Student Guide to PA/PAH 509: Organizational Experience

Department of Public Administration

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Introduction

The organizational experience (listed as courses PA 509 for MPA students and PAH 509 for MPA: HA students) is a culminating experience for our graduate students. It helps the student to build skills of reflective practice to assist in integration and synthesis of program content. Where the experience is required, the student is responsible for obtaining and satisfactorily completing an appropriate organizational experience. This short guide addresses some of the most commonly asked questions about the organizational experience requirement for the MPA and MPA: HA programs. It should answer many of your questions regarding this experience, but do not hesitate to contact us with any additional questions.

Kind regards,

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Understanding the Organizational Experience

Who must complete the PA/PAH 509 requirements?

All MPA and MPA: HA students are encouraged to take 509; those who have fewer than three years of full-time management experience in public, nonprofit or health services organizations <u>must</u> complete PA/PAH 509. With the approval of their faculty advisor, MPA and MPA: HA students who have at least three years of management experience may waive PA/PAH 509 and take PA 512 instead, as well as an elective course approved by their advisor.

What does an organizational experience involve?

The organizational experience typically involves the student working on an administrative or management issue confronting a public, nonprofit or health services organization. It is an opportunity for the student to relate their academic experience in the master's program to practice. Students are expected to conduct work that builds upon their professional experience to date and enables them to integrate and apply their academic preparation. Application of content and integration in practice are the core elements of the organizational experience.

The student should spend a minimum of 200 hours of work in the organizational experience (approximately 150 contact hours "on-site" and 50 hours in background research and preparation of the final submissions). Upon completion, the student documents their work for the host organization and the University in a project report; the nature of the documentation varies with the kind of work the student undertakes and the needs and expectation of the host organization.

When should the organizational experience occur?

The organizational experience should be taken as close to the end of one's curriculum as possible in order for it to be truly integrative. Students may take the organizational experience any time after they have successfully completed at least 42 graduate credits in their master's program. This requirement helps to ensure that students have sufficient academic experience to use their organizational experience as an integrative and reflective activity.

<u>For MPA students:</u> you must have completed the "Field of Specialization" form after discussing it with your faculty advisor, no later than upon completion of 42 credits. The advisor must sign the form, and the original should be given to the front office in the PA Department to place in your student file. A copy of the signed Field of Specialization form <u>must</u> be attached to the PA 509 learning contract.

Who are the faculty in charge of the organizational experience?

Each quarter two faculty are listed in the Bulletin as PA/PAH 509 faculty, one for MPA students and one for MPA: HA students.

Arranging an Organizational Experience

Step 1: Attend an Orientation

Students <u>must</u> attend the orientation prior to making arrangements for their organizational experience. Orientations are usually offered 2-3 times each quarter (except Summer quarter, so plan to take an orientation one or two terms PRIOR to enrolling in your 509).

Step 2: Work with Your Faculty Advisor to Locate a Site and Project

Students should then work with their assigned faculty advisor to identify an appropriate site for the experience in light of the student's career goals, articulate the nature of the organizational experience, and begin working on Sections 6-7 of the learning contract. Students are encouraged to conduct informational interviews to help select the site for the experience. Students may also find information about potential sites on the program listservs. In some circumstances, students may complete their PA/PAH 509 with their current employer, but the experience for the PA/PAH 509 must be outside the normal scope of their position.

Step 3: Meet with Your Potential Field Supervisor

Students meet with the potential field supervisor to identify and define relevant projects that will allow them to integrate across their program of study and draw upon the knowledge and skills developed through the graduate program. All projects should be of substantive interest to the field site, and make a contribution to the operations of the organization. Students should have the skills required by the project(s) they have identified, through either coursework or other experience. You should <u>not</u> agree to do a project where you do not have the skills. For example, do not agree to conduct an evaluation for your PA/PAH 509 project if you have not taken a class on Program Evaluation nor have developed evaluation expertise through work. Similarly, you should not take on development of a strategic plan if you have not taken the relevant course work, or agree to a project that involves volunteer management if you have not taken Volunteer Management or Values-Based Management. Be sure you have the relevant skills for the work the organization is asking you to conduct and complete, as they will assume you have that knowledge base through your graduate program. The faculty will not approve a project for which you do not have relevant experience.

