

# ACOM Attribute

# Resource Guide

## “Academic Community Engagement”

*Information, Examples and Procedures for assigning the ACOM  
attribute to a course*



Community  
Engaged  
Teaching &  
Learning

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## What is an ACOM class?

An ACOM class is one that works with a community partner on a challenge or issue identified by the community partner. This can be done as the full focus of the class or as a significant project within a larger curriculum. In ACOM classes, ALL students must participate in the community engaged project, although what this looks like for each student may vary. Some courses fulfill this more indirectly through research and less time physically at a community partner. Some do this through hands-on projects where students spend a significant amount of time at a community partner doing volunteer work and special projects. The right format will depend on the instructor, the community partner, and the nature of the class, discipline and community issue.

## Why Teach an ACOM Course?

Teaching an Academic Community Engaged Course can be challenging and rewarding. Students in ACOM courses report being more involved on campus and off after having taken an ACOM course and faculty often express a high degree of satisfaction with student growth at many levels. Below is a list of typical outcomes of ACOM courses,

### Learning Outcomes\*

- Positive impact on students' academic learning
- Improves students' ability to apply what they have learned in "the real world"
- Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development
- Improved ability to understand complexity and ambiguity

### Personal Outcomes

- Greater sense of personal efficacy, personal identity, spiritual growth, and moral development
- Greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills

### Social Outcomes

- Reduced stereotypes and greater inter-cultural understanding
- Improved social responsibility and citizenship skills

- Greater involvement in community service after graduation

#### Career Development

- Connections with professionals and community members for learning and career opportunities
- Greater academic learning, leadership skills, and personal efficacy can lead to greater opportunity

#### Relationship with the Institution

- Stronger relationships with faculty
- Greater satisfaction with college
- Improved graduation rates

#### Benefits to Faculty

- Satisfaction with the quality of student learning
- New avenues for research and publication via new relationships between faculty and community
- Providing networking opportunities with engaged faculty in other disciplines or institutions
- A stronger commitment to one's research

*\*adapted from Vanderbilt Center for Teaching (<http://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/>)*

## Characteristics of ACOM Classes

1. **COMMUNITY DRIVEN** – The course involves engagement in the life of a community beyond the classroom, and ideally outside of the academic community, on a problem/project/challenge identified as important by the community and/or a community partner agency;
2. **REFLECTION** – The course involves structured reflection that provides students with the opportunity to explore the academic, personal, and civic value of the community engagement experience. Best practice in structured reflection includes the use of chronicle reflection, analytic reflection, and integrative reflection assignments;
3. **SUSTAINABILITY** – The course involves some examination of the systemic roots of community challenges and active student/faculty participation in sustainably addressing the expressed community need.

4. **ACADEMIC RIGOR** – The course/instructor utilizes academic community engagement pedagogy as a primary means of accomplishing at least some of the course learning objectives through the application of academic skills and competencies to community challenges.

**PUBLIC DISSEMINATION** – The product of the class is returned to the public in a meaningful way.

5.

## Examples of ACOM classes

### ACOM Course Examples

**SOCI 385 Global Cities - Dr. Sudarat Musikawong**

**Community Partner - Trinity Alliance**

**Project - Capital South Campus Center**

**Goal Of The Course:** The intention of this course was to help students better understand organizational structures of businesses, specifically non-profits. By using the community partner to help in this process, students were able to have real world context and fully conceptualize how their work could be used.

**Project Overview:** Enrolled students were broken into teams, and began research and dissemination of organizational structures, through readings built into the class. Student groups were each assigned a different organizational structure to analyze and to create a presentation on their research. This research was then presented to the community partner board by students directly. Trinity was then able to use students research to make a decision about what practice works best for their model.

**Effect On Students:** “ I felt the class not only exposed me to the greater context of the Capital Region, but provided me with new insight, and the drive and skills to pursue these new insights.”

