will be using staff time or University facilities and for whom no regular course is appropriate. Permission to register for this course must be granted by the Graduate School.

Note. Students will not be approved for graduation if they have a grade of I or NR which, when changed to a recorded grade, could cause the graduate grade point average to fall below the minimum required for graduation.

FORMS REQUIRED FOR GRADUATION

Graduate School Deadlines are found at: <https://grad.uga.edu/index.php/current-students/important-dates-deadlines/>

APPLICATION FOR GRADUATION

An application for graduation must be filed with the Graduate School no later than Friday of the second full week (the first full week for summer) of classes in the semester of the anticipated graduation date. Applications are completed at the Graduate School Website: https://gradschoolforms.webaps.uga.edu/form_types/1

PROGRAM OF STUDY

An approved Program of Study must be filed at the beginning of the semester graduation is expected. The form, *Program of Study for Non-Doctoral Professional Degrees*, is found at the Graduate School Website: <https://gradstatus.uga.edu/Forms/G138>

This form requires the signature/approval of both the student's faculty advisor and the LEAP Department's Graduate Coordinator. Thus, LLOD and LEAP require that this completed form be submitted to the student's faculty advisor at least one week prior to the date it is due to the Graduate School.

LATE FILING OF GRADUATION FORMS

A graduate student who misses a graduation deadline by failing to file the *Application for Graduation*, and/or completed *Program of Study* form will have the option of paying a single fee of \$50 (check or money order) for late processing of all required forms. A completed *Late Filing for Graduation Form*, all required graduation forms, and the late fee payment must be submitted to the Graduate School Office of Enrolled Student Services within 45 calendar days of the deadline. After 45-day late period, no students will be added to the commencement.

CHANGE IN GRADUATION DATE

If a student cannot complete degree requirements in the semester for which a graduate application was submitted, the student should notify the Graduate School of the new date of intended graduation by submitting written notification to the Enrolled Student Services Office. Email gradinfo@uga.edu & hivy@uga.edu.

GRADUATE SCHOOL POLICIES

ACADEMIC HONESTY

Every student must agree to abide by UGA's academic honesty policy and procedures known as A *Culture of Honesty* (http://www.uga.edu/honesty/ahpd/culture_honesty.htm) when applying for admission to the University of Georgia. A *Culture of Honesty* and the University of Georgia Student Honor Code (<https://honesty.uga.edu/Academic-Honesty-Policy/Student-Honor-Code/>) work together to define a climate of academic honesty and integrity at the University.

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 and faculty who suspect that an act of academic dishonesty has taken place should contact the Office of the Vice President for Instruction.

CONTINUOUS ENROLLMENT POLICY

As per the UGA Graduate School, graduate students must comply with a continuous enrollment policy (<https://grad.uga.edu/index.php/current-students/policies-procedures/academics/enrollment-policy/>). Graduate students must register for a minimum of three hours of credit during any semester in which they use UGA facilities and/or staff time. A student who holds an assistantship must register for a minimum of 12 hours of graduate credit during the Fall and Spring semesters and nine hours of graduate credit during the summer semester. Other programs, offices, and agencies, such as the Veterans Administration, Immigration and Naturalization Service, and financial aid programs may have other minimum requirements for enrollment and the student is responsible for understanding and abiding by those requirements.

All enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per academic year (Fall, Spring, Summer) until the degree is attained or status as a degree-seeking graduate student is terminated.

PROBATION AND DISMISSAL

Students may be dismissed by their department at the end of any semester if they have not made sufficient academic progress to warrant continuance of study. Termination of students will follow policies and procedures adopted by the department and reported to the Graduate School. The department must immediately notify the Graduate School of a dismissal. The student will be prevented from enrollment in future terms. Dismissal by an academic department may be appealed to the dean of the Graduate School after all avenues of appeal have been exhausted at the departmental level. This should be completed within 30 calendar days of the decision resulting from an appeal to the department. When students are terminated by a department, but not simultaneously by the Graduate School, they may apply for admission to another graduate program; however, they may not apply for admission to the same department from which they were dismissed.

