

Student Guide to PA/PAH 509: Organizational Experience

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Introduction

The organizational experience (listed as courses PA 509 for MPA and MNL 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. The student is responsible for obtaining and satisfactorily completing an appropriate organizational experience. This short guide addresses some of the commonly asked questions about the organizational experience requirement for the MPA, MNL, 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, MNL, and MPA: HA students must complete PA/PAH 509.

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.

Projects can be completed at any level of an organization. Students have worked with agency directors as well as frontline staff to complete a variety of projects to benefit both the organization and advance their own professional development. Each project is unique unto itself.

The student should spend a minimum of 200 hours of work in the organizational experience (approximately 150 contact hours working on the project on-site and/or remotely, 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 or other substantive deliverable; the nature of the documentation varies with the kind of work the student undertakes and the needs and expectations 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 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 the MPA or MPA: HA program and at least 36 graduate credits if in the MNL program. This requirement helps to ensure that students have sufficient academic experience to use their organizational experience as an integrative and reflective activity.

For MPA students: 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 must be attached to the PA/PAH 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 and MNL students and one for MPA: HA students.

Arranging an Organizational Experience

Step 1: Review Materials

Students must thoroughly review the PA/PAH 509 materials and consult with their 509 faculty advisor prior to starting their work. Check with your 509 advisor to see if there are group or individual Q+A sessions available.

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 contribute 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 not 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 relevant work experience. Similarly, you should not take on development of a strategic plan if you have not taken the relevant coursework, 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

Please refer to the overall process timeline (see Appendix A below) for submitting portions of the learning contract for approval.

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 in one document (Word or Google Doc, not PDF) for further review and approval.

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 completes the PA/PAH 509 Google Form to submit the full learning contract. Once the PA/PAH 509 Google Form has been received and approved by the PA/PAH 509 faculty advisor, then they will submit an override in Banweb so that the student can register for the appropriate CRN. The PA/PAH 509 faculty advisor will notify the student when the override has been completed.

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. A student who gets registered for 509 without the 509 faculty advisor approval will be disenrolled.

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.

The Learning Contract

The learning contract is comprised of the following elements:

1. Attendance at a PA/PAH 509 Orientation + FAQ Session
2. Completion of the PA/PAH 509 Learning Contract Google Form
3. Unofficial transcripts or list of courses taken in your master's program and grades for those courses as well as a schedule of remaining courses to be taken
4. [MPA students only] Signed Field of Specialization form
5. A complete and current resume
6. Discussion of career goals for the near future and for 5 years from now [2-3 double-spaced pages]
7. Description of the organizational setting of the 509 project including name of organizations, department or unit (if applicable), field supervisor name and position title, nature of the work to be completed, and experience/skills required to complete the work. Describe what you will be doing for the organization. [2-3 double-spaced paragraphs]
8. Description of 4-5 learning objectives for the project. For each objective, include a) the objective, b) a list of tasks associated with the objective, and c) the evidence you will submit.
9. Description of 8-10 courses you have taken to date in your master's program from which you will apply knowledge/skills/experiences learned. List each course by number and name, and include a 3-4 sentence overview for each course of the purpose of course and the knowledge/skills/experiences you will apply to the project. [Generally 2-3 total double-spaced pages]
10. Description of the final submissions you will turn in including a) your final deliverables including all the evidence listed in your learning objectives, b) reflective essay, c) executive summary, and d) acknowledgement of the competency assessment survey to be completed. [Generally 1-3 total double-spaced paragraphs]

11. Description of how the proposed work will help you achieve some or all of the Departmental competencies. List each relevant competency and then write briefly for each one how the competency is relevant to your work. [3-4 double-spaced paragraphs]

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. The intent of this section of the contract is to assist the upcoming graduate to be prepared for employment or advance in employment upon graduation. The [on-campus Career Center](#) is available to help with this portion of the contract.

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.

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 (4-5 objectives) describe knowledge, skills and/or competencies that the student will develop or enhance *in themselves* 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. The learning objectives are for the student to achieve, not the project goals.