Step 4: Develop the Learning Contract, and Get It Approved

The student then begins work on the Organizational Experience Learning Contract. The learning contract sets out identifying information about the student and the site, experience requirements, the student's career goals and learning objectives, skill requirements, and final submissions. The contract usually takes several hours of preparation to complete. Students first work with their faculty advisors to develop Sections 6-7 of the learning contract. After students receive approval of their project and Sections 6-7 from their faculty advisor, the student then contacts the PA/PAH 509 faculty advisor and submits a draft of the full Sections 6-11 of the learning contract by email <u>in one document (Word or Google Doc, not PDF)</u> for further review.

Students will work directly with their PA/PAH 509 faculty advisor to revise and further develop the learning contract for final approval. The PA/PAH 509 faculty seek to ensure that the contract is

comprehensive and provides the basis for grading. The PA/PAH 509 faculty advisor is responsible for final approval of the student's contract.

Once the PA/PAH 509 faculty advisor has approved all materials, then the student prepares the complete learning contract in hard copy: Sections 4-11. The student signs the contract cover page, and then procures the signatures of the field supervisor and the faculty advisor. Finally, the student submits all materials with the signed special registration form(s) to the PA/PAH 509 faculty advisor. The PA/PAH 509 faculty advisor will sign the contract cover page, register the student, and maintain the contract on file in their office. This process may take several weeks to complete. Students may not begin their experience until the contract is approved. Work done before the contract is signed may not be counted towards the hours or deliverables to complete the PA/PAH 509.

If a student is having difficulty arranging a meeting with their faculty advisor due to travel, scheduling, sabbatical or illness, then the student should contact the PA Department via publicad@pdx.edu to help them to identify an alternate faculty advisor to assist.

Guidance on Points 6 -11 of the Learning Contract

Point 6: Advice for Writing Career Goals

Career goals should be written for the short-term (1-2 years beyond graduation) and the longer-term (5 years beyond graduation). In 2-3 pages (double-spaced), describe the kinds of positions you hope to hold, including settings, scope of work, responsibilities, and expectations. Career goals should build upon experience to date, and learning in the master's program.

Point 7: Advice for Writing Organizational Description & Project Goals

The organizational description should include the corporate name, as well as the department, division, and/or unit (as applicable) in which you will be working. In addition, you must provide the name, credentials (if any), and title of your field supervisor. Project goals should reflect two or three overarching goals for the organizational experience – what you will be doing and what you will produce for the organization. Describe the specific setting, scope of work, and your responsibilities. The project goals should build upon experience to date, and learning in the master's program.

Point 8: Advice for Writing Learning Objectives

With the defined project goals as a foundation, students should carefully consider the tasks they will need to undertake to achieve those goals, and develop a personal working outline of the knowledge, skills, and abilities they will develop as they complete those tasks. (The outline is not part of the learning contract, but is a very useful tool for developing your learning contract.) The learning objectives describe knowledge, skills and/or competencies that the student will develop or enhance through the PA/PAH 509 experience. Students should draft an initial set of learning objectives, and then work with their faculty advisor to revise and finalize appropriate learning objectives.

Overall, the learning objectives describe:

- What competencies you will have achieved when you have completed the PA/PAH 509;
- What new or enhanced skills you will develop; and,

- What new knowledge you will gain, and how you will apply this knowledge in practice.

Specifically, the learning objectives should:

- Describe the performance of a major cognitive skill, with particular emphasis on higher-order skills such as application, analysis, synthesis, and evaluation.
- Begin with an action verb that will lead to the intended outcome or product.
- Outline a specific, defined, and measurable goal.

Action verbs you might use in learning objectives include:

- Demonstrate
- Apply
- Develop
- Increase
- Expand
- Enhance
- Utilize
- Build upon
- Practice
- Improve
- Advance

Each learning objective should be accompanied by an overview of necessary tasks/activities.

- What tasks and activities must be accomplished in order to achieve these competencies, knowledge areas, and/or skills? For example, if the learning objective is "to enhance skills in survey research" for a specific purpose, associated tasks might include: researching existing instruments; researching best practices related to the topic; developing a comprehensive research protocol; developing survey questions; fielding the survey (data collection); analyzing the data; interpreting the findings; and, drafting a summary report.

Each learning objective should also outline the evidence you will provide as the basis for evaluation and grading.