**ECON 490 Economics Of Discrimination - Dr. Arindam Mandal**

**Community Partner - Green Tech High Charter School**

**Project - Academic Success**

**Goal Of The Course:** The goal of this course was to help students understand the different discriminatory factors that affect various demographics, and how that changes economic outcomes and opportunities.

**Project Overview:** Students in the course were divided into groups and assigned to research and develop different survey methods and techniques. After students had developed a firm grasp of how to develop a survey and what questions to ask to capture desired results, construction of the survey began. Student groups were assigned different sections to draft, collating the sections at the end to create a full survey. This survey was then given to GTCH who has implemented its use for the Fall 2014 semester.

**Effect On Students:** “I felt that work on the project deepened my analytical skills and taught me valuable research and analysis techniques I otherwise wouldn't have been exposed to.”

**WSTU 300 Sexual Assault: Peer Advocacy - Dr. Shannon O’Neill**  
**Community Partner - Albany County Crime Victims and Sexual Violence Center**  
**Project - Sexual Assault Hotline**

**Goal of the Course:** This class was to designed as an introduction to issues of sexual assault, dating violence, healthy relationships and peer advocacy as they pertain to college students.

**Project Overview:** As part of this course, students were trained to be Certified Rape Crisis Counselors by Albany County Crime Victims and Sexual Violence Center. After the training ended, students signied up to take hotline volunteer shifts at ACCVSVC or they worked on a separate project such as coordinating an on campus MVP training.

**Effect On Students:** “In this class I learned what can and needs to be done to help victims of sexual assault and Domestic violence. The most important thing learned is how to be a successful advocate for victims of sexual assault, not just during but what comes after... counseling, housing, etc...”

**ACOM Courses By Department**

**This list is a sampling of past ACOM classes in different disciplines**

❖ **Management/Marketing**

➤ Dr. Paul Thurston

■ MGMT 211 Management Principles

■ MKMG 425 Leading Organizational Change

■ MGMT 336 Mgt Research Methods

➤ Dr. Andrea Smith-Hunter

■ MGMT Management Principles 211

➤ Dr. Erik Eddy

■ COMD 300 Community Research & Consulting

➤ Dr. Cheryl Buff

■ MRKT 332 New Product Dev + Brand Management

❖ **Creative Arts**

- Scott Foster
  - CREA 460 Figure Studio

#### ❖ English

- Dr. Michelle Liptak
  - WRIT 240 Peer Tutoring in Writing

#### ❖ First Year Seminar

- John Harden
  - FYSM 100/101: Community Engagement
- Dr. Michelle Liptack
  - FYSM 100/101: Crossing Borders
- Dr. Elizabeth Redkey
  - FYSM 100/101: Leadership

#### ❖ Sociology

- Dr. Sudarat Musikawong
  - SOCI 320 Urban Sociology
  - SOCI 385 Topic in Sociology

#### ❖ History

- Dr. Jennifer Dorsey
  - HIST 485 Public History
  - HIST 327 New York State History
  - HIST 480 Internship In History
- Dr. Tim Cooper
  - HIST 401 Colloquium in History

#### ❖ Languages

- Dr. Marcela Garces
  - SPAN 370 Advanced Spanish Conversation and Composition
- Dr. Lisette Balabarca
  - SPAN 450 Don Quixote

#### ❖ Environmental Studies

- Dr. Kate Meierdiercks
  - ENVA 460 Environmental Applications
  - ENVA 400 Advanced GIS



## ❖ Womens Studies

➤ Dr. Shannon O'Neill

- WSTU 300 Sexual Assault, Dating Violence, Healthy Relationships Fall 2011

## ❖ Psychology

➤ Dr. Karen Boswell

- PSYC 490 Psychology Seminar - Addiction
- PSYC 285 Cross-Cultural Psychology

## ❖ Economics

➤ Dr. Ashley Provencher

- ECON 300 Economics Of Crime

➤ Dr. Arindam Mandal

- ECON 490 Economics Of Discrimination

# ACOM Requirements

**For a class to receive the ACOM attribute it must meet the following requirements:**

- Meet all five characteristics of a ACOM class
- Demonstrate proof of partnership
- Submit a syllabus
- Submit the application for temporary attributes to School Of Liberal Arts (SOLA)

# ACOM Process

**Step 1:** To begin the process of applying for an ACOM attribute the faculty member must identify a community partner with whom they want to partner.

