**BA/BASW-Student Evaluation**

1. **Cover Sheet**

**Program Status** Choose an item.

**Semester**  Choose an item.  
**Academic Year Start** Choose an item.

**Program Location:** Choose an item.

|  |  |  |
| --- | --- | --- |
| Student Name | |  |
| Home Phone | |  |
| Work Phone | |  |
| Cell Phone | |  |
| Email |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| Field Instructor |  | | |
| Work Phone |  | Cell Phone |  |
| Email |  | | |
| Agency |  | | |
| Site Address |  | | |
| Faculty Liaison |  | | |
| Phone Number |  | | |
| Email |  | | |
|  | | | | | |

The Evaluation is designed to measure **outcomes** in achieving program competencies. While there are many variables that contribute to outcomes, it is the quality and nature of the student’s performance activity and professional development in **demonstrating** practice behaviors to achieve each competency that are being measured. The student **must be involved** in this process. The field instructor and the student should be **familiar** with the Program competencies and field education practice behaviors for each learning area. The Evaluation measures where the student **is** relative to the student’s growth and development in the relevant Program competency.

**II. Program Competencies**

**Bachelor Level Competencies and Practice Behaviors**

**Competency 2.1.1 – Identify as a professional social worker and conduct oneself**

**accordingly**

*At the bachelor level, generalist practitioners function as social work professionals who:*

* Advocate for client access to the services of social work;
* Practice personal reflection and self-correction to assure continual professional
* development;
* Attend to professional roles and boundaries;
* Demonstrate professional demeanor in behavior, appearance, and communication;
* Engage in career-long learning; and
* Use supervision and consultation

**Competency 2.1.2 – Apply social work ethical principles to guide professional practice**

*At the bachelor level, generalist practitioners engage in ethical decision making via applying*

*NASW Code of Ethics and practice within the laws of the State of Ohio. They:*

* Recognize and manage personal values in a way that allows professional values to guide
* practice;
* Make ethical decisions by applying standards of the National Association of Social Workers
* Code of Ethics and, as applicable, of the International Federation of Social
* Workers/International Association of Social Work Ethics in Social Work, Statement of
* Principles;
* Tolerate ambiguity in resolving ethical conflicts; and
* Apply strategies of ethical reasoning to arrive at principled decisions.

**Competency 2.1.3 – Apply critical thinking to inform and communicate professional**

**judgments**

*At the bachelor level, generalist practitioners* *can discern social work principles and interventions and apply critical thinking based on principles of logic and scientific reasoning. They:*

* Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
* Analyze models of assessment, prevention, intervention, and evaluation; and
* Demonstrate effective oral and written communication in work with individuals, families, groups, organizations, communities, and colleagues.

**Competency 2.1.4 – Engage diversity and differences in practice**

*At the bachelor level, generalist practitioners* *utilize critical consciousness to recognize and communicate their understanding of the importance of differences in shaping life experiences. They:*

* Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
* Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
* Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
* View themselves as learners and engage those with whom they work as informants.

**Competency 2.1.5 – Advance human rights and social and economic justice**

*At the bachelor level, generalist practitioners* *recognize how individuals are marginalized based on differences and work towards eliminating injustice. They:*

* Understand the forms and mechanisms of oppression and discrimination;
* Advocate for human rights and social and economic justice;
* Engage in practices that advance social and economic justice.

**Competency 2.1.6 – Engage in research-informed practice and practice informed research**

*At the bachelor level, generalist practitioners* *understand the value of documentation that leads to evidence-based practice. They:*

* Use practice experience to inform scientific inquiry, and
* Use research evidence to inform practice.

**Competency 2.1.7 – Apply knowledge of human behavior and the social environment**

*At the bachelor level, generalist practitioners* *utilize theoretical concepts of development of individuals over the life span and understand the impact of life transitions, as well as the consequences of contexts in which client systems exist. They:*

* Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation, and
* Critique and apply knowledge to understand persons and environment.

