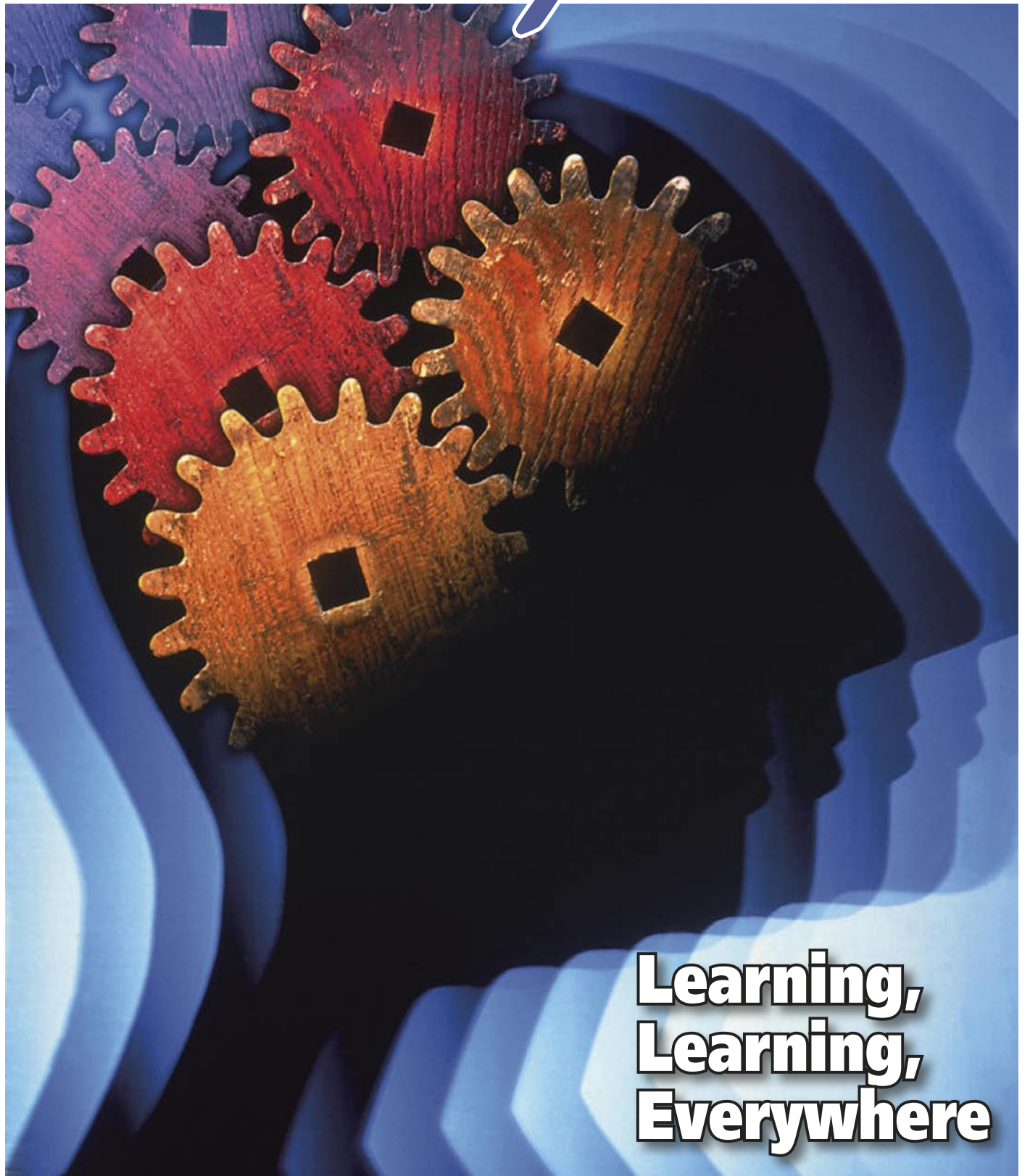


Learning *Alive*

A Publication of Academic Affairs at SUNY Orange

Volume 1, Number 1, May 2006



**Learning,
Learning,
Everywhere**

Learning *Alive*

A Publication of
Academic Affairs at SUNY Orange

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LearningAlive welcomes your ideas for future articles. Topics should focus on academic initiatives and the students, faculty and staff who are making learning come alive. E-mail the editor at learningalive@sunyorange.edu.

Welcome...

As president of SUNY Orange, I am pleased to join with Vice President for Academic Affairs Catherine Chew in sharing this first issue of **Learning Alive** with all of you.

This new publication reinforces our Mission Statement that aptly begins, "We are a community of learners..." And that sentence underlines the most important focus of SUNY Orange—enriching the learning environment for students and providing the best possible professional development opportunities for faculty.

It is this attention to the core of the mission that also gives life to the college's strategic priorities, centered as they are on the Academic Master Plan and the continual enhancement of the learning environment overall.

Everything we do, from facilities' upgrades to extracurricular activities to creating technology-rich classrooms and labs, only has meaning within the same learning context and has only one outcome: the continuous improvement of the quality of education at SUNY Orange.

Sincerely,

Dr. William Richards
President, SUNY Orange

Welcome to the inaugural issue of **Learning Alive**, a publication of Academic Affairs at SUNY Orange. The people and initiatives described in these pages demonstrate the exciting academic transformations that are happening at this premier institution.