- How will this achievement of knowledge and/or skills be demonstrated?
- How will you demonstrate concrete evidence to your field supervisor and the faculty advisor that you have attained the learning objectives? Following the survey research example noted above, evidence might include: literature review; comprehensive research protocol; and, summary report.

Students will normally create three or four learning objectives for the experience, as well as a final integrative objective. If you are only able to develop two or three learning objectives, it is quite likely that the project is not substantive enough to qualify as a solid organizational experience. Please talk with your faculty advisor for more direction. For each objective, a set of concrete tasks/deliverables must be articulated, as well as the evidence that will be submitted to demonstrate accomplishment of the objective.

Additional sample learning objectives, associated tasks and related evidence include:

Sample Objective #1: Develop skills in grant writing.

Tasks:
- Determine organizational goals, strengths, and limitations related to the need for grant funding;
- Identify grant source(s) suitable to the organization's needs.
- Draft the grant proposal narrative.

- Develop the budget and related materials.
- Coordinate/manage internal/organizational submissions approval process.
- Finalize and submit the grant.

Evidence submitted: Fully-developed grant proposal.

Sample Objective #2: Develop competencies in strategic planning.

Tasks:
- Identify stakeholders and other relevant constituent groups.
- Collect relevant data and conduct SWOT analysis, including internal and external financial, social, and organizational elements.
- Arrange focus groups with stakeholders to discuss results of SWOT analysis.
- Draft focus group protocol, conduct focus groups, and analyze results.
- Develop draft strategic plan.
- Conduct email review process to get feedback on draft strategic plan, and make revisions.
- Develop and make presentation to Board on results of SWOT and draft strategic plan.

Evidence submitted: Comprehensive strategic plan; presentation slides; script for presentation.

Sample Objective #3: Enhance applied skills in organization policy development.

Tasks:
- Write project proposal with goals, objectives, timeline and products for [policy] or [organization department].
- Assess current [organization/department] processes for [updating client information].
- Determine what additional data is necessary to assess and develop recommendations.
- Research and identify industry best practices.
- Develop tools and identify resources for implementation of final products.
- Prepare a report on these results for the Senior Leadership team. Demonstrate relevant subject/industry knowledge through literature review as part of this report.

Evidence submitted: Written proposal and report, incorporating literature review, tools, data analysis, synthesis and recommendations.

Sample Objective #4: Demonstrate evaluation skills by conducting a program evaluation.

Tasks:
- Work with organization leaders to understand the purpose, scope, and framework for the evaluation.
- Administer various evaluation methods, collect data, and conduct data analysis
- Identify key themes and prepare both quantitative and qualitative analyses.
- Write report synthesizing key themes of results.
- Develop recommendations for program modifications and improvements.
- Present report to staff and to Board of Directors.

Evidence submitted: Evaluation documentation (e.g. data collection methods, protocols); summaries of data analysis; report; presentation slides and script.

A <u>final learning objective</u> must address the role of the organizational experience as an opportunity to integrate and apply what has been learned in the curriculum to date, and to consider future career directions. This learning objective should be included in the learning contract <u>verbatim</u>.

Final Learning Objective: "Integrate and apply what has been learned in the curriculum during the organizational experience, identify future career directions, and articulate potential ongoing professional development needs."

Tasks:
- Engage in reflection activities throughout the organizational experience.
- Document personal progress toward both career goals and learning objectives.
- Prepare the presentation slides.
- Prepare the required reflective paper.

Evidence submitted: Reflective paper; presentation slides.

Point 9: Advice for Discussing the Integration of the Coursework

A project must have sufficient substance to allow you to draw upon and integrate <u>8-10 courses</u> that you have <u>completed</u> in your current program. (In some instances, you may list a course that you are taking currently and that you will draw upon to complete a later stage of your 509 project.) It may be useful to start with your course list and, based on course descriptions and learning objectives, identify general and specific knowledge, skills, and abilities that you will apply to complete your project.

For each course, state the course number and name and identify the overall goal(s) of the course. Then, identify specific, relevant <u>theoretical learning principles or concepts</u> (knowledge, skills, and abilities) and discuss how you will apply these in your project work.

Point 10: Advice for Discussing Final Submissions

For this section of your learning contract you need to include statements regarding **five** submissions:

1. A statement about the general content of the <u>project overview</u> that you will submit to the University.

2. A description of the <u>project report</u> you will submit to the organization and the University. This report should directly reference the evidence identified in your learning objectives. More discussion of the final products is presented later in this document.

