



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	SUNY Delhi
Date:	4/8/2016
Narrative Compiled by:	
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a <b>descriptive narrative</b> regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
Question 1	<p>Share your campus plan for data collection and reporting here. Specify how your campus will collect data on number and type of approved applied learning activities. Delhi has been tracking the number of students engaged in applied learning since 2014. The campus now has a designed template for reporting purposes. Data collection rests with the academic deans/chairs and is aligned and facilitated with the College’s semi-annual assessment days. Each semester the current inventory of approved applied learning activities is updated through input from the faculty. This is then compiled into one campus-wide report. Many of the activities on this list recur and are inherent in the programs and courses taught at the College. As new projects</p>

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	4/8/2016
	and internships develop they are included on the inventory. Each calendar year the Office of the Registrar provides a report on the number of applied learning activities that have been offered and the number of students engaged in those activities.
<b>Question 2</b>	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>Approval is embedded in the College's curricular and program approval processes. All curricula, course revisions and academic programs are approved by the College's Curriculum Committee. Most of Delhi's degree programs require one or more approved applied learning experiences. These may include, for example, internships, cooperative opportunities, service learning courses, project-based learning, capstone projects, clinical courses and practica. The Registrar's Office denotes programs and courses and that have applied learning components.</p>
<b>Question 3</b>	<p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>Delhi employs an extensive assessment process. At the end of each semester faculty gather by program in order to review the assessment results from the most recent semester. The information is entered on the assessment software program Compliance Assist. In many instances, these assessments are based upon student performance in the applied learning aspects of their program. Faculty review their curriculum maps which includes program and course-level learning outcomes. These data are used when revising the program and course level outcomes. Service learning projects which embed applied experiences are also tracked in Compliance Assist.</p> <p>Each department also has an Advisory Council that is comprised of members who are practitioners in their fields who offer applied experiences to many students. Council members offer annual feedback on the success of Delhi students in their firms, practices and institutions. Their input is incorporated into course content which may change what particular applied learning concepts are taught.</p> <p>Institutional Research produces reports which measure student retention, persistence and graduation rates. IR also administers an annual graduate survey which asks if students completed an internship and if such an internship lead directly to a job opportunity. Graduates are also asked if they have obtained gainful employment related to their field of study. The College plans to add one or more questions asking graduates to evaluate their applied leaning experiences. Internships, practica, and clinical opportunities commonly involve site visits by faculty and observation and direct evaluations from supervisors at the site. Feedback from employers and alumni also help to keep programs up to date including the industry standards. Numerous programs are accredited by outside agencies and are required to report specific information to those agencies such as</p>

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	4/8/2016
	persistence, retention, graduation rate, etc. Programs that mandate approved internships, capstone projects, clinical work and practica all yield observable outcomes. Those program with external accreditation (Veterinary Science Technology, Nursing, Culinary Arts, Automotive Technology, Construction Technology) commonly report observable data resulting from national exams or applied learning experiences.

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than April 15<sup>th</sup>, 2016



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	4/8/2016
<b>Narrative Compiled by:</b>	
<b>Summary</b>	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part III of VII of campus applied learning plans and focuses on faculty engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>The University Faculty Senate has passed a resolution regarding the role of faculty in credit-bearing applied learning experiences. The Faculty Council of Community Colleges has developed a position statement on faculty purview over curriculum. Documents are available in the <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Provide an overview of current faculty responsibilities regarding oversight and assessment of approved applied learning activities. What is your process for approval of new or customized faculty-initiated activity?</p> <p>SUNY Delhi’s Strategic Plan indicates that the institutional culture is one that emphasizes hands-on, experiential, and applied education in small classes and develops and expands internship and service learning opportunities.</p> <p>Each approved applied learning option is supervised and/or assessed by a member of the College faculty. Students who obtain internship or cooperative educational opportunities must complete pre or co-requisites courses and have a faculty member approve and oversee the opportunity. Students in various capstone</p>

