**ASBURY UNIVERSITY MSW PROGRAM**

**CONCENTRATION (SECOND YEAR or ADVANCED STANDING)**

**LEARNING CONTRACT PLAN AND FIELD EVALUATION FORM**

**BASED ON 2015 CSWE EPAS**

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*Student Agency*

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*Faculty Field Professor Agency Social Work Field Instructor*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Agency Task Supervisor (if different than social worker)*

**Field Experience Beginning Date \_\_\_\_\_\_ Ending Date \_\_\_\_\_\_\_**

**Instructions for Learning Contract Plan:**

1. The Learning Contract Plan is to be completed by the student and the agency field instructor in **a process that emphasizes the student's responsibility for his/her own learning and professional development and the agency field instructor’s role as educator**.
2. The student, with the assistance of the agency field instructor, will review tasks in the chart below and mark tasks in each competency that will be used in the field setting and later will be assessed for the final evaluation. At least one task must be identified for each practice behavior.
3. Additional tasks relevant to the specific field setting may be added to any competency/ practice behavior.
4. The Learning Contract Plan must be signed by the student and agency field instructor in IPT at the beginning of the field placement experience by the due date posted in the syllabus.

Prior to the start of the field placement experience, the students will have reviewed ALL the competencies and behaviors, in the field seminar classes. As the agency supervisor, you can view your student as the “expert” on these competencies and behaviors and you will contribute your expertise to the practice and evaluation process by knowing your agency and actively engaging your student in the practice and evaluation process. The faculty field liaison will be available to assist you in all the steps of the process.

The evaluation process should reflect an ever-increasing ability to do self-directed practice, and students should be able to assume greater autonomy and a more challenging caseload, with clinical supervision, as the year progresses. This growth should be understood through expectations of an advanced **master's level social work student**.

**Instructions for Final Evaluations:**

1. During the semester, the student and the agency field instructor can, and are encouraged to, informally discuss the student’s progress on the field learning tasks and practice behaviors during weekly supervision meetings.
2. Supervisors and students should meet to discuss and complete the practicum evaluation **prior** to the final faculty site visit. Please note that for the **fall semester** **evaluation,** a few behaviors may incomplete and left blank on the fall evaluation chart. A plan must be developed to address these behaviors in the spring. On the spring semester evaluation, all behaviors must be evaluated.
3. During the site visit meeting, the field evaluation form will be reviewed. This evaluation will be the basis for determining 85% of the grade for the Field Instruction course.
4. The evaluation form will be signed online at www.runIPT.com by all parties following this meeting.

**Your careful attention to the completion of this evaluation form and your feedback on our students’ progress in Field Education are greatly appreciated.**

## MAJOR RESPONSIBILITIES/ASSIGNMENTS FOR THE STUDENT (List Top 5)

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**Rating System for Evaluation of Behaviors**

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| --- | --- |
| **Scale** | **Description** |
| **5** | **Excellent**: Consistently meets expectation for competency and demonstrates advanced mastery in practice behavior. No areas for further improvement or development are noted. |
| **4** | **Above Average**:Frequentlymeetsexpectation for competency and demonstrates substantial mastery in practice behavior. A small amount of minor improvement or development is possible. |
| **3** | **Average/ Adequate**:Usuallyabletomeet expectation for competency and demonstrates acceptable ability in practice behaviors. A significant amount of further improvement and development is noted. |
| **2** | **Below Average**:Sometimes meets expectation for competency with limited ability to perform the practice behavior. Low level of competence. |
| **1** | **Poor**: No evidence of meeting competency and no ability to perform the practice behavior. Very low level of competence. |

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| **Field Evaluation Grading Scale by**  **Quality Points** | **D/F** | **C-** | **C** | **C+** | **B-** | **B** | **B+** | **A-** | **A** | **A+** |
| **1.0** | **2.0** | **2.4** | **2.7** | **3.0** | **3.4** | **3.7** | **4.0** | **4.5** | **5** |