Students with a cumulative graduate course average below 3.0 for two consecutive terms are placed on academic probation by the Graduate School. They then must make a 3.0 or higher semester graduate average each succeeding semester that their overall cumulative graduate average is below 3.0. These students are no longer on probation when their cumulative graduate average is 3.0 or above.

If they make below a 3.0 semester graduate average while on probation, they are dismissed. When students repeat a graduate course, the last grade will be utilized to calculate the cumulative graduate average that is used for probation, dismissal, admission to candidacy and graduation. Grades of S, U, I, and V will not be used in calculating the cumulative graduate average. However, when a grade of I converts to F, this may result in an action of probation or dismissal for the semester in which the conversion takes place, even if the student is not registered for the semester in which it converted. When students are dismissed under the terms of this policy, they may not apply for admission to another graduate program offered by the University.

Students who are dismissed by the Graduate School for academic reasons may appeal the dismissal to the dean of the Graduate School. The appeal must be submitted to the dean within 30 calendar days following receipt of notice of dismissal. Information concerning the appeal process may be obtained in the Graduate School.

TRANSFER OF CREDIT

If graduate credit earned at an accredited institution constitutes a logical part of the student's program, transfer of up to six semester hours of credit may be allowed when recommended by the student's major professor and LEAP's graduate coordinator, and when approved by the dean of the Graduate School.

No grade below B may be transferred. The courses to be transferred may not have been used in a degree program at another institution. Transfer grades are not used in calculating cumulative averages. All requests for transfer credit, with accompanying official transcripts, must be in the Graduate School by the midpoint of the semester in which the student plans to graduate.

APPEALS

University of Georgia students have the right to appeal academic decisions. Usually the appeal goes first to the unit responsible for the decision (for example, grades or departmental requirements to the department; college or school requirements to the school; university requirements to the Educational Affairs Committee). An unfavorable ruling at one level can be appealed to the successive levels (viz. a department ruling can be appealed to the college in which the institutional unit is located; a college-level ruling can be appealed to the University Council Educational Affairs Committee; the Educational Affairs Committee ruling can be appealed to the President of the University; and the President's ruling can be appealed to the Board of Regents).

Appeals of academic matters
should be referred to:

Office of Vice President for Instruction
101 Franklin House
(706) 542-4336

Policies regarding appeals in the Graduate School
may be obtained from:

Office of the Dean
320 E. Clayton Street, Suite 400
(706) 425-3111 or (706) 425-3215

INTERNSHIP

An internship is *not* required in the LLOD M.Ed. program unless the student has less than 3 years of relevant work experience related to LLOD. In these instances, the student is expected to take 3-credits worth of internship to provide the student with career experience in an organizational setting, to allow the development of skills appropriate to working independently, and to provide new learning opportunities for the student to move from theory to practice. The requirements are flexible and can be negotiated between the student and the faculty advisor.

Students are usually responsible for developing their own internships under the guidance of their faculty advisor and an organization supervisor. In the past, students in the department have completed internships in various organizations such as educational institutions, business and industry, voluntary organizations, community development organizations, libraries, or health care institutions.

INTERNSHIP TYPES & REQUIREMENTS

TYPES OF INTERNSHIPS

Because so many of our students are employed full time, a student may choose between two types of internships. The student's faculty advisor will oversee either type of internship.

Option 1: Organization-Based Internship

The first type is when the student actually works a set number of hours in an organization [usually not their current employer] under the direction of the site supervisor and has day-to-day responsibilities related to LLOD within the organization.

Option 2: Project-Based Internship

The second type of internship is project centered and, if necessary, can be conducted at the student location of full-time employment. Here the student identifies a need [working collaboratively with an organizational sponsor- generally not their immediate supervisor] and designs and implements an LLOD-related solution that will contribute to the improvement of the organization and allow the student to learn from the experience. The project centered internship might involve developing and delivering training programs, conducting evaluations, establishing new and innovative marketing strategies, or creating an entirely different program for the organization. Because so many of our students are employed full time, a student may choose between two types of internships. The student's faculty advisor will oversee either type of internship.