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	4/8/2016
	<p>experiences focus on learning by doing under the direct supervision of a faculty member. Faculty members design these experiential learning elements of the curriculum around professional and/or industry standards. In many instances, students in various applied programs engage in state, local or national competition or other external opportunities in which their specific skills are formally exhibited and evaluated. In each case, faculty members prepare and directly supervise students. The College's semi-annual assessment programs capture the results and records them in the repository of Compliance Assist.</p> <p>New faculty initiatives are proposed on a departmental or divisional level. Each department has their own procedure for approving these initiatives. New initiatives generally follow the campus procedure for course or program development. Once approved by the department/division it goes before the Curriculum Committee which is comprised of departmental representation from across the campus. Approved proposals go before the College Senate and are then given to the provost and college president for final approval.</p>
Question 2	<p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, or compensation) will your campus provide?</p> <p>Faculty members are commonly supported with professional development grants to attend workshops and other professional development. There is a campus Applied Learning Committee comprised of several faculty members, the provost, and assistant provost. The Committee assures that applied learning activities are documented. Every semester the College's Assessment Committee sponsors a Sharing Teaching Ideas Workshop. For the last few years several of the sessions and presentations have revolved around applied learning techniques. All these activities may be included in the dossier that faculty compile when they apply for promotion and continuing appointment. More recently, the College has begun to adopt a formal budget through which it can plan for and support students and faculty who participate in approved opportunities to display their knowledge and skills for external reviewers. In addition, faculty members who elect to supervise summer internships or applied learning opportunities receive extra service compensation.</p> <p>The College also supports a Service Learning Work Group that provides guidance and support for service opportunities that involve applied learning that meet criteria adopted by the Work Group. The Provost's Office supports this initiative with a small internal award of funds.</p> <p>In some instances the College has secured internal or external funding to support and strengthen applied learning opportunities within the curriculum. Perkins grant</p>

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	4/8/2016
	funding, high needs funding and campus reserves have been dedicated to this purpose. In 2016-17 the College intends to focus its annual Perkins award on applied learning opportunities.
Question 3	<p>Describe any current campus methods for supporting new faculty activities. Please see above.</p> <p>New faculty initiatives for projects start on a department or division level. Each department has their own procedure. For example any new independent study projects in the business department are proposed by the faculty member and student(s). These are reviewed and approved by the department chair before being added to the student’s schedule. Campus wide initiatives for 2016-17 are expected to be supported by the College’s Perkins award, which will focus primarily on expanding applied learning. Proposals that are not embedded within curricula may be considered for support and funding through the Academic Council.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>The campus presently sponsors an annual event recognizing faculty engagement in service and applied learning. Faculty are recognized for offering Service Learning courses annually by the Provost and Service Learning Work Group at the employee appreciation and awards day. In addition a reception is held annually to showcase all the Service Learning courses. Faculty, students, and community partners participate in each of these recognition events.</p> <p>In addition the College has provided release time and extra service compensation for faculty members who have revised or introduced new applied learning opportunities into the curriculum. All these activities—and other related activities may be included in the dossier that faculty members compile when they apply for promotion and continuing appointment.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	4/8/2016
<b>Narrative Compiled by:</b>	
<b>Summary</b>	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>Most SUNY Delhi academic programs embed applied learning as an integral part of the approved curricula. Hence, most students are directed toward these opportunities through advisement as they progress through the curriculum in their chosen major. The College also maintains clinical and internship coordinators in its Nursing and Applied Science programs who direct students toward these opportunities. Similarly, through their role as academic advisors, faculty in other programs—Veterinary Science Technology, Culinary Arts, Hospitality, and Construction—assume principal responsibility for working with students to identify</p>

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	4/8/2016
	<p>suitable internships. The College supports a Service Learning Work Group and the O'Connor Center for Community Engagement which promotes various applied learning opportunities through which students may make use of the skills and knowledge obtained in the programs of study to render service and/or improve campus and community facilities. The SL designation is included in each semester's course schedule so that students and their advisors can readily select the appropriate course.</p>
Question 2	<p>Describe how approved applied learning activities are promoted to and shared with students. How is information about applied learning activities built into the orientation or advising process?</p> <p>In most instances, students choose to engage in applied learning by the very nature of their curriculum choices. For students who have yet to select a major, another initiative has been the evolution of the Academic Exploration Program for undeclared students. Through centralized advising these students are able to learn of the various majors available to them and meet with faculty from different program areas to gain some understanding of available programs and career options. In addition, all students are exposed to opportunities for applied learning through the College's various orientation program and classes and the promotion of the O'Connor Center and service learning courses.</p>
Question 3	<p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>Most programs take account of student feedback which often recommends more engaged and focused hands on experiences.</p> <p>Students commonly offer feedback through evaluations of courses at the end of each semester. In some instances, students are asked for a formal assessment of an internship or other applied learning opportunity. For example students in the Professional Golf Management program follow a rigorous timeline of reporting their activities.</p> <p>Students engaged in internships always have a point of contact at the Delhi campus. The internship coordinator is available for students if issues arise. Site visits are periodically done and issues are addressed if and when these occur. Other areas have less formal structures of reporting; however, a campus contact is always assigned for internships, clinical opportunities or practica.</p>