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| **Competency 1: Demonstrate Ethical & Professional Behavior** | | **Fall** | **Spring** |
| **Behaviors (Nos. 1-4)** | **Field Learning Tasks** | **Rating (1-5)** | **Rating (1-5)** |
| **#1 -** Advanced child and family practitioners make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context at the micro, mezzo and/or macro levels. | \_\_\_ Review NASW Code of Ethics & discuss relevant to field setting  \_\_\_ Discuss application of Code of Ethics to specific client situations  \_\_\_ Review ethical decision-making models and discuss relevant to field setting  \_\_\_ Identify and discuss ethical dilemmas in working with clients  \_\_\_ Discuss application of decision-making models to cases in field setting  \_\_\_ Discuss personal reflections and/or efforts to improve i.e. has ability to be self-critical and open to improvement  \_\_\_ Use journaling to identify personal reflections and/or efforts to improve  \_\_\_ Develop agenda for weekly session with supervisor |  |  |
| **#2 -** Advanced child and family practitioners use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, recognizing how their personal experiences and affective reactions influence their professional judgment & behavior. | \_\_\_ Monitor appropriate behavior in the agency setting  \_\_\_ Review written guidelines (specific to the field setting) which are relevant to professional roles and boundaries  \_\_\_Monitor appropriate behavior, appearance & communication in the agency setting  \_\_\_ Bring questions to weekly sessions with supervisor  \_\_\_ Review written guidelines (specific to the field setting) which are relevant to professional demeanor |  |  |
| **#3 -** Advanced child and family practitioners demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. | **Additional Field Learning Tasks specific to this field setting: (list below)** |  |  |
| **#4 -** Advanced child and family practitioners use supervision and consultation to guide professional judgment and behavior. |  |  |  |

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| **Competency 2: Engage Diversity and Difference in Practice** | | **Fall** | **Spring** |
| **Behaviors (Nos. 5-8)** | **Field Learning Tasks** | **Rating (1-5)** | **Rating (1-5)** |
| **#5 -** Advanced child and family practitioners apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and/or macro levels. | ––– Discuss experiences in working with clients from diverse backgrounds  ––– Learn from diverse clients and constituencies  ––– Research how a specific diverse group can be oppressed or marginalized in society (select group based on field setting) |  |  |
| **#6 -** Advanced child and family practitioners present themselves as learners and engage clients and constituencies as experts of their own experiences. | \_\_\_ Develop and/or present a workshop/training on cultural diversity  \_\_\_ Discuss how personal values impact practice  \_\_\_ Develop collaborative relationships with clients and/or colleagues, from diverse backgrounds |  |  |
| **#7 -** Advanced child and family practitioners apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients, constituencies & vulnerable populations. | \_\_\_ Use journaling to identify cultural diversity and/or justice issues, relevant to field setting |  |  |
| **#8 -** Advanced child and family practitioners understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. | **Additional Field Learning Tasks specific to this field setting: (list below)** |  |  |

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| **Competency 3: Advance Human Rights & Social, Economic, and Environmental Justice** | | **Fall** | **Spring** |
| **Behaviors (Nos. 9-11)** | **Field Learning Tasks** | **Rating (1-5)** | **Rating (1-5)** |
| **#9 -** Advanced child and family practitioners apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels and/or engage in practices that advance social, economic, & environmental justice. | \_\_\_ Discuss or participate in efforts by the agency to advocate for human rights at the individual, system, and global levels  \_\_\_ Identify and understand the agency’s strategies to eliminate oppressive structural barriers to human rights  \_\_\_ Discuss course content & integrate with learning in field setting |  |  |
| **#10 -** Advanced child and family practitioners understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. | **Additional Field Learning Tasks specific to this field setting: (list below)** |  |  |
| **#11 -** Advanced child and family practitioners understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. |  |  |  |