**Competency 2.1.8 – Engage in policy practice to advance social and economic well-being**

**and to deliver effective social work services**

*At the bachelor level, generalist practitioners understand how the federal, international, and**specifically Ohio Revised Code governs the function of agency-based practice and engage in*

*policy practice. They:*

* Analyze, formulate, and advocate for policies that advance social well-being; and
* Collaborate with colleagues and clients for effective policy action.

**Competency 2.1.9 – Respond to contexts that shape practice**

*At the bachelor level, generalist practitioners* *develop an appreciation and understanding of the nature of and uniqueness of service delivery in urban, suburban, and rural areas. They:*

* Continuously discover, appraise, and attend to changing locales, populations, and scientific and technological developments, and emerging societal trends to provide relevant services;
* Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

*At the bachelor level, generalist practitioners utilize a variety of strategies to engage, assess, intervene, and evaluate client systems in all cultural dimensions.*

**Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and**

**communities**

*At the bachelor level, generalist practitioners utilize knowledge, skills, and values to engage*

*clients in an effective manner that creates and maintains clients’ participation in the problem*

*solving process. They:*

* Substantively and affectively prepare for action with individuals, families, groups,
* organizations, and communities;
* Use empathy and other interpersonal skills; and
* Develop a mutually agreed-on focus of work and desired outcomes.

**Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and**

**communities**

*At the bachelor level, generalist practitioners* *utilize the problem solving process to facilitate the clients sharing appropriate information relative to their human condition. They:*

* Collect, organize, and interpret client data;
* Assess client strengths and limitations;
* Develop mutually agreed-on intervention goals and objectives; and
* Select appropriate intervention strategies.

**Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and**

**communities**

*At the bachelor level, generalist practitioners* *utilize unconditional positive regard in prevention and intervention with clients in a collaborative process. They:*

* Initiate actions to achieve organizational goals;
* Implement prevention interventions that enhance client capacities;
* Help clients resolve problems;
* Negotiate, mediate, and advocate for clients; and
* Facilitate transitions and endings.

**Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and**

**communities**

*At the bachelor level, generalist practitioners* *build evidence-based practice through evaluating clients’ goal attainment and the outcome of the intervention. They:*

* Social workers critically analyze, monitor, and evaluate interventions.

**III. Performance Dimension Scale**

Instructions for Rating the Student’s Competency Level

Rate the **performance** of this student’s **demonstration** of practice behaviors that achieved the Program’s core competencies. Each competency will be rated on a five point Likert Scale. Each level is defined with examples of the student’s performance of the practice behaviors by checking the appropriate number.

***A competent student integrates theory with agency mission, goals, policies and procedures that direct the service delivery system. The student is culturally competent and demonstrates a professional demeanor relevant to the agency expectations. The student works with supervision effectively and interacts with agency staff and clients appropriately.***

**The five rating levels are defined as follows:**

|  |  |  |
| --- | --- | --- |
| **RATING** | **LEVEL** | **GENERAL DEFINITION** |
|  | | |
|  |  |  |
| 5 | Substantially Exceeds Expectations | **Outstanding** performance; work is consistently expert and consistently exceeds results expected to a substantial degree of a competent student. |
|  |  |  |
| 4 | Exceeds Expectations | **Superior** performance; most work is characterized by significant accomplishments, consistently performs at a level above that expected of a competent student. |
|  |  |  |
| 3 | Meets Expectations | **Solid** performance; consistently achieves the results expected of a competent student. |
|  |  |  |
| 2 | Below Expectations | **Marginal** performance; most work is getting done but not at a level expected of a competent student. Improvement is required. |
|  |  |  |
| 1 | Substantially Below Expectations | **Unacceptable** performance; work is consistently below standards expected of a competent student. Substantial improvement is required. |
|  |  |  |
| NO | No Opportunity | No Opportunity presented to evaluate student on competency. |

**IV. Practice Behaviors and Outcome Measures**

DIRECT PRACTICE

Rate the student’s level of performance in Direct Practice learning experiences utilizing the five-level Performance Dimension Scale. The student’s demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student’s performance of practice behaviors is the level at which you should place the student.