\* If the faculty member does not have a community partner lined up, but still wishes to create an ACOM course, the ACE office can assist in the fostering of a partnership in your area of study and expertise.

**Step 2:** Use this packet to review and identify requirements for the addition of the ACOM attribute and complete necessary items.

**Step 3:** Meet with ACE CETL coordinator to discuss what resources you will require and are most relevant to instruct this course.

**Step 4:** Identify plan for sustainable and continuing partnership with your organization and project.

**Ideal Timeline for Applying For ACOM Classes:**

For Spring Semester	For Fall Semester
<ul style="list-style-type: none"> <li>-September: Identify Community Partner (Or Approach ACE Office)</li> <li>-October: Submit SOLA Attribute Form</li> <li>-November: Pre-Semester Meeting to Determine ACE Supports</li> </ul> <p><i>*April: Spring ACOM Midterm Lunch</i></p>	<ul style="list-style-type: none"> <li>-January: Identify Community Partner (Or Approach ACE Office)</li> <li>-February: Submit SOLA Attribute Form</li> <li>-March: Pre-Semester Meeting to Determine Supports</li> </ul> <p><i>*November: Fall ACOM Midterm Lunch</i></p>

# Resources for ACOM Faculty

## **ACOM syllabus statement**

Please revise this statement and insert into your syllabus.

This class holds the Academic Community Engagement (ACOM) attribute. This means that we will be working with one or more community partners as part of the coursework in this class and completing a service work and/or projects that will directly benefit that/those organizations. This semester we will be working with \_\_\_\_\_ on \_\_\_\_\_. As part of this project you will be expected to \_\_\_\_\_ (i.e. visit the site X times, conduct research that will benefit the organization, work directly with clients in that organization, etc...). We will be discussing the details of this community-engaged work in class.

## **ACOM Midterm Survey**

Each semester ACOM faculty are encouraged to have their students fill out the ACOM midterm survey. This survey is anonymous and is designed to give faculty a sense of how the class is going and what adjustments need to be made. We encourage you to use this survey as a point of departure for conversations with your students about the community-engaged nature of the class.

### Increasing Student Survey Participation

Getting students to actually participate fully and take the survey can be difficult. Here are a few suggestions which may help to increase the quantity of results and quality of participation.

- Have in place an “extra-credit” incentive attached to the survey (i.e. give students who take the survey some minor grade boost)
- Set up a student “lottery” or “raffle” where, if survey completion hits an acceptable percentage, students have a potential to win or receive some small reward (credit, food, etc).
- Build survey into class structure as an assignment or homework that students need to complete for a grade.

*See Appendix for a copy of the survey.*

## **CETL Fellows**

CETL Fellows are trained to work with faculty teaching ACOM classes. CETL supports can range from reflection sessions and short workshops on social justice to course design to facilitating partnerships and communication with a community partner. CETL supports are determined during

the initial ACOM meeting. See <http://www.siena.edu/ace/cetl> for more on the CETL Fellow program.

### **Faculty/Partner Planning Sheet**

The purpose of the Faculty/Partner planning sheet is to clearly outline and identify the roles and responsibilities of every party involved, as they relate to the implementation of the Community Engaged Teaching and Learning (CETL) activities facilitated by Siena Faculty, the Community Partner, and the Office of Academic Community Engagement. This document also serves to ensure that all activities are going to be conducted in compliance with all applicable Federal laws, rules, and regulations. By filling out this planning sheet the Siena Faculty member and Community Partner can establish clear guidelines regarding the service work that will be conducted at the Organization's Site.