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 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 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 final learning objective 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 verbatim.

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 executive summary.
- Prepare the required reflective paper.

Evidence submitted: Reflective paper; Executive Summary.

Point 9: Advice for Discussing the Integration of the Coursework

A project must have sufficient substance to allow you to draw upon and integrate 8-10 courses that you have completed 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 theoretical learning principles or concepts (knowledge, skills, and abilities) and discuss how you will apply these in your project work.

Sample Coursework Application

PAH 570 Health Administration

This course provided many analytical frameworks for successful decision-making and systems analysis. One focus from the course and text helped us to frame strategic assessment for adding new services and/or products for healthcare organizations. This will be helpful for communication to market new products with external stakeholders and ensure success in the healthcare market.

Point 10: Advice for Discussing Final Electronic Submissions

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

1. A description of the project report or substantive deliverable you will submit to the organization and the University. This report or deliverable should directly reference the evidence identified in your learning objectives. More discussion of the final products is presented later in this document.
2. A statement about the general content of the reflective paper that you will submit to the University.
3. An executive summary.
4. A statement that you are aware of and will complete the online competency self-assessment.

Point 11: Advice for Discussing Integration of the Program Competencies

MPA, MNL, 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.

Sample Program Competency

Competency #9 Demonstrate verbal and written communication skills through interpersonal relationships in groups and society.

Overall, this project will challenge both my verbal and written skills. With the training rotations within the organization along with communication with external reviewers and the research, I will need to focus on the audiences I will be addressing. In preparing for dialogues with insurance payors, patient advocacy groups, and differing healthcare professionals, my confidence with effective communication will surely be a competency that will be a large part of my 509 project. In addition, the reports and PowerPoint presentations with differing audiences will enhance my written communication and presentation skills.

Final Submissions

There are **four** required submissions that must be provided electronically to the 509 Faculty. 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 with 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.

The Project Report or Final Deliverable

The first submission is the **Project Report or Final Deliverable** 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 or final deliverable with the PA/PAH 509 faculty advisor. The final project report or final deliverable is worth 45% 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 or final deliverable should not be organized by learning objective. It should be a single integrated project report or that details the work completed and the products submitted, generally reflecting the materials produced for the organization, or substantive deliverable that stands as the substantive work completed for the organization. In most cases, it will be a logical output of the work – for example, a comprehensive document detailing 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, the student will create other tangible evidence (i.e., a toolkit, a handbook, etc.) 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 or with the report or final deliverable; documentation that supports your work should be included in an appendix or separate file. Your report or final deliverable should explicitly reference each appendix or file 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 second submission is a **Reflective Paper** (approximately 10-12 double-spaced 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 (this can be something as tangible as learning a new software or as intangible as learning what kind of organizational culture is important to you),
- 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 Executive Summary

The third submission is an **Executive Summary**. Your organization may require an executive summary of the project itself; the executive summary required for the PA/PAH 509 is different and its content is detailed below.

The document is a one-page single-spaced document submitted electronically with the other materials.

The executive summary must include:

- Name/Organization/Project
- Goal
- Learning objectives
- Process and Outcomes of work (three to four sentences)
- Significance of your work for the organization (two to three sentences)
- Implications of the experience for your future career (two to three sentences)
- Description of your accomplishment of some or all of your program's competencies (the numbers attached to the competencies with project)
- Acknowledgements (just names)

Self-Assessment of Competency Attainment

The fourth 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 executive summary) of the electronic copy to the assigned 509 faculty, 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 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?

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 contract to the PA/PAH 509 faculty advisor. Students will not be approved to register for PA/PAH 509 without the authorization of the PA/PAH 509 faculty advisor. Once your learning contract has been approved by your 509 faculty advisor, then they will submit an override in Banweb to allow you to register for PA/PAH 509 credits. The 509 faculty advisor will notify you via email when they have submitted the override in Banweb to allow you to register.