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| **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice** | | **Fall** | **Spring** |
| **Behaviors (Nos. 12-13)** | **Field Learning Tasks** | **Rating (1-5)** | **Rating (1-5)** |
| **#12 -** Advanced child and family practitioners use practice experience and theory to inform scientific inquiry and research & use and translate research evidence to inform and improve practice, policy and service delivery. | \_\_\_ Discuss course content & integrate with learning in field setting  \_\_\_ Analyze & discuss application of developmental theories (micro, mezzo or macro) to clients in field setting  \_\_\_ Discuss systems theory (micro, mezzo or macro) |  |  |
| **#13 -** Advanced child and family practitioners apply critical thinking to engage in & understand analysis of quantitative and qualitative research methods and research findings & their respective roles in advancing a science of social work & in evaluating their practice. | \_\_\_ Analyze & discuss cases based on systems theory (micro, mezzo or macro)  \_\_\_ Discuss strengths-based generalist practice & other models presented by agency supervisorand/or relevant to field setting  \_\_\_ Analyze & discuss cases based on one or more model for generalist practice  \_\_\_ Discuss research assignment relevant to Case Study  \_\_\_ Conduct literature review relevant to research questions  \_\_\_ Discuss research findings in the literature relevant to a specific client and/or client population in the agency  **Additional Field Learning Tasks specific to this field setting: (list below)** |  |  |

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| **Competency 5: Engage in Policy Practice** | | **Fall** | **Spring** |
| **Behaviors (Nos. 14-17)** | **Field Learning Tasks** | **Rating (1-5)** | **Rating (1-5)** |
| **#14 -** Advanced child and family practitioners identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. | \_\_\_ Discuss agency policy history and current structures & procedures as relevant to specific case situations  \_\_\_ Identify and discuss local/state/federal policies relevant to client population in agency |  |  |
| **#15 -** Advanced child and family practitioners assess how social welfare and economic policies impact the delivery of and access to social services. | \_\_\_ In supervision, critically assess policies related to agency  \_\_\_ Attend a policy-related event e.g. Lobby Day  **Additional Field Learning Tasks specific to this field setting: (list below)** |  |  |
| **#16 -** Advanced child and family practitioners apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |  |  |  |
| **#17 -** Advanced child and family practitioners understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. |  |  |  |

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| **Competency 6: Engage with Individuals, Families, Groups, Organizations, & Communities** | | **Fall** | **Spring** |
| **Behaviors (Nos. 18-19)** | **Field Learning Tasks** | **Rating (1-5)** | **Rating (1-5)** |
| **#18 -** Advanced child and family practitioners apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | \_\_\_ Discuss or write an assessment - Case Study  \_\_\_ Write a macro (community or organization) assessment – Case Study  \_\_\_ Discuss and/or write a section on client’s strengths (part of an assessment process in the agency)  \_\_\_ Write goals and/or objectives for working with a client, based on an assessment (Case Study) |  |  |
| **#19 -** Advanced child and family practitioners use empathy, reflection, and interpersonal skills to effectively and appropriately engage diverse clients and constituencies. | \_\_\_ Discuss the process for engaging clients in the services provided by the field setting  \_\_\_ Develop and/or implement a plan for beginning work with a client system (micro, mezzo, and/or macro)  \_\_\_ Discuss progress in developing empathy and other interpersonal skills  **Additional Field Learning Tasks specific to this field setting: (list below)** |  |  |

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| **Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities** | | **Fall** | **Spring** |
| **Behaviors (Nos. 20-23)** | **Field Learning Tasks** | **Rating (1-5)** | **Rating (1-5)** |
| **#20 -** Advanced child and family practitioners collect and organize data, and apply critical thinking to interpret information from clients and constituencies. | \_\_\_ Discuss or write an assessment - Case Study  \_\_\_ Write a macro (community or organization) assessment – Case Study  \_\_\_ Discuss, develop and/or implement process to track client’s progress in attaining goals |  |  |
| **#21 -** Advanced child and family practitioners apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. | \_\_\_ Discuss, observe and/or participate in program evaluation processes e.g. need assessment, program monitoring, grant process  \_\_\_ Write goals and/or objectives for working with a client, based on an assessment (Case Study) |  |  |
| **#22 -** Advanced child and family practitioners develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | \_\_\_ Complete agency-specific paperwork related to case documentation  \_\_\_ Discuss agency’s qualitative or quantitative research methods related to best practices  **Additional Field Learning Tasks specific to this field setting: (list below)** |  |  |
| **#23 -** Advanced child and family practitioners select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |  |  |  |