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	4/8/2016
<b>Question 4</b>	<p>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</p> <p>Presently there is no campus plan as described. Program areas often require formal reporting on the quality of various experiential opportunities. In numerous instances, students who have had successful internships or related opportunities are able to refer classmates. Many academic areas have graduates who now serve as industry or professional contacts who offer applied learning or field experiences and give feedback to the program from which they graduated. Independent Study projects often include applied components and are done on a customized basis each semester. Such a project is agreed upon between a faculty member and a student(s). These are usually unique in nature and the result of an idea on either part. These opportunities develop as students and/or faculty come up with the ideas.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	4/1/2017
<b>Narrative Compiled by:</b>	Applied Learning Committee
<b>Summary</b>	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>The relevant part of the language is as follows:</p> <p>“Such plan shall define approved experiential or applied learning activities, methods of faculty oversight and assessment, responsibilities of the business, corporate, non-profit or other entities hosting students, and include a requirement for collecting and reporting data associated with such experiential or applied learning activities.</p> <p>Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement.</p> <p>Such college shall examine its ability to administer and provide such opportunities to students; the local community’s capacity to support such experiential or applied learning activities; the impact such a requirement would have on the local workforce, if any; potential for such a requirement to enhance learning outcomes for students; and whether adding such a requirement would cause potential delays in graduation for students.”</p> <p>This assignment represents Part V of VII of campus applied learning plans and asks questions to describe campus capacity to support applied learning. Similar to Parts I-IV, Part V should be submitted as a <b>descriptive narrative</b> regarding your current campus-level processes and policies relating to approved applied learning activities, your future plans, and campus ability to include approved applied learning activities as a local graduation requirement.</p>

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	4/1/2017
	<p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Do you currently measure any impacts of campus-approved applied learning on the local community and workforce? If so, what impacts do you measure and what methods do you employ?</p> <p>SUNY Delhi is located in a small, rural village in a sparsely populated county where the community and the college are intrinsically entwined. The area, within the New York City Watershed, tightly restricts and regulates existing industries and startups. As the largest employer in a county roughly the size of Rhode Island, the college has constant contact with the population.</p> <p>Community needs are defined by neighbors, friends, fellow board members and business owners who have first-hand relationships with college faculty, staff and students. The monthly student-produced college newspaper is distributed to the village by Community Outreach Assistants. Many students/staff sit on local committees such as the Delaware County Community Action Network and Safe Against Violence, allowing regular opportunities for gathering data on community views, needs and ideas.</p> <p>The governing board of the college, The College Council, meets regularly to assess community views about the college’s impact. College Council members are appointed by the governor and are local stakeholders. Other regular assessment occurs during meetings of the Academic Advisory Council. These twenty-four advisory councils are made up of 157 community members. Finally, the College Foundation Board of Trustees meetings, established with the founding of the college, includes members from a cross-section of the community.</p> <p>Formally, the Vice-President of Student Life works with the Village Mayor to convene the “Mayor’s Task Force on College and Community Relations,” which meets 4 times each year. Represented on the task force are college and local enforcement personnel, local officials, the Chamber of Commerce, local business owners, landlords and the Community Outreach Assistants, the O’Connor Center for Community Engagement (OCCE) director and college staff. The group discusses matters of joint concern and interest. The minutes are</p>