Every day our faculty are bringing the best of who they are to our classrooms, student support centers and to our new learning-centered initiatives. Always with our students in mind, they build bridges, establishing academic collaborations and partnerships internally AND externally with our business and professional communities.

All of these transformations, which also require our tenacity and trust, demonstrate Academic Affairs' commitment to leadership, innovation and entrepreneurial excellence in a global environment. As a result, SUNY Orange, an outstanding community college built on a strong foundation and reputation for academic rigor, will continue to evolve into the finest of 21st century learning-centered institutions with programs and services that respond to students and residents in Orange County.

Browse through these pages and you will see why I am proud to have joined this high quality institution and the SUNY Orange community of learners!

Sincerely,

Dr. Catherine Chew
Vice President for Academic Affairs

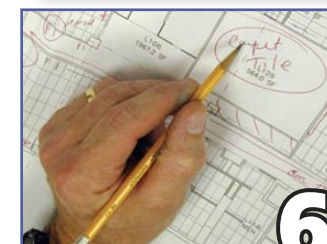
Learning *Alive*

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experience Learning Alive at SUNY Orange.**

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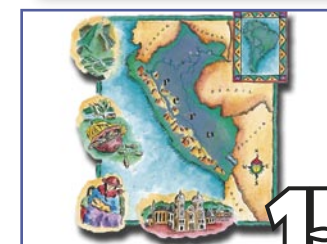
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How do we, as teacher-learners, help our students to think critically?

- 1. Analyze our own classroom questioning styles.**
- 2. Present our students with open-ended, higher-level questions.**
- 3. Support them in using higher-level reasoning to tackle the questions.**

Dr. Jennifer Merriam

Critical Thinking

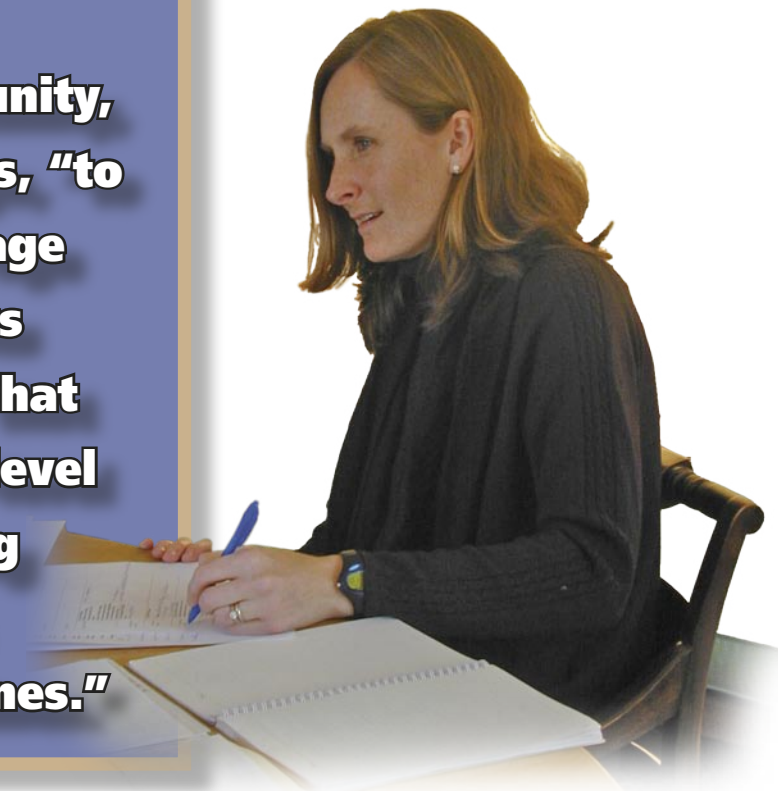
A Faculty Member and an Assessment Coordinator Help It Happen—and Learn As They Are Doing

Think, think, think! That's the mantra that's resounding in SUNY Orange's college meetings, special workshops and "learning alive" classrooms and labs. And much of its impetus comes from a "felt need" both nationally and locally as SUNY Orange faculty and administrators work to develop the best critical thinking skills in students in all disciplines.

The formal dialog began during the 2005-06 academic year in initial discussion by **Ann VerShuuren (Diagnostic Imaging)** followed by a college-wide discussion led by **Dr. Jennifer Merriam (Biology)**, "Promoting Higher Level Thinking in Students." The need for this discussion has been reinforced by the results of the SUNY General Education Assessment of Critical Thinking at SUNY Orange, spearheaded by **Coordinator of Assessment Christine Work** and the General Education Committee.

Response has been so great that a number of formal follow-up workshops and discussions are in the works, Merriam reports. "I see a college-wide effort to support students in developing higher level thinking," she says. "It is becoming clearer throughout higher education that one good course or instructor is not enough to effect change in students. The greatest improvement...comes from a concerted effort throughout the curriculum." Continuing to lead the development of classroom-specific strategies, she says, "Students must run across the same concepts and practice the same skills multiple times if true learning is to take place."

It's an opportunity, she says, "to encourage students to use that higher-level thinking across disciplines."



Merriam has made her own personal commitment to do the same; during the Fall '06 semester, she will be part of the college's "paired course" experiment; her Introduction to Biology course will be paired with a Freshman English I course; she'll work as a team with the English instructor, **Associate Professor Mary Warrenner**, with the same cohort of students. It's an opportunity, Merriam says, "to encourage students to