Level of Performance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 | NO |
| Outstanding | Superior | Solid | Marginal | Unacceptable | No Opportunity |

**Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly**

Choose an item.Student understood and was able to communicate to client systems his/her professional role in the agency.

Choose an item. Student appropriately accessed and utilized agency staff to accomplish assignments.

Choose an item. Student complied with agency protocol in advocating for client systems.

**Competency 2.1.2—Apply social work ethical principles to guide professional practice**

Choose an item. Student integrated social work values, ethics and purpose in direct practice.

**Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments**

Choose an item. Student utilized effective interpersonal verbal and non-verbal communication skills, such as active and reflective listening, paraphrasing, summarizing, clarifying, questioning; body language, eye contact, awareness of personal space.

Choose an item. Student utilized appropriate, clear, accurate, and correct written communication in agency documentation of accountability and correspondence.

**Competency 2.1.4—Engage diversity and difference in practice**

Choose an item. Student interacted with client systems in a manner that conveyed appreciation and respect for client diversity, dignity and worth through utilizing client system strengths and resources.

Choose an item. Student assessed the impact of discrimination and oppression on his/her client systems and collaborated with the client to restore, maintain and enhance resources, and social functioning.

**Competency 2.1.5—Advance human rights and social and economic justice**

Choose an item. Student advocated for the elimination of discrimination and oppression impacting his/her client systems and collaborated with the client to restore, maintain and enhance resources and social functioning.

Choose an item. Student engaged in social work practice that advances social and economic justice for individuals, families, groups, and communities.

**Competency 2.1.6 – Engage in research-informed practice and practice-informed research**

Choose an item. Student documented the student/client activity utilizing case/progress notes, meetings, and summary recordings in compliance with agency guidelines to inform scientific inquiry.

Choose an item. Student utilized evidence-based practice that effectively informed his/her decision-making in assessment, intervention, and evaluation of client activities.

**Competency 2.1.7 – Apply knowledge of human behavior and the social environment**

Choose an item. Student assessed intrapersonal components of clients over the life span and integrated universal human needs in the client’s environment for intervention and evaluation.

Choose an item. Student consciously understood and utilized the context of the client’s environment that affected the problem solving process.

**Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

Choose an item. Student effectively interacted with social workers and other disciplines on behalf of client systems.

Choose an item. Student empowered clients to advocate for themselves.

**Competency 2.1.9—Respond to contexts that shape practice**

Choose an item. Student utilized the changing social, economic, and political trends to inform service delivery systems.

Choose an item. Student interacted with service populations (*i.e. urban, rural and suburban*) utilizing cultural factors and human dynamics to guide intervention, assessment, and evaluation.

**Competency 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Competency 2.1.10(a) – Engage**

Choose an item. Student prepared for initial contact with client by ensuring that his/her knowledge, skills, and values were in sync with his/her preliminary understanding of the client’s human conditions.

Choose an item. Student recognized ethical dilemmas that may exist in preparation for client interaction.

Choose an item. Student demonstrated use of empathy, respect, and worth and dignity of the client to facilitate the client’s sharing his/her human condition.

Choose an item. Student, in collaboration with clients, identified services to individuals, families, small groups, organizations, neighborhoods and/or communities in accordance with agency mission, goals, and quality assurance standards.

Choose an item. Student disseminated pertinent information to clients and staff in compliance with agency protocol.

Choose an item. Student linked client systems to appropriate resources based on client needs.

**Competency 2.1.10(b)—Assessment**

Choose an item. Student communicated with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and to collaboratively involve the client

system in determining intervention strategies and goals.

Choose an item. Student conducted interviews that enabled the client to share his/her human condition and participated in identifying his/her support systems that can be utilized to implement the planned change process.