3. A statement about the general content of the <u>reflective paper</u> that you will submit to the University.

4. A statement about the hard copy of <u>slides</u> used for the presentation to the University.

5. A statement that you are aware of and will complete the <u>online competency self-assessment</u>.

Point 11: Advice for Discussing Integration of the Program Competencies

MPA and MPA: HA students can refer to the list of 10 Departmental competencies on the PA Department website here. Although your 509 project will likely address elements of many of your program's competencies, you should identify at least five or six competencies that will be developed substantively through the PA/PAH 509 Organizational Experience, and should explicitly describe the relationship between learning objectives/tasks and attainment of the identified competencies.

Final Submissions

There are **five** required submissions that <u>must</u> be provided in hard copy to the Public Administration office. Students may find it helpful to maintain a journal during the experience to help in the preparation of their submissions. The journal provides the basis for the reflective paper, and may also offer a log of activities that are part of the project report. In general, you will find it best to organize your materials into a binder with dividers and clear logic in organization so that the PA/PAH 509 faculty advisor can easily review it. Your learning contract narrative serves as the basis to evaluate your submissions, so be sure that they are congruent. Remember to carefully proofread all submissions to address any typographical or grammatical errors, and to practice your presentation for delivery and timing.

The Project Overview

The first submission should be a 3-5 page (double-spaced) narrative **Project Overview** that describes the work completed for the PA/PAH 509, thus should generally reflect the learning objectives set out in the learning contract. This narrative should include a description of the setting, the processes of work of the PA/PAH 509 experience, and the outcomes of it. The narrative is worth 5% of the final grade.

The Project Report

The second submission is the **Project Report** that is prepared for the field organization and the University, and documents the work you have completed for the organization. The format and content of this submission is dependent upon the nature of the work completed and the needs and expectations of the organization. Students may wish to discuss the format of the final project report with the PA/PAH 509 faculty advisor. The final project report is worth 40% of the grade, and should receive substantial attention as the student prepares it. It includes detailed written documentation developed for the organization (as relevant), and may include recommendations, conclusions, and/or policies. Students should clearly differentiate their original work from work done by, or in consultation with others that is submitted as supplemental documentation. There should be a table of contents, and all appendices should be clearly identified.

The project report <u>should not</u> be organized by learning objective. It should be a single integrated project report that details the work completed and the products submitted, generally reflecting the materials produced for the organization. In most cases, it will be a logical output of the work – for example, a comprehensive binder documenting the development of a strategic and/or business plan for a major organizational unit. In other cases, where a student is engaged in process activities that are less likely to produce a report or other tangible evidence, the student will create a journal or other documentation that provides them with the necessary comprehensive overview and summary of work conducted and

clearly summarizes the various activities in which the student has been engaged during the PA/PAH 509. A product resembling an academic term paper is not sufficient, and what is produced for the field site may not be sufficient for academic credit, so be sure your project report provides substantial documentation of both dimensions.

Material that is relevant to your work should be included in the report; documentation that supports your work should be included in an appendix. Your report should explicitly reference each appendix to demonstrate the connection between the appended materials and the work being described.

The documentation/evidence submitted should also clearly link to the approved learning objectives. This may include materials not submitted to the field organization but needed to satisfy the learning objectives. If you identified "evidence" in your contract that is not included in the product submitted to the field site, you must include it in this section.

Do not include materials that are not directly relevant to your project or the product. Only include materials that you have been involved in developing. If these are the result of group work, please clearly indicate your involvement in the development and document your contributions (and explain why the materials are included in your project report). The inclusion of extraneous materials will not help your grade.

Consult with the PA/PAH 509 faculty advisor if you have questions prior to submitting your final materials. Only the PA/PAH 509 faculty advisor will review your materials. These materials are returned to the student by the PA/PAH 509 faculty advisor after grading. Where documents are considered confidential, students should make arrangements with the PA/PAH 509 faculty advisor in advance, so that they can expedite the return of the materials to the student.

The Reflective Paper

The third submission is a **Reflective Paper** (approximately 10-12 pages) that is submitted only to the University. This should be a reflection on the value of the field experience, addressing:

- achievement of the student's learning objectives that were articulated at the beginning of the organizational experience,

- description of related learning,

- opportunities for integration of knowledge, skills, and abilities developed through your program of study to an applied practice setting,

- accomplishment of some or all of your program's competencies,

- needs for future professional development and/or continuing education, and

- implications of the 509 experience and related learning for your future career.