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REQUIREMENTS

Each internship must meet certain criteria to be approved by the department:

1. The internship must demonstrate that the student is engaged in new learning and not repeating prior knowledge, experience, or activities.
2. Each student will prepare an individualized learning plan that outlines specific learning objectives, activities and resources, schedule of completion, and criteria for accomplishing the stated objectives.
3. Each student must register for LLOD 9700 prior to beginning the internship. LLOD 9700 is repeatable up to 12 credit hours. Each semester credit hour equates to 45 clock hours.

Sometimes even the best planned internships are altered because of changes in the organization, the site supervisor changes, or the student may encounter difficulties. In this case, the student should contact the internship faculty advisor and arrange to alter the internship plan.

INTERNSHIP PROCESS

Each internship is a unique opportunity for students to plan, develop, and implement their own learning experience. Although each internship experience is different there are certain steps that should be followed in order to receive credit for the program of study. *Students should begin this process 3-6 months before they register for the internship. Register in the semester you think you will complete the internship.*

1. **Meet with the faculty advisor** to discuss possible ideas for an internship.
2. **Research potential internship sites** and learn as much as possible about the organization before contacting the site supervisor. The LLOD faculty can often help to identify potential sites through their networks and the Career Planning and Placement Office of the University also may potentially provide assistance.
3. **Contact the site supervisor** and explain your internship objectives. Provide the site supervisor with materials that explain the internship program and the responsibilities of each person involved (Appendix A).
4. Early in the process, **meet with the faculty advisor** and outline the proposed learning objectives and activities for the internship program (Appendix C).
5. **Prepare an Internship Learning Agreement** (Appendix B) listing the name of the organization, the site supervisor(s), learning objectives and potential outcomes. The student, the faculty advisor, and the site supervisor should sign this form.
6. **Contact should be made** between the faculty advisor and site supervisor at some time during or at completion of the internship, whether by a scheduled meeting or telephone call
7. At the completion of the internship, provide the site supervisor with an **evaluation form** (Appendix D) to complete and return to the faculty advisor.
8. At the conclusion of the internship the student should provide the faculty advisor with a **final report** that includes items negotiated between the student and the faculty advisor. These may include the internship proposal, the log (Appendix F), the learning objectives achieved and not achieved, any learning objectives achieved that were not part of the original plan, and any products produced during the internship. The intern should also complete an **evaluation form** (Appendix E) at the conclusion of the internship.

FREQUENTLY ASKED QUESTIONS

Q. Is it possible to switch the program from online to Gwinnett or vice versa?

Yes. It is possible to switch the program. Note that two programs have different rates of tuition and student fee. Contact Program Lead and Ms. Holly Ivy (hivy@uga.edu).

Q. When will classes be held?

During Fall and Spring semesters, the cohort will meet five times (typically every 3-4 weeks pending the UGA academic calendar). During Summer, the cohort will meet four times (typically every 3 weeks). Specific course dates are typically scheduled a year in advance and are available on the LL OD Commons on eLC as well as through the student's major professor.

Q. What time will classes be held?

Specific class times will vary pending the semester, but cohort students are expected to be available for classes and/or other formal and informal learning experiences between 12.00 p.m. on Friday through 5.00 p.m. on Saturdays on the weekends for which classes are scheduled.

Q. When will the next cohort begin?

Both the Gwinnett and Online Cohort M.Ed. programs accept new students every year for Fall semester.

Q. Are employees of the University System of Georgia (USG) eligible to apply for this program?

Yes. The USG's Tuition Assistance Program (TAP) Applies. See <http://www.reg.uga.edu/facultyStaffServices/tap> for more information.