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| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities** | | **Fall** | **Spring** |
| **Behaviors (Nos. 24-27)** | **Field Learning Tasks** | **Rating (1-5)** | **Rating (1-5)** |
| **#24 -** Advanced child and family practitioners apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. | \_\_\_ Discuss course content & integrate with learning in field setting  \_\_\_ Analyze & discuss application of developmental theories (micro, mezzo or macro) to clients in field setting  \_\_\_ Discuss systems theory (micro, mezzo or macro)  \_\_\_ Analyze & discuss cases based on systems theory (micro, mezzo or macro)  \_\_\_ Discuss strengths-based generalist practice & other models presented by agency supervisorand/or relevant to field setting  \_\_\_ Analyze & discuss cases based on one or more model for generalist practice |  |  |
| **#25 -** Advanced child and family practitioners use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | \_\_\_ Bring questions to weekly sessions with supervisor related to interventions  \_\_\_ Discuss and/or make referrals and/or provide negotiation or mediation services for clients in field setting  \_\_\_ Discuss, observe and/or provide negotiation, mediation and/or advocacy services for clients in a field setting |  |  |
| **#26 -** Advanced child and family practitioners negotiate, mediate, and advocate with and on behalf of diverse clients, constituencies, and vulnerable populations. | \_\_\_ Discuss efforts by the agency to advocate for human rights at the individual, system, and global levels  \_\_\_ Identify and discuss the agency’s strategies to eliminate oppressive structural barriers to human rights  \_\_\_ Develop collaborative relationships with clients and/or colleagues, from diverse backgrounds |  |  |
| **#27 -** Advanced child and family practitioners facilitate effective transitions and endings that advance mutually agreed-on goals. | \_\_\_ Observe and/or conduct a transitional and/or ending with a client system in field setting  **Additional Field Learning Tasks specific to this field setting: (list below)** |  |  |

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| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities** | | **Fall** | **Spring** |
| **Behaviors (Nos. 28-30)** | **Field Learning Tasks** | **Rating (1-5)** | **Rating (1-5)** |
| **#28 -** Advanced child and family practitioners select, analyze, monitor, evaluate and use appropriate methods for evaluation of program processes & outcomes. | \_\_\_ Discuss and/or write a section on client’s strengths (part of an assessment process in the agency)  \_\_\_ Write goals and/or objectives for working with a client, based on an assessment (Case Study) |  |  |
| **#29 -** Advanced child and family practitioners apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. | \_\_\_ Discuss and/or complete intervention and/or case management plan relevant to practice setting  \_\_\_ Discuss, observe and/or provide relevant services for one or more clients (individual, group, family and/or crisis intervention) in the field setting  \_\_\_ Discuss and/or make referrals and/or provide negotiation or mediation services for clients in field setting  \_\_\_ Discuss and/or conduct a transition or ending session with a client system |  |  |
| **#30 -** Advanced child and family practitioners apply evaluation findings to improve practice effectiveness at the micro, mezzo, and/or macro levels. | \_\_\_ Discuss, develop and/or implement process to track client’s progress in attaining goals  \_\_\_ Discuss, observe and/or participate in program evaluation processes e.g. need assessment, program monitoring, grant process  \_\_\_ Complete agency-specific paperwork related to practice outcomes  \_\_\_ Discuss agency’s qualitative or quantitative research methods  \_\_\_ Discuss, observe and/or provide an evaluative and/or final session for a client  **Additional Field Learning Tasks specific to this field setting: (list below)** |  |  |

**Approval of Field Learning Contract Plan:**

Understanding that this field placement is part of the requirements for the Master of Social Work degree and is considered to be an integral part of the equipping of social work practice, the student agrees to attend campus seminar class meetings and perform above tasks in a professional manner, and the agency field instructor agrees to hold weekly conferences and give guidance to the student’s field experience.