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	4/1/2017
	<p>publicly accessible on the college website on the Mayor's Task Force page, and meetings have been ongoing since 2008.</p> <p>Staff from the OCCE regularly meet with various community entities and partners to communicate needs and perceptions of programs and ideas. Within the last 5 years (2012-2017), campus representatives have served as board directors with the Chamber of Commerce, The Arc of Delaware County, Farm Catskills, Family Planning of South Central New York, Delaware Opportunities, The Office of the Aging, O'Connor Hospital, the West Kortright Centre, Catskill Area Hospice, Humane Society and more. Faculty &amp; staff are members of the Rotary, Kiwanis, Inner Wheel, Town Boards and Planning Boards, Habitat for Humanity and others.</p> <p>Every semester, classes designated as S-L courses (service-learning) are required to evaluate and assess the community partners' experience. This consists of a standard, short online survey designed to document whether goals were achieved and how to improve the experience. The link to each semester's survey is in the Moodle S-L course room and is also emailed to all approved S-L course instructors for the semester, as well as any other staff or faculty known to be participating in community engagement with partners. After large events, event-specific surveys are collected from partners to get feedback on ways to improve the experience, gauge satisfaction levels, and eliminate sections not working.</p> <p>Our Veterinary Science students (approximately 80 students each year) participate in two 120 hour clinical preceptorships. We measure the "impact" of their experience by having their site mentor evaluate their effectiveness and job skills. They are asked specific questions regarding the student's attendance, punctuality, knowledge, ability, attitude, dependability, confidence, judgment, general appearance (whether presents in a professional manner), maturity, ethics, seriousness, ability to work with others, strengths and deficiencies of the student and of the Veterinary Science Technology program.</p> <p>The Criminal Justice Bachelor Degree program requires all students to complete an internship. Supervisors evaluate the student's performance in a letter to the instructor of the Criminal Justice Internship course. There are no specific requirements regarding what needs to be included, but the student's successful completion of the required 120 hours must be part of the letter for the student to receive credit. Supervisors often address the student's specific work and how it impacted the agency where the student is interning. As part of the course, students must keep a journal in which they discuss the work they did in the</p>

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	4/1/2017
	<p>internship, and students address interactions with citizens as they work in various law enforcement, court and non-profit agencies.</p> <p>SUNY Delhi has a large School of Nursing with undergraduate and graduate degrees. All students engage in applied learning opportunities with various health care facilities and providers, and those opportunities are a large and important part of the programs. They do measure the impact of such opportunities on the community and workforce, and that information is gathered through Practicum performance evaluations.</p>
<b>Question 2</b>	<p>Based on your work on the Applied Learning Initiative to date, please describe the opportunities and challenges the campus would face in including approved applied learning activities as a local graduation requirement. Please describe implications for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>While SUNY Delhi will not require that all students engage in applied learning prior to graduating, there are support systems in place that would be able to support a move in that direction in the future. Each of the five schools has required clinicals, internships or currently optional, service-learning courses which are noted on the academic transcript once successfully completed. Those majors without required applied learning have the opportunity to utilize the O'Connor Center for Community Engagement, the dedicated volunteer and service-learning office located in the Farrell Student and Community Center, to find projects to use skills they possess to improve the community they live in, and to gain skills or knowledge in the process.</p> <p>While all divisions have majors which require applied learning opportunities, not all majors do require students complete applied learning. All students, regardless of whether the major requires applied learning, do have the opportunity to engage in applied learning. It is just not always a requirement.</p> <p>If the college were to mandate that all students engage in applied learning as a requirement to graduate, there would be a cost to the college. Applied learning opportunities would have to be added to courses, or new courses would have to be offered. Degree programs would have to go through changes in the Curriculum Committee. Learning Outcomes would be changed or added, those outcomes would have to be measured for assessment, and with the increasing number of students that need opportunities, faculty, advisors, staff, and</p>

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<b>Date:</b>	4/1/2017
	resources may have to be added to the budget to assist with the new requirements.

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**SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VI**

**Collaboration Plan**

**Due May 1, 2017**

<b>Campus Name:</b>	SUNY Delhi		
<b>Date:</b>	Click here to enter a date.		
<b>Narrative Compiled by:</b>	Applied Learning Committee		
<b>Summary</b>	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>		

**Question 1**

Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. These may include any business/corporate, non-profit, state/municipal and other hosts/facilitators. Be sure to note the general roles and responsibilities for each type of partner identified.

Different collaborator and facilitators engage in Applied Learning to help SUNY Delhi students gain experience. The following is an overview of some of them, along with the general roles and responsibilities of each:

**Construction Management Firms:** They provide paid and unpaid semester-long internships for 4<sup>th</sup>-year Construction Management students, and they supervise the students in this capacity.