Q. What is the cost of the program?

For Tuition and Fee Schedules, please see information provided by the Bursar's Office at: <http://busfin.uga.edu/bursar/>

Q. If I decide to earn a certificate, should I expect my estimated program time of two years will be longer?

Some students take more courses to complete while others decide to extend their time. Ideally, it is advisable to decide earlier if you are interested in obtaining a certificate to plan accordingly.

Q. What if I decide to take less courses than the recommended two per Fall and Spring and one in the Summer?

You may opt to change your schedule to meet your individual needs. We encourage you to work with your advisor to craft a plan. However, please note that courses are not offered each semester. Therefore, you understand that a course offering may not coincide with your plan which may extend your program longer than you planned.

Q. What is the role of Degree Program Lead (DPL)?

The LLOD faculty engage a distributed leadership model. LLOD is led by the program chair who coordinates all aspects of the LLOD program—including strategic, academic, and administrative leadership.

Then, each of the degree programs in LLOD (the Ph.D., Ed.D., and M.Ed.) has a degree program lead (DPL). The DPL supports the LLOD program chair and serves as a key lead for the degree program, including in the case of the M.Ed. program:

- Serves as point person for the program related to marketing and recruiting.
- Coordinates the admission process for new cohorts.
- Manages advising loads and processes within programs, including maintaining the M.Ed. Graduate Handbook and M.Ed. materials on the LLOD Commons.
- Maintains long-term schedules and ensures the integrity of the schedule/program, including coordinating scheduling of classes each semester.
- Serves as "cohort coach" for each of the cohorts, including monitoring well-being of the cohort, ensuring the cohort's needs aligned with the aim of the program are met, and regularly communicating with the cohort.
- Works with faculty to ensure high-quality, innovative curricula, and to continuously improve the degree program.

RESOURCES

ORGANIZATIONS

Academy of Human Resource Development (AHRD)
<http://www.ahrd.org/>

American Educational Research Association (AERA)
<http://www.aera.net/>

Academy of Management (AOM)
<http://www.aomonline.org/>

Adult Education Research Conference (AERC)
<http://www.adulterc.org/index.htm>

Adult Higher Education Alliance (AHEA)
<http://www.ahea.org/>

American Association for Adult and Continuing Education (AAACE)
<http://www.aaace.org/>

Transformative Learning Network
<http://transformativelearning.ning.com/page/2016-conference>

American Association of Community Colleges
www.aacc.nche.edu

Association of Community College Trustees
www.acct.org

Association for Talent Development (ATD)
<https://www.td.org/>

Camp Sister Folk School
<http://www.campsisterspirit.com/>

Commission of Professors of Adult Education (CPAE)
<http://www.aaace.org/cpae/>

Education Resources Information Center (ERIC)
<http://www.eric.ed.gov/>

Gay, Lesbian and Straight Education Network
<http://www.glsen.org/cgi-bin/iowa/all/home/index.html>

Highlander Research & Education Center
<http://www.highlandercenter.org/default.asp>

International Adult and Continuing Education Hall of Fame
<http://www.halloffame.outreach.ou.edu/>

International Council for Adult Education
<http://www.icae.org.uy/>

John C. Campbell Folk School
<http://www.folkschool.com/>

League for Innovation in the Community College
www.league.org

National Consortium of Directors of Lesbian Gay Bisexual and Transgender Resources in Higher Education
<http://www.lgbtampus.org/>

The International Society for Performance Improvement (ISPI)
<http://www.ispi.org/>

The Organization Development Network
<http://www.odnetwork.org/>

The Scholarship of Engagement
<http://www.scholarshipofengagement.org/>

The Society for Human Resource Management
<http://www.shrm.org/>

United Nations Educational, Scientific and Cultural Organization (UNESCO)
http://portal.unesco.org/en/ev.php-URL_ID=29008&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNESCO Institute for Lifelong Learning (UIE)
http://www.unesco.org/education/uie/index_uie.shtml