Please contact Dr. Ruth Kassel [rkassel@siena.edu](mailto:rkassel@siena.edu) to create a planning survey for your partnership.

*See Appendix for sample of questions.*

# The Office for Academic Community Engagement

## **Mission**

Academic Community Engagement (ACE) develops and supports academically grounded, sustainable, developmental, multifaceted, community partnerships that connect students, faculty, staff and community members with the needs and assets of the Capital Region and beyond through community engagement. In the tradition of St. Francis, we place the creation and acquisition of knowledge in dialogue with the needs and assets of the greater community through our reciprocal partnerships. ACE echoes the life of St. Francis by engaging all community members in co-creation of knowledge and community change. ACE, together with others, builds a campus culture of service that values the contribution of diverse voices within and beyond campus.

## **Franciscan Tradition**

As a Franciscan community, Siena strives to embody the vision and values of St. Francis of Assisi. Within Academic Community Engagement, Francis inspires us to commit to building a world that is more just, peaceable, and humane. In his time, Francis encountered a variety of people and situations that inspired him to work alongside the poor and marginalized. They showed Francis a meaningful life of service and Francis taught his brothers how to live this life. Academic Community Engagement strives to carry forward the tradition of Francis. Our variety of programs give faculty, staff, students, and volunteers the opportunity to become a modern day Francis - learning about social justice issues and being part of a community-based solution.

## **DEEP Service Principles**

- Build infrastructure of academic support services
- Build capacity of organizations so they can meet the needs of their clients
- Create a multifaceted approach and collaborative community based solution approach
- Establish developmentally oriented partnerships
- Integrate academic pathways with experiential learning

- Encourage students to reflect on their participation in community partnerships

## **ACE Learning Goals**

The office of ACE has created a list of potential learning goals students should be getting out of their ACOM courses. We hope that students will achieve at least 2 of these goals throughout their time in ACOM courses. Please take a moment to read through the learning goals below and identify 2 you believe your class most closely aligns with.

### **ACE LEARNING GOALS**

- 1.**(System)** Articulate and utilize a systematic analysis of the root causes and consequences of poverty and other forms of social marginality.
- 2.**(Context)** Compare and contrast situational differences by region, state, nation, historical context, etc, that give rise to the unique systemic circumstances within which communities and community members construct meaningful lives.
- 3.**(Strategy)** Identify potential points of entry for individual and community action to address systemic challenges and develop organizational and community strategies for change.
- 4.**(Innovation)** Craft disciplinarily informed, innovative and effective action steps for positive change in the community.
- 5.**(Advocacy)** Advocate for the importance of community engagement by all community members and for the importance of socially-just social systems.
- 6.**(Leadership)** Facilitate, empower, and, when needed, lead others effectively.
- 7.**(Organization)** Build sustainable community partnerships between organizations.
- 8.**(Justice)** Critically describe the role power plays in preserving the status quo and might play in moving towards a more just system.
- 9.**(Franciscan)** Approach community engagement from a vocational perspective that demonstrates Franciscan values.
- 10.**(Professional)** Demonstrate commitment to and competence in professionalism.

## **Community Engaged Teaching and Learning (CETL)**

The Community Engaged Teaching and Learning (CETL) program is dedicated to high quality academic partnerships with community partners. Through faculty and partner grants, workshops, conferences and logistical support, the CETL program strives to create a culture of academic engagement.

## **CETL Principles**

### **Long-term**

Any serious research project takes longer than one semester to complete, CETL projects work the same way. The longer our CETL faculty work with the same partner, the richer the experience becomes for all parties involved. Ideally CETL projects involve a 1-3 year commitment by a faculty member to a community partner or issue that relates to specific community partners. This is done through personal research, teaching ACOM classes, mentoring student research, independent studies, and internships.

### **Multifaceted**

CETL Faculty understand how their work with community partners is part of a network of relationships. Through existing volunteers, interns, Bonners and VISTAs, CETL faculty seek to build relationships with the community and work to deepen existing partnerships.