Please note that one’s 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, the PA faculty advisor will notify you when they have submitted the override in Banweb in the subsequent term to enable registration.

What are the deadlines for submission of final materials?

Please see Appendices A and B for details on submission dates for the current academic year.

Deadlines for submission of electronic 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. When these dates fall on a holiday or weekend, the next regular workday is the deadline for the term. 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 little 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 addressed 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:

- Final project report: 45%
- Reflective paper: 35%;
- Executive Summary: 10%
- Faculty advisor assessment of student's performance: 10%.

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 Q+A session should answer many of the questions about the organizational experience. Additional questions about the organizational experience requirement should be directed to your faculty advisor.

Appendix A: Overall PA/PAH 509 Approval and Registration Process

What	When/Time Allotment
<ul style="list-style-type: none"> Meet with your faculty advisor for placement ideas, preparation, etc. 	Beginning of the academic quarter prior to the expected enrollment.
<ul style="list-style-type: none"> Find a placement and field supervisor. <ul style="list-style-type: none"> Negotiate project(s) and expectations. 	Allow at least 2-3 weeks.
<ul style="list-style-type: none"> Complete Sections 6-7 of the learning contract in draft; email text of Sections #6-7 <u>in one Word/Google document</u> to your faculty advisor; receive feedback. <ul style="list-style-type: none"> Revise and resubmit to your faculty advisor. This may take multiple iterations. 	Allow 1-2 weeks (more if this includes a break between quarters or summer when faculty are not on regular university contract).
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Obtain email approval of your faculty advisor to proceed to the next step. 	
<ul style="list-style-type: none"> Submit a full draft of the learning contract (Sections 6-11), including the advisor-approved Sections 6-7, <u>in one Word/Google document</u> with a copy of the faculty approval email, by email to the appropriate PA/PAH 509 faculty advisor. <ul style="list-style-type: none"> Revise and resubmit to the PA/PAH 509 faculty advisor (this may take several iterations). 	Allow 2-3 weeks (more if this includes a break between quarters or summer when faculty are not on regular university contract).
<ul style="list-style-type: none"> Upon approval of the PA/PAH 509 faculty advisor, fill out the PA/PAH 509 Google Form and upload the elements of the learning contract. A link to this Form will be emailed to you by the PA/PAH 509 faculty advisor complete upon their approval of your project and learning contract draft. The PA/PAH 509 faculty advisor will confirm approval of the project with the student's field supervisor and faculty advisor. 	Allow a few days. Finalized, approved contract is due by the close of business the Friday of the second week of the academic quarter.

Summary:

You must complete the pre-work and learning contract as well as submit the PA/PAH 509 Google Form.

- Registration cannot be completed online or without an approved contract.
- You may register for 6 credits in one quarter (except in summer term), or 3 credits each in 2 consecutive quarters.

Registration is not valid if anyone other than the 509 faculty advisor does this for you.

Appendix B: Important PA/PAH 509 Deadlines for AY 2023/2024

Registration	Fall 2023	Winter 2024	Spring 2024	Summer 2024
Last date to submit FINAL signed approved contract for registration (Sections 4-11, with a completed, signed cover sheet) to PA/PAH 509 faculty	Sept 22	Jan 12	March 22	June 14
Last date to submit draft of the full learning contract (Sections 6-11) to PA/PAH 509 faculty	Sept 8	Dec 8	March 15	May 31
Recommended date to submit a draft of the full learning contract (Sections 6-11) to PA/PAH 509 faculty	Sept 1	Dec 1	March 8	May 24
Recommended date to submit a polished draft of Sections 6-7 of the learning contract to your faculty advisor, for approval prior to submitting to PA/PAH 509 faculty	Aug 18	Nov 17	Feb 23	May 10
Must be registered by	Oct 6	Jan 19	April 12	June 21

Completion	Fall 2023	Winter 2024	Spring 2024	Summer 2024
Submit electronic copies of all final products to PA/PAH 509 faculty	Dec 1	March 15	June 7	Sept 13