Students must cover these points thoroughly and completely.

The Presentation

The fourth submission is a **Presentation** of the highlights of your experience to other students, faculty, and field supervisors. This is submitted in hard copy with your other materials, and presented as a 10-

minute presentation that will be scheduled with other students' presentations in December, March, June and September. [Spring graduation is feasible for those who present in September; discuss this with the PA/PAH 509 faculty advisor.] Students who are unable to present at the scheduled session may either present at an alternative time, or via Skype (if located out of Portland). This must be negotiated with the PA/PAH 509 faculty advisor. Regardless of the presentation timing and venue, the student must still submit the slides for presentation with the remainder of their PA/PAH 509 materials. The presentation grade is based on both the quality of the content presented as well as the professional nature of the presentation.

Students will prepare a presentation (using PowerPoint) of no more than 12 slides and must include:

- title slide

- goal/emphasis of work

- summary of learning objectives (not tasks or evidence)

- approximately 3 slides describing the process and outcomes of work

- approximately 2 slides illustrating the significance of your work for the organization

- approximately 2 slides outlining the implications of the experience for your future career

- one slide describing accomplishment of some or all of your program's competencies

- acknowledgements

In addition, students will entertain questions from the audience and the faculty advisors for approximately 5 minutes after the 10-minute presentation.

Be sure that your slides are clear, and are not overly detailed and wordy. If you incorporate graphics, they should be easy to read. Avoid using too much text, and maintain a large font. A hard copy of the slides (6 slides per page) should be included with the other submissions. This is not solely a presentation of your project, but a presentation about the project *and* your 509 experience. Finally, this is a professional presentation and students should be attentive to appropriate <u>professional</u> dress, language and style of presentation, and address of audience questions, all of which will contribute to the final grade.

Self-Assessment of Competency Attainment

The fifth submission is a **Student Self-Assessment of Competency Attainment**. Upon submission of the other materials (i.e., the project narrative, the project report, the reflective paper, and the presentation slides) in hard copy, students will receive an email from the PA Department, asking them to complete a self-assessment of their attainment of their program's competencies. This assessment will be completed in Qualtrics, the results of which are confidential and shared only with the PA/PAH 509 faculty advisor. The competency self-assessment is not graded but is a required submission.

PA/PAH 509 Frequently Asked Questions

What kind of flexibility is there in the timing of the organizational experience?

Once the experience has been approved and a learning contract has been signed, a student may begin the PA/PAH 509. In some cases, this may begin mid-quarter, with a student not registering until the next quarter although time on-site has actually begun. It is also common for a student to register for and begin the experience in one quarter, take an "incomplete" grade, and continue and complete the work in a subsequent quarter.

How do I register for the organizational experience?

Registration for PA/PAH 509 requires completion of a "Special Registration Form." The online registration process cannot be used for PA/PAH 509. The deadline for registration is the end of the second week of the academic quarter upon submission of an approved and signed contract to the PA/PAH 509 faculty advisor. Students will not be approved to register for PA/PAH 509 without the authorization and signature of the PA/PAH 509 faculty advisor.

Students should obtain the special registration form online or from the PA Department office, and complete and sign the form. Submit the form with the signed learning contract, and the PA/PAH 509 faculty advisor will complete the registration process. Please note that the regular faculty advisor may not register the student, nor may the PA Department staff; registration must be approved by the PA/PAH 509 faculty advisor. Students may register for six credit hours in one term (except over Summer term), or three credit hours in each of two terms. If you intend to register for three credit hours in each of two terms, please complete and sign two copies of the special registration form.

The Department of Public Administration must have your final learning contract in hard copy with original signatures. Under certain circumstances, electronic signatures will be accepted. If necessary, send your learning contract via mail or courier and be sure to allow adequate time for delivery prior to registration deadlines.

What are the deadlines for submission of final materials?

Deadlines for submission of hard copies of all final materials generally are: December 1 for Fall quarter completion; March 1 for Winter quarter; June 1 for Spring quarter; and, September 1 for Summer quarter. Check online, however, for the most recent calendar of dates for 509 project submissions. When these dates fall on a holiday or weekend, the next regular workday is the deadline for the term. Presentations will be scheduled normally 1-2 weeks after these dates. Materials submitted by these dates will be graded that quarter; grades for materials received after these deadlines will be submitted in the next academic quarter. There is no flexibility for extension of these deadlines.