UNIVERSITY OF GEORGIA CENTERS

University of Georgia Institute of Gerontology
<http://www.geron.uga.edu/about/centerlogo.php>

University of Georgia Institute for Women's Studies
<http://www.uga.edu/iws/index.html>

FOUNDATION

The Jeannette Rankin Foundation
<http://www.rankinfoundation.org/>

Policy Centers
<http://policy.ucsf.edu/>

APPENDIX A: INFORMATION FOR SITE SUPERVISORS

The purpose of the internship program is to provide the student with professional field experience that relates to the academic preparation provided by the Program of Adult Education. It is recommended that the intern be allowed to participate in activities related to your organization and assume specific responsibilities or projects that will benefit both the student and your organization.

INTERNSHIP AGREEMENT: After discussions with you and the faculty advisor, the intern will prepare a list of agreed upon learning goals and objectives identifying what the intern will do, strategies as to how the intern will complete each goal and objective, and provide documentation that demonstrates the attainment of each goal and objective. This documentation will serve as the learning contract between all parties involved. If the contract must be changed at any time during the internship, all parties must agree to any and all modifications.

RESPONSIBILITIES OF THE INTERN: It is the responsibility of the intern to see that all necessary paperwork is completed and arrange meetings between the faculty advisor and the site supervisor. Additionally, the intern will provide your organization with professional knowledge in an area that will benefit your organization. The intern is expected to abide by all rules and regulations of your organization and behave in a professional manner.

RESPONSIBILITIES OF THE SITE SUPERVISOR: As the site supervisor, it becomes your responsibility to assist the intern in fulfilling the learning agreement by providing appropriate and valuable learning experiences. This will involve one or more preliminary discussions to define the internship program objectives and activities as well as supervising the student during the internship. You will be asked to complete an evaluation form concerning the intern's performance while working in your organization.

RESPONSIBILITIES OF THE FACULTY ADVISOR: The faculty advisor will be available to assist the site supervisor and intern at any time during the internship. The faculty advisor will be responsible for assigning a grade at completion of the internship based on the site supervisor's evaluation, the faculty advisor's observations during the internship, and on any documents that resulted from the internship.

Thank you for giving our students the opportunity to have such a rewarding experience as part of their program of graduate study. We hope you and your organization will receive many benefits from the internship program.

APPENDIX B: AGREEMENT FOR INTERNSHIP STUDY

**The University of Georgia
Program of Adult Education**

River's Crossing
850 College Station Road Athens, Georgia 30602-4811
(706) 542-2214 or fax (706) 542-4024

Name : _____ SSN _____

Address: _____
Street City State zip

Telephone: Home: _____ Business: _____

**ORGANIZATION AGREEING TO ACCEPT AN INTERN AND PROVIDE GUIDANCE AND SUPERVISION
AS OUTLINED IN THE INTERNSHIP CONTRACT:**

Name of Organization: _____

Site Supervisor: _____

Address: _____
Street City State zip

Telephone: _____

Dates of Internship: _____
Start End

Internship Department or Specialization: _____

Intern Salary (if applicable): _____

The intern will receive _____ hours of graduate credit (45 hours per credit hour)

The intern, site supervisor, and faculty advisor have agreed on the specific learning goals, objectives and activities. A copy of this agreement is attached.

Intern _____ Date _____ Site Supervisor _____ Date _____

Faculty Advisor _____ Date _____

APPENDIX C: SAMPLE INTERNSHIP LEARNING AGREEMENT

Description of Activity:

Goal(s) of the Internship/Purpose:

Learning Objective One:

Activity:

Learning Demonstrated or products resulting from the activity:

APPENDIX D: EVALUATION OF THE INTERN BY SITE SUPERVISOR

Student Intern Name: _____

Internship Site: _____

Site Supervisor's Name: _____

1. In your opinion, how well were the learning objectives achieved or not achieved by the intern?
2. In what ways did the student intern contribute to your organization?
3. What particular strengths did the student intern demonstrate that might prove valuable in a future career?
4. Are there any areas in which the student intern might need strengthening?