**Golf Courses:** Students in their 4<sup>th</sup> year of the Business and Professional Management programs engage in paid semester-long internships.

**Hospitals:** Students engage in clinical opportunities and hospital employees supervisor Nursing majors for a semester.

**Secondary & Elementary Schools:** Elementary Education majors engage in Field Study opportunities where they work in schools observing and assisting a classroom for a semester. Employees at the schools supervise the Delhi students.

**Animal Shelter:** Veterinary Technology students work with animals at shelters to make them more adoptable with spay and neuter clinics, socializing, etc., for multiple semesters. They are supervised by staff at the shelter.

**The ARC of Delaware County:** Students engage in service-learning opportunities where they provide support staff to allow ARC clients to participate in “Think College” experiences and Parks & Recreation student trainings for multiple semesters.

**Small Local Businesses:** Hospitality students engage in service-learning opportunities. They suggest marketing strategies to improve traffic on websites and to improve business, in general, over a semester.

**Law Enforcement Agencies:** Criminal Justice students are supervised in various situations while being mentored by members of law enforcement.

**Criminal Justice Agencies:** Students in the Bachelor in Criminal Justice program engage in internship opportunities for one semester at various agencies, include police departments, probation departments, District Attorneys’ offices, courts, etc. They obtain an internship where they are supervised by individuals at the agencies where they are placed.

Social Services: Students engage in volunteering and service-learning projects with various social service partners. The students provide support in programs like Big Buddy, Safe Against Violence, Head Start and Food Bank.

Disney: Students in the Hospitality Division engage in a paid semester-long internship at Disney in the Orlando, Florida location.

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## Question 2

Describe any existing methods used to support intentional and reciprocal relationships on and off campus. Please identify the offices, departments or other structures on campus currently supporting these relationships.

SUNY Delhi's leadership promotes community engagement as a college priority in the President's annual addresses at orientation and commencement, during biannual campus-wide meetings, during periodic campus coffee hours and at Enrollment Services events.

The process of institutionalizing service-learning across campus formally began in 2012 with Delhi's Provost who charged the Service-Learning Work Group to design a service-learning (S-L) program. The SL attributed courses would be credit-bearing and integrate service into academic course content. Each semester the O'Connor Center strives to increase the number of service-learning courses in the college class schedule.

For over fifteen years the O'Connor Center for Community Engagement has increased and enhanced the quality of student engagement with its partners in the Delhi area and beyond by focusing on service-learning and community based learning/volunteering. Since 1999, when the program started with only a part-time coordinator, the O'Connor Center has been, and is, the only office in Delaware County dedicated to providing information and coordination of service opportunities and events. There is one full-time Director, a part-time Faculty Coordinator for Service Learning and 3 - 8 Student Assistants each semester. The office provides event management, transportation, funds for small projects and coordination of students and community members.

Not all programs utilize the placement services offered through the O'Connor Center. The Nursing, Business, Hospitality, Criminal Justice, Veterinary Sciences and Golf Management all handle applied learning placements for students within their respective divisions.

Students who engage in applied learning opportunities that are not attached to credit-bearing courses have the option of having that information included in a co-curricular transcript. They do so by reporting their work to the Student Activities office, which then inputs the information into Banner. The student may then request that the Registrar generate a co-curricular transcript, which is separate from their academic transcript.

The only agency per se that the School of Applied Technologies has a relationship with regarding applied learning activities is our partnership agreement with Delaware Academy which allows their students to complete a one year Certificate in Automotive Technology over the course of their junior and senior years in high school. Assuming successful completion of all coursework with a minimum overall GPA of 2.0, these students can enroll in our two year AOS Automotive Technology degree and complete in a year. Our first cohort will earn their NYS certificate this May; there are four students in their first year of the program, and we will be accepting up to five students in the fall of 2017.

The Dean of the School of Applied Technologies has met with DA administrators and presented them with five other certificate options for high school students: Electrical Construction, Plumbing and Heating, Refrigeration and Air Conditioning, Carpentry, and Cabinetmaking.