### **Academically Rigorous with Faculty Commitment**

In some schools a service learning course can be a 1-credit add-on and a community engagement office coordinates students placements. This is not the case at Siena. Faculty are heavily involved with building a relationship with the partners and issues they are working with/on and involve their students through the material and content of the class. CETL projects take full advantage of disciplinary skills and knowledge and CETL classes are carefully designed to further these student skills. Students do not volunteer and report back to a class or lab section, they work on community issues in an integrated way.

### **CETL Mission**

The mission of Community Engaged Teaching and Learning (CETL) is to connect service and academic pursuits. CETL strives to create long-term, sustainable partnerships and projects by facilitating community engagement through scholarly activity.

Furthermore, CETL aims to provide support for students, faculty, and community partners in multifaceted ways:

- For Students: Preparation and support for students involved in community engaged classes or research.
- For Faculty: Create opportunities for faculty to more fully engage with community through interdisciplinary and problem-focused work. This includes providing training on best practices for working with community partners.
- For Community Partners: CETL intends to assist community partners by conducting a needs assessment and identifying areas of opportunity. Additionally, CETL will assist in matching community partners to appropriate faculty and student academic endeavors.

Finally, CETL is committed to increasing visibility of long-term, high-quality engaged scholarly activity.

## **Appendix**

### **Temporary Attribute Form**



Topic courses (those without a specific, individual course number assigned) may have attributes added on a per-semester basis by completing this form and obtaining the appropriate signatures.

Similarly courses with assigned course numbers may have attributes added ONE TIME ONLY using this form. If the attribute designation is to continue, a Course Master Update (CMU) form must be submitted. With Course Master Update approval, the attribute will be listed permanently and noted in the course description of the college catalog.

If multiple sections of the course are to carry the attribute indicated below, a completed form for each section with the attribute must be submitted.

Please note that this form must be submitted to the appropriate Assistant Dean prior to the schedule in question going “live.”

**Course Number:**

**Course Name:**

**Specific course section to which an Attribute Code is to be added:**

**Attribute Code to be Added:**

**Semester and Year the attribute will be in effect:**

**Does this course have its own course number (not a Topics Course)? Please circle one:**

**YES            NO**

If yes, do you plan on using this attribute in future semesters? Please circle one: YES  
NO

(If you circle yes, a Course Master Update form will be mailed to the director of the program and will need to be filled out for future offerings.)

Instructor of course Signature:	Date:
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Program Director or Department Head Signature:	Date:
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Please send the completed form to your School's Assistant Dean:

**Business:** Diane Hannahs/ **Liberal Arts:** Donna Tytko/ **Science:** Angela McKeever

### ACOM Midterm Survey

Now that we are about halfway through, I would like to take a moment to get valuable feedback on how we are doing in this class and our academic service learning project. Your responses in this survey are extremely important and I encourage you to be honest and constructive in your

answers. All information collected is done so anonymously and no student will be identified as part of the survey.

Q1 Please select your course below. (Changes from semester to semester)

**1). Please tell me more about how I am doing.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
-The instructor stimulates productive classroom discussions.				
The instructor develops an atmosphere of respect and trust in the classroom.				
The instructor is available to provide assistance outside of the classroom.				
The instructor gives me valuable and timely feedback.				

**2). Please tell me a little more about how you are doing.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I come to class prepared to discuss the assigned material.				
I ask questions in class and contribute to class discussions.				
I have given my best efforts in all assignments.				
I've worked harder than I thought I would to meet the instructor's expectations.				