What if the scope or focus of my project changes, or if I am having difficulty during my organizational experience?

The organizational experience is meant to provide you with a "real life" experience. As in real life, sometimes priorities and needs evolve over the course of a project. If there is a substantive change that will affect learning objectives or specific tasks, students should contact the PA/PAH 509 faculty as soon as possible to determine the impact of the change on the overall integrity of the project. Similarly, if

there are problems at the selected site for the organizational experience students are encouraged to contact the PA/PAH 509 faculty advisor immediately. Working closely with the field supervisor and the faculty advisor, most changes can be addresses and problems can be resolved if addressed early on. In rare instances, it may be necessary to find another, more appropriate placement.

What are the mechanisms for assessment of my work?

The PA/PAH 509 faculty advisor is responsible for reviewing all submissions and determining the grade. They will review your submissions to determine the grade as follows:

- Project narrative: 5%
- Final project report: 40%
- Reflective paper: 30%;
- Presentation: 20%
- Faculty advisor assessment of student's performance: 5%.

The 509 faculty advisors will work with students who hand in deficient work to guide them in completion of a product adequate for a passing grade; this may extend to the next quarter.

Who can answer additional questions about the PA 509 requirement?

The PA/PAH 509 orientation should answer many of the questions about the organizational experience. Additional questions about the organizational experience requirement should be directed to your faculty advisor.

LEARNING CONTRACT

The completed learning contract, including original signatures of the student, field supervisor and faculty of record, is maintained on file at the Department of Public Administration. Students should keep a copy for their own records. Students will be registered for PA/PAH 509 <u>after</u> the final contract is completed and approved.

*** Please type or print neatly. ***

STUDENT INFORMATION (print clearly):

_____

Last name   First Name   M.I.   University ID #

_____

Street Address   City   State   Zip Code

_____   _____   _____

Personal Phone   Work Phone   Email Address

Degree Program (circle one):   MPA   MPA: HA

If MPA, indicate MPA specialization: _____

MPA students: Attach a copy of your Field of Specialization form, signed by your faculty advisor; your contract will not be reviewed without this form attached.

Number of credit hours completed in the program to date: _____

Name of Faculty Academic Advisor: _____

FIELD SITE INFORMATION (print clearly):

_____

Organization

_____

Address   City   State   Zip Code

_____ _____

Field supervisor Name   Title

_____   _____   _____

Work Phone   Fax   Email address

Please turn over the page.

Please complete all of the following items:

1. Date of attending the PA/PAH 509 Orientation: _____

2. Anticipated term(s) for enrollment in organizational experience: _____

3. Anticipated date of submission of final PA/PAH 509 materials: _____

4. Attach a list of courses taken in the master's program and grades for those courses, as well as a schedule of remaining courses to be taken. MPA students must also attach a copy of their signed field of specialization form.

5. Attach a complete and current resume.

6. State your specific career goals for the near future, and for 5 years from now. (2-3 pages double-spaced)

7. Describe the organizational setting, department/unit, field supervisor name and position title, nature of work to be completed, and experience/skill requirements. Describe what you are going to do for the organizational experience. (2-3 paragraphs double-spaced)

8. Describe your learning objectives for the experience. For each objective, include a list of tasks and the evidence you will submit.

9. Describe all courses taken to date that relate to the proposed organizational experience (8-10 courses). List all relevant course names and numbers, and include a 3-4 sentence discussion for each course of <u>both</u> the theoretical learning principles/concepts and how you expect to apply them in the organizational experience. (2-3 pages double-spaced)

10. Describe the final submissions – the project narrative, the project report you will submit to the organization and to the University, the reflective paper you will complete for the University, and the final presentation. (1-3 paragraphs double-spaced)

11. Describe how the proposed work will help you achieve some or all of the ten Departmental competencies. Write briefly about each competency that is relevant to your work, using the numbers and competencies on the PA website. (3-4 paragraphs double-spaced)

REQUIRED SIGNATURES:

_____   _____

Student signature   Date

_____   _____

Field supervisor signature   Date

_____   _____

Assigned faculty advisor signature   Date

_____   _____

PA/PAH 509 Faculty signature   Date