5. Overall assessment of the intern's performance (circle one)

Excellent Above Average Average Below Average Unacceptable

~~6. Overall assessment of the intern's contribution to your organization (circle one)~~ _____

~~Excellent Above Average Average Below Average Unacceptable~~

Please sign and return this form to the faculty advisor: The University of Georgia, Adult Education Program, River's Crossing, 850 College Station Rd. Athens, GA. 30602.

Site Supervisor _____ Date _____

APPENDIX E: EVALUATION OF INTERNSHIP BY INTERN

Intern's Name: _____ Field Supervisor's Name: _____

Internship Site: _____

Date of internship: From: _____ To: _____

1. In your opinion, how well were the learning objectives achieved or not achieved during the internship?
2. In what ways did you contribute to the organization in which you were an intern?
3. What learning experiences were the most significant to you?
4. Please list the strengths of your internship.
5. If you were to design this internship for another student, what would you do differently? Explain why.

Please sign and return this form to your faculty advisor: The University of Georgia, Adult Education Program, River's Crossing, 850 College Station Rd., Athens, GA 30602

Intern Signature: _____ Date: _____

APPENDIX F: SAMPLE INTERNSHIP LOG

The actual intern's log of activities should reflect the project objectives of the learning experience and include more detailed information about the activities than those presented in the sample below.

Jan. 1	Met with Joe Thomas (site supervisor) about the development of my project	1.0 hr
	Discussed the project with the staff that will be involved	2.0 hr
Jan 2	Called Athens Tech school and made arrangements for a visit with their technology person (Jan Elders) to develop a training program on CD Rom	0.5 hr
	Bought necessary supplies and equipment for the project	2.5 hr
Jan. 3	Scheduled a meeting with Joe Thomas and the training staff to discuss the training program	
	Made phone calls to investigate similar training programs	1.0 hr
	Wrote up a report to present at the meeting	1.0 hr
	Made copies of the report and distributed it to staff	
Jan. 4	Met with site supervisor and staff to discuss specific skills training to be developed and outlined the process designing and creating the CD Rom training	3.0 hrs
	Met with Athens Tech (Jan Elders) and went over everything that should be included in the training (graphics, pictures, demonstrations, and written material)	4.0 hrs
	Worked at home developing written material for training Program	4.0hrs

APPENDIX G: ADVISING WORKSHEET

Advising Worksheet – 2026 Cohort

1 st SPRING		2 nd FALL		2 nd SPRING	
Name:					
Professor:					

Course #	Course Name	Sem & Year	Grade	Notes
Core Courses (18 semester hours) A: Adult Learning, L: Leadership, O: Organization Development				
LLOD 7020	Adult Learning and Instruction (A1)	1st Fall		
LLOD 7040	Training and Development (A2)	2nd Spring		
LLOD 8205	Leading from Within (L1)	1st Summer		
LLOD 8230	Leadership in LLOD (L2)	1st Spring		
LLOD 8300	Organization Development (O1)	1st Spring		
LLOD 8320	Facilitating Group Change (O2)	2nd Spring		
Electives (9 semester hours) * Examples				
LLOD 8410	Career Development	2nd Fall		
LLOD 8140	Diversity and Inclusion in the Workplace	1st Summer		
LLOD 7250	Program Evaluation	1st Summer		
LLOD 8610	Learning Analytics	2nd Fall		
LLOD 8060	Complexity Leadership	Summer		
LLLOD 8420	Organizational Coaching Foundations	2nd Fall		
Research Methods (3 semester hours)				
LLOD 6200	Evaluating and Interpreting Research	1st Fall		
Capstone (3 semester hours)				
LLOD 7650	Capstone Course	2nd Summer		

* **Note.** Any courses more than two outside the LLOD program to be discussed with major professor



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College of Education**
UNIVERSITY OF GEORGIA