**3). Please tell me more about the academic service learning project.**

<p>I understand why the instructor is using service learning in the class.</p> <p>The service-learning component is helping me to understand the course material.</p> <p>The service work that I am doing is valued by both the instructor and the community partner.</p> <p>This course helps me understand the root cause of the community problem that that is being addressed.</p> <p>Service learning in this class helps me to explore my personal and civic values.</p>	<p>Strongly Disagree (1)</p>	<p>Disagree (2)</p>	<p>Agree (3)</p>	<p>Strongly Agree (4)</p>
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**4). Please respond to each of the following.**

<p>The class challenged me to understand forms of social injustices.</p> <p>The course helped me to compare community challenges from different perspectives (historical, geographical, cultural etc).</p> <p>The course helped me identify strategies to help individuals/community groups make change.</p>	<p>Strongly Disagree (1)</p>	<p>Disagree (2)</p>	<p>Agree (3)</p>	<p>Strongly Agree (4)</p>	<p>Does not apply (5)</p>
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This course gives me various disciplinary methods for creating community change.					
The course encouraged me to advocate for social justice.					

**5). Click to write the question text**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Does Not Apply (5)
The course provided me with tools to effectively empower and lead others.					
The course encouraged me to develop sustainable community partnerships between organizations.					
The course provided me tools to recognize the role of power in moving to a social justice system.					
The course has deepened my commitment to Franciscan values					
The course required that I demonstrate professionalism.					

- 6). What is the most important thing that you are learning in this class?
- 7). What can the instructor do to improve your learning experience?
- 8). What can you do to improve your learning experience?
- 9). How many academic service learning courses have you participated in (including this one)?
- 10). Did you know that this course was an academic service learning course before you registered?
- Yes (1)
  - No (2)
- 11). I am a:
- Freshman (1)
  - Sophomore (2)
  - Junior (3)
  - Senior (4)
- 12). How many hours each week do you dedicate to this course outside of normally scheduled classes?
- 13). This class is:
- Required (1)
  - Required but a choice among many (2)
  - An elective (3)
- 14). I learn best when I am (click all that apply):
- Making a written summary (1)
  - Engaging in a hands-on activity (2)
  - Listening to a lecture (3)
  - Reading something independently (4)
  - Engaging in discussion (5)
  - Taking and rewriting notes (6)
  - Studying with index cards (7)
  - Working in teams (8)

- Writing short papers (9)
- Writing long/research papers (10)
- Making an oral presentation (11)

## Problem Statement Template

Letterhead  
(Name)  
(Organization)  
(Contact Info)  
(Date)

Dear Class,

**Introduction:** At (community partner’s name), we are dedicated to (mission or purpose of the organization). As part of our work, we (discuss specific projects related to what you will be asking of the class). At the current time, we have a specific need we are hoping your class can help us meet. In our effort to (statement of purpose of the project that needs service help), we need (overview of service project and product needed). We believe that your class, using your knowledge of (subject area knowledge from your course/degree program) and skills of (targeted skills desired for your course and/or for success in this field), could provide important service for (community partner’s name) and our clients by (restate service project).

**Problem to Solve:** Specifically, we need help(need stated in problem form). A successful response to this need would: (list specific goals and needs from the partner—real world results, also include here or below your own course learning outcome goals that fit (as if the community partner had actually asked for these too!))

In completing this work, we ask that you: (list parameters, resources, time frame, logistics, etc. here. This is where you can insert course content and skills as “required parameters” from the partner).

**Logistics:** We would ask that you complete this work by \_\_\_\_\_ and present us with (product(s) desired and format(s), specifying expectations from the partner and you as an instructor) at (location and time and audience). We are available to help you in any way we can in your work. I will come visit your class for a mid-project review on \_\_\_\_\_, and can be reached by (phone or email—ask the community partner what works best and least intrusively) at (phone number or email address). (add any other logistics here from the partner or from you to clarify expectations).

**Conclusion:** In advance, we thank you for your contributions to the important work of (community partner’s name). We know this initial partnering with your college can be the



foundation of a long term partnership. We look forward to working with you.