**Learning Contract Signatures: (due at the beginning of the placement by date listed in the course syllabus)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature Agency Field Instructor’s Signature

Approved by Faculty Field Professor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fall Semester Final Evaluation Summary**: **(due at end of the semester by date listed in course syllabus)**

To be completed by Agency Field Instructor:

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| **1. What strengths have you observed in the student?** | |  | | |
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| **2. What areas do you identify for personal and professional growth in the student?** | | | |
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| **Hours completed in the Fall field experience:** \_\_\_\_\_\_\_\_\_  **Add fall rating points and give overall point average.**  **Average of Fall Field Evaluation Points: (1-5) \_\_\_\_\_\_\_\_\_\_\_\_**  **Agency Field Instructor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | |
| |  |  |  |  | | --- | --- | --- | --- | |  |  |  | | | **The student should check one of the following** | | | | I have read over the evaluation and am in agreement with it. | | | | I have read over the evaluation and am attaching my written response.  **Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | |  |  |  | | |  |  |  | | | **Faculty Field Liaison Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |  | | |  |  |  | |  |  |  |  | | --- | --- | --- | | **To be completed by the Faculty Field Liaison**  Field Evaluation  Average Points\_\_\_\_\_\_\_  Field Evaluation  Letter Grade \_\_\_\_\_\_\_\_ | **To be completed by**  **Seminar Professor**  Seminar Letter Grade \_\_\_\_\_\_\_\_\_\_\_  Seminar Points \_\_\_\_\_\_  Field Evaluation Pts\_\_ x 0.85 =\_\_\_\_\_\_\_  Seminar Points \_\_\_\_\_ x 0.15 =\_\_\_\_\_\_\_  Total Field Education Points **= \_\_\_\_\_\_\_** | **Final Field**  **Education**  **Letter Grade**  **(Seminar Prof.)**  \_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Field Evaluation Grading Scale by**  **Quality Points** | **D/F** | **C-** | **C** | **C+** | **B-** | **B** | **B+** | **A-** | **A** | **A+** | | **1.0** | **2.0** | **2.4** | **2.7** | **3.0** | **3.4** | **3.7** | **4.0** | **4.5** | **5** | | | | |

**Spring Semester Final Evaluation Summary**: **(due at end of the semester by date listed in course syllabus)**

To be completed by Agency Field Instructor:

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| **1. What strengths have you observed in the student?** | |  | | |
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| **2. What areas do you identify for personal and professional growth in the student?** | | | |
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| **Hours completed in the Fall field experience:** \_\_\_\_\_\_\_\_\_  **Add fall rating points and give overall point average.**  **Average of Field Evaluation Points: (1-5) \_\_\_\_\_\_\_\_\_\_\_\_**  **Agency Field Instructor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | |
| |  |  |  |  | | --- | --- | --- | --- | |  |  |  | | | **The student should check one of the following** | | | | I have read over the evaluation and am in agreement with it. | | | | I have read over the evaluation and am attaching my written response.  **Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | |  |  |  | | |  |  |  | | | **Faculty Field Liaison Signature** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |  | | |  |  |  | |  |  |  |  | | --- | --- | --- | | **To be completed by the Faculty Field Liaison**  Field Evaluation  Average Points\_\_\_\_\_\_\_  Field Evaluation  Letter Grade \_\_\_\_\_\_\_\_ | **To be completed by**  **Seminar Professor**  Seminar Letter Grade \_\_\_\_\_\_\_\_  Seminar Points \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Field Evaluation Pts\_\_ x 0.85 =\_\_\_\_\_\_\_  Seminar Points \_\_\_\_\_ x 0.15 =\_\_\_\_\_\_\_  Total Field Education Points **= \_\_\_\_\_\_\_** | **Final Field**  **Education**  **Letter Grade**  **(Seminar Prof.)**  \_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Field Evaluation Grading Scale by**  **Quality Points** | **D/F** | **C-** | **C** | **C+** | **B-** | **B** | **B+** | **A-** | **A** | **A+** | | **1.0** | **2.0** | **2.4** | **2.7** | **3.0** | **3.4** | **3.7** | **4.0** | **4.5** | **5** | | | | |