Choose an item. Student worked with client to identify a course of action which recognized the achievement and/or barriers to successful outcomes.

Choose an item. Student assessed client systems and client ch**a**nge utilizing the person-in-environment perspective.

**Competency 2.1.10(c)—Intervention**

Choose an item. Student engaged the client in the development of an appropriate and a mutually agreed-on intervention plan.

Choose an item. Student implemented collaborative intervention strategies that enhanced client social functioning utilizing referral sources when indicated.

Choose an item. Student utilized the client’s human condition to facilitate change through negotiation, mediation and advocacy.

Choose an item. Student sought supervision, consultation and literature review to work with the client’s goal achievement.

Choose an item. Student facilitated the client’s development and maintenance of adaptive functioning that provided stability within their environment.

Choose an item. Student facilitated communication between client systems and agency to mediate misunderstandings/disagreements.

Choose an item. Student utilized a collaborative problem solving process with client systems toward their empowerment to meet their needs.

**Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities**

Choose an item. Student monitored and evaluated intervention strategies in collaboration with client systems.

Choose an item. Student utilized research skills to ensure best practices of evidence-based intervention.

Choose an item. Student facilitated termination and separation of the client-worker relationship by assessing the evaluation results.

Choose an item. Student developed strategies for feedback on client’s maintaining adaptive functioning.

**Please complete this section if your organization required additional practice behaviors/**

**outcome measures that are specific to the student and the agency.**

**Please comment on student’s performance that contributed to the above ‘direct practice’ ratings.**

SERVICE IMPACT

Rate the student’s level of performance in Service Impact learning experiences utilizing the five-level Performance Dimension Scale. The student’s demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student’s performance of practice behaviors is the level at which you should place the student.

Level of Performance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 | NO |
| Outstanding | Superior | Solid | Marginal | Unacceptable | No Opportunity |

**Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly**

Choose an item. Student interacted effectively with agency staff and administrators, community agencies and leaders to develop programs and enhance service delivery for identified client populations.

Choose an item. Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.

**Competency 2.1.5—Advance human rights and social and economic justice**

Choose an item. Student engaged in advocacy on behalf of diverse and at risk populations toward social and economic justice, for example, legislative lobbying for services to protect vulnerable persons with chronic illness or disability.

**Competency 2.1.6—Engage in research-informed practice and practice-informed research**

Choose an item. Student participated in activities toward program and service delivery development and enhancement.

**Competency 2.1.7—Apply knowledge of human behavior and the social environment**

Choose an item. Student assessed agency services and programming within the context of agency mission, goals,

accreditation standards, funding resources, and social policy and legislation.

Choose an item. Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.

**Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

Choose an item. Student assessed agency services and programming within the context of agency mission, goals,

accreditation standards, funding resources, and social policy and legislation.

Choose an item. Student identified the strengths, limitations, gaps and duplications in agency programs and services.

Choose an item. Student identified agency and community policies and procedures that impact work culture and client services, and positively contributed to policy and procedure change.

Choose an item. Student engaged in advocacy on behalf of diverse and at risk populations toward social and economic justice, for example, legislative lobbying for services to protect vulnerable persons with chronic illness or disability.

**Competency 2.1.9—Respond to contexts that shape practice**

Choose an item. Student identified the strengths, limitations, gaps and duplications in agency programs and services.

Choose an item. Student participated in activities toward program and service delivery development and enhancement.

Choose an item. Student interacted effectively with agency staff and administrators, community agencies and leaders to develop programs and enhance service delivery for identified client populations.

Choose an item. Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.

Choose an item. Student identified agency and community policies and procedures that impact work culture and client services, and contributed to positive policy and procedure change.

Choose an item. Student complied with agency protocol in advocating for the agency.

**Competency 2.1.10(c)—Intervention**

Choose an item. Student complied with agency pr**o**tocol in advocating for the agency.

**Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities**

Choose an item. Student worked collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness;

Choose an item. Student participated on work teams and committees to initiate changes in service delivery.

**Please complete this section if your organization required additional practice behaviors/**

**outcome measures that are specific to the student and the agency.**

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**Please comment on student’s performance that contributed to the above ‘service impact’ ratings.**

***PROFESSIONAL LEARNING***

Rate the student’s level of performance in Professional Learning’ learning’ experiences utilizing the five-level Performance Dimension Scale. The student’s demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student’s performance of practice behaviors is the level at which you should place the student.

Level of Performance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 | NO |
| Outstanding | Superior | Solid | Marginal | Unacceptable | No Opportunity |

**Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

Choose an item. Student identified learning objectives and participated in the development of the Student Integrative Learning Contract.

Choose an item. Student discussed with field instructor assignments and tasks as avenues for professional growth.

Choose an item. Student made organized, complete, accurate and reflective case presentations.

Choose an item. Student interacted with other disciplines recognizing their mutual roles and expertise.

Choose an item. Student accepted and integrated into practice supervisory/consultative feedback.

Choose an item. Student took increasing responsibility for utilizing field instruction.

Choose an item. Student accepted accountability for his/her direct practice, service impact and professional learning.

Choose an item. Student took responsibility for accomplishing learning objectives and incremental assignments and tasks.

Choose an item. Student accurately documented his/her field performance in time/activity logs, field instruction notes, and agency records of accountability;

Choose an item. Student adhered to and utilized field setting policies and procedures.

Choose an item. Student functioned in accordance with professional social work values and ethics.

Choose an item. Student modified his/her practice and agency activities based on balanced self-evaluation.

Choose an item. Student applied classroom learning to direct practice, service impact and professional learning.

Choose an item. Student effectively used personal management skills, such as time, stress, and anger management.

Choose an item. Student effectively utilized agency experiences, positive or negative, as opportunities for development of professional self and learning.

**Competency 2.1.2—Apply social work ethical principles to guide professional practice**

Choose an item. Student distinguished personal values from professional social work values and ethics.

Choose an item. Student functioned in accordance with professional social work values and ethics.

Choose an item. Student used analytic skills to critique his/her own work, recognizing both strengths and limitations.

**Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments**

Choose an item. Student identified learning objectives and participated in the development of the Student Integrative Learning Contract.

Choose an item. Student made organized, complete, accurate and reflective case presentations.

Choose an item. Student accepted accountability for his/her direct practice, service impact and professional learning.

Choose an item. Student accurately documented his/her field performance in time/activity logs, field instruction notes, and agency records of accountability.

Choose an item. Student used analytic skills to critique his/her own work, recognizing both strengths and limitations.

Choose an item. Student applied classroom learning to direct practice, service impact and professional learning.

**Competency 2.1.4 – Engage diversity and differences in practice**

Choose an item. Student recognized how social structure and cultural values may oppress, marginalize, and alienate some, while creating privilege and power for others.

Choose an item. Student demonstrated sufficient self-awareness of the influence of personal biases and values in working with diverse groups.

Choose an item. Student utilized insights to clients and consumers as areas of learning about the dimensions of diversity and themselves as learners.

Choose an item. Student recognized and communicated the importance of difference in shaping life experiences.

**Competency 2.1.7—Apply knowledge of human behavior and the social environment**

Choose an item. Student utilized the conceptual framework of the person in the environment in completing assessments and interventions.

Choose an item. Student evaluated the interactions with client systems in the planned change process to ensure that the clients understand their role and responsibilities in contributing to their environments.

**Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

Choose an item. Student adhered to and utilized field setting policies and procedures.

**Competency 2.1.9—Respond to contexts that shape practice**

Choose an item. Student utilized technology as presented in the field setting and understood its implications for social work practice.

**Competency 2.1.10(c)—Intervention**

Choose an item. Student adhered to and utilized field setting policies and procedures.