Sincerely,

Name of contact person and title

## Faculty/Partner Planning Sheet

### **How would you describe this partnership?**

- This partnership is new
- This is a continuing partnership

### **In what capacity has the community partner been involved with Siena College, The ACE Office, or any other unit on campus previously?**

### **Is there any past relationship between the community partner and the individual faculty member?**

### **Please indicate how many training's/orientation events were attended or hosted, the names of the trainings, (if possible indicate the date as well).**

\_\_\_\_\_ Faculty Member

\_\_\_\_\_ The ACE Office

\_\_\_\_\_ Community Partner (On and Off Site)

### **How often will students be expected to go to the site of their Community Partner Organization?**

- Never
- Less than Once a Month
- Once a Month
- 2-3 Times a Month
- Once a Week
- 2-3 Times a Week
- Daily

### **Will students travel to the site on an individual basis?**

- Yes, They will come individually
- No, They will come as a group

**How will students be expected to get to their Community Partners site? (i.e is transportation provided)**

**How often will the Community Partner visit Siena during the project?**

- Never
- Less than Once a Month
- Once a Month
- 2-3 Times a Month
- Once a Week
- 2-3 Times a Week
- Daily

**For the success of this partnership, the community partner must agree to give access to all necessary facilities and equipment. For this next section please indicate what resources this project will need.**

Facilities

Documents and previous reports

Personnel and staffing requirements

**What mechanisms does the Siena Faculty member have in place for supervising and recording student progress?**

- Student Hours
- Project Completion
- Student Conduct

**Will the community partner be responsible for the tracking of student hours on-site?**

- Yes
- No

**Who is responsible for on-site tracking?**

**Will the community partner be responsible for reviewing student drafts and projects?**

- Yes
- No

NOTE: Community partner is responsible for reporting any inappropriate student conduct within 24 hours of the incident. This includes any lack of professionalism, tardiness, lack of cultural competency or any other behavior not appropriate for the specific site.

**What has the Siena faculty member agreed to pay for?**

**What has Siena/ACE agreed to pay for?**

**What has the community partner agreed to pay for?**

**Will this project involve research using human subjects?**

- Yes
- No

**Has the Siena institutional review board been consulted about this research?**

- Yes
- No

**Is a review by the Institutional Review Board necessary for your project?**

- Yes
- No

**What sort of review needs to be done, and what is the approximate timeline for this review?**

**How often will involved students be expected to contact the community partner?**

- Never
- Less than Once a Month
- Once a Month
- 2-3 Times a Month
- Once a Week
- 2-3 Times a Week
- Daily

**Contact information for the community partner:**

Primary Contact Name  
Primary Email Address  
Primary Phone Number  
Secondary Contact Name(If applicable)  
Secondary Email Address(If applicable)  
Secondary Phone Number (If applicable)

**What is your preferred method of communication?**

**How often will the faculty member be expected to communicate with the community partner?**

- Never
- Less than Once a Month
- Once a Month
- 2-3 Times a Month
- Once a Week
- 2-3 Times a Week
- Daily

**Contact information for the faculty member:**

Faculty Name  
Primary Email Address  
Primary Phone Number  
Secondary Email Address(If applicable)  
Secondary Phone Number (If applicable)

**What is the Siena faculty members preferred method of communication?**

**How often will the community partner be expected to contact the faculty member?**

- Never
- Less than Once a Month
- Once a Month
- 2-3 Times a Month
- Once a Week
- 2-3 Times a Week
- Daily

**Is any party required to have special certification to undertake this project?(if yes indicate which certifications)**

- Students \_\_\_\_\_
- Faculty Member \_\_\_\_\_
- Community Partner \_\_\_\_\_

**Will students require a background check?**

- Yes
- No

**Do students and/or faculty member(s) require fingerprinting?**

- Students
- Faculty Member

By signing your name here the Siena faculty member agrees to participate in ACE formative and summative assessments including a midterm feedback student survey.

By signing your name here the community partner agrees to participate in ACE formative and summative assessments including a midterm feedback student survey and an end of term assessment.

**What are the products to be delivered by students and faculty to CPO as a result of this project?**

**What are the intended uses of the expected deliverable projects?**

**Who is expected to hold and maintain ownership of products and sensitive information.  
How will they be stored, and where will they be stored?**