For the Veterinary Technology program, the Business and Finance Office coordinates the liability requirements through SUNY so that students can participate at the facility of their choice. The department facilitates their Memorandum of Understanding with local humane societies so that those organizations animals can be used in our teaching program here on

campus. Veterinary Science faculty and staff coordinate with individual preceptor sites to minimize issues that arise through student participation (this includes direct and email contact as well as site visits to most locations). A Veterinary Science Instructional Support Assistant serves as coordinator with the local shelters to facilitate the use and husbandry of the animals used in the Veterinary Science labs.

Describe how your campus engages new community partners in applied learning.

New community partners can be approached by faculty members designing a service-learning project, members of the OCCE staff, or even students or other members of the campus community. There is a section of the S-L Moodle course for all S-L instructors titled “Identifying Service-Learning Partners”. Announcements about partnerships are periodically made to the Chamber of Commerce, Town and Village Boards, and during Mayor’s Task Force meetings. A trifold brochure has been designed specifically to inform the community of the benefits this kind of partnership brings to all. Annual community partner celebrations at the college provide examples of student service-learning work, in part to inspire new projects and partnerships. Partners are provided with a service-learning contract, contact information and verify students work and attendance while projects are accomplished. Partners are also provided with the course syllabus, which states the service project and the learning objectives. Finally, partners are listed on the college website.

The School of Applied Technologies actively solicits projects for students, both on and off campus. Much of this is word of mouth, but we also advertise on a yearly basis in the spring in the local media to find building projects, both new construction and remodeling, which we begin the following fall. We typically receive many requests, and choose those that serve as the best learning experiences for our students. While these projects are largely done by students in our Residential Construction program, they often lead to work which is undertaken by our electrical students. Architecture and Construction Management students also take on projects within the local communities, typically on a smaller scale. For example, kiosks have been designed and built for local villages by our students.

For preceptorships in Veterinary Science, the student is the initial point of contact with a new facility, which is then followed up by faculty/staff.

### Question 3

	<p>For Humane Societies, the Dean initiates discussion and coordinates the MOU process with new facilities that provide animals for lab use.</p> <p>For internships in the Criminal Justice program, students seek their own placements. The placements must be in the criminal justice or legal system. The instructor teaching the Internship course approves the internships and orders insurance for all students.</p>
<b>Question 4</b>	<p>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</p> <p>SUNY Delhi will continue to strengthen partnerships by insuring the above measures used for service-learning are completed each semester, and by creating a survey or other form of assessment to be completed by the partners and assessed by the OCCE, faculty and the partners regularly.</p>

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than **May 1, 2017**.



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VII

**Graduation Requirement**

Due May 1, 2017

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	April, 2017
<b>Narrative Compiled by:</b>	Applied Learning Committee

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	April, 2017
<b>Summary</b>	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VII of VII of campus applied learning plans and asks each campus to determine whether they can include approved applied learning activities as a local graduation requirement. The feasibility of requiring approved applied learning activities for all students includes a decision as to whether this academic methodology is sound and appropriate to include in curriculum, as well as determination of the local community’s ability to support the number of students enrolled. Having knowledge of the number of students currently engaged in approved and required applied learning activities may help campuses make an informed decision.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?</p> <p>While every student at Delhi has the opportunity to engage in applied learning opportunities prior to graduating, the college will not mandate it. Most programs already contain required courses that incorporate applied learning including clinicals, practicums, internships, professional work experience, preceptorships, and cap stone courses, as well as multiple courses with a service learning component.</p>
<b>Question 2</b>	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>The Applied Learning Campus Committee at SUNY Delhi made the decision that, while applied learning opportunities will continue to be available to all students and required for many to graduate, not all programs will mandate students participate in applied learning activities in order to graduate. This</p>

<b>Campus Name:</b>	SUNY Delhi
<b>Date:</b>	April, 2017
	decision was supported and approved by the campus Senate, Delhi's governing body, and Academic Council.
<b>Question 3</b>	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>Each program that currently contains applied learning requirements has selected the type of experience that is best suited to the major and what their industry standards call for. For example, hospitality students are required to complete professional work experience in the hospitality field during the summer or at intersession time, while construction majors work throughout the semester on building projects in the local area.</p>
<b>Question 4</b>	<p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p> <p>At this point, there is no need to expand the number of employees working with applied learning opportunities and resources supporting such work beyond what we currently have. However, with the growing number of students in different majors that do require applied learning, we may need to add faculty, staff and resources in the future.</p>

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