**Competency 2.1.10(d)—Evaluation**

Choose an item. Student accepted and integrated into practice supervisory/consultative feedback.

**Please complete this section if your organization required additional practice behaviors/**

**outcome measures that are specific to the student and the agency.**

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| --- |
|  |

**Please comment on student’s performance that contributed to the above ‘professional learning’ ratings.**

**V. Assessment and Signature Page**

OVERALL ASSESSMENT

**Areas of Strength:**

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| --- |
|  |

**Areas for Development:**

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| --- |
|  |

**Please comment on the student’s overall professional practice and specific areas of expertise:**

|  |  |
| --- | --- |
| |  | | --- | |  | |

**RECOMMENDED GRADE:** Choose an item.

**Field Instructor Comments:** (Please use additional sheets as needed)

|  |
| --- |
|  |

**Student Comments:** (Please use additional sheets as needed)

|  |
| --- |
|  |

**Student Field Evaluation Signature Page**

**Important! Signature Box Below- Field Student *required***

**A check in this box affirms I have participated in, read this evaluation, and is the equivalent of my signature.**

**Undergraduate Field Student Name**:

**Signature Date**: Click here to enter a date.

**Important! Signature Box Below- Task Supervisor (*if applicable*)**

**A check in this box affirms that I have reviewed all of the information, met with the assigned field instructor throughout the semester on this student, the information is true to the best of my knowledge, and is the equivalent of my signature**.

**Task Supervisor Name**:

**Signature Date**: Click here to enter a date.

**Important! Signature Box Below- Field Instructor *required***

**A check in this box affirms that I have reviewed all of the information, met weekly with this student, met with the student regarding this evaluation, the information is true to the best of my knowledge, and is the equivalent of my signature**.

**Field Instructor Name**:

**Signature Date**: Click here to enter a date.

**Important! Signature Box Below- Field Faculty Liaison *required***

**A check in this box affirms that I hereby attest I have reviewed all of the information, it is true to the best of my knowledge, and is the equivalent of my signature**.

**Field Faculty Liaison Name**:

**Signature Date**: Click here to enter a date.

**Student Evaluation Submission Process  
   
Step#1: Student Responsibility**Student is responsible for meeting with Task Supervisor (if applicable) to discuss the completion of this student evaluation. If no Task Supervisor, student meets with Field Instructor.

**Step #2:** **Task Supervisor Responsibility**  
Upon completion of signature boxes by Task Supervisor (if applicable) Task Supervisor electronically forwards this document to the Field Instructor.  
**Step #3: Field Instructor Responsibility**  
Upon completion of signature boxes by Field Instructor, electronically forwards this document to their assigned Field Faculty Liaison.

**Step #4**: **Field Faculty Liaison Responsibility**  
Upon review and completion of signature boxes by assigned Field Faculty Liaison, Field Faculty Liaison renames document (Academic semester, Program, Last name, First name- i.e. 2015FallUndergraduate1stSemesterPalmerTeresa) and submit to student’s assigned field contact person

**Step #5: Field Contact Person Responsibility**  
Review Student Evaluation along with Student Integrative Learning Contract & Time & Task Logs and submit grade to university

**Field Contact Persons**

**Akron Campus Undergraduate & Graduate Foundation students|**  
Naomi White**|** [naomi1@uakron.edu](mailto:naomi1@uakron.edu) **|** 330-972-5978  
  
**Lakewood campus Graduate students & Concentration Akron Campus** **students|** Becky Thomas **|** [bthomas@uakron.edu](mailto:bthomas@uakron.edu) **|** 330-972-5682

**Lakewood campus Undergraduate students|** Janice Steinmetz**|** [jestein@uakron.edu](mailto:jestein@uakron.edu) **|**216-221-1141 **Wayne College Undergraduate students** **|**Lisa Crites**|** [lkc6@uakron.edu](mailto:lkc6@uakron.edu)**|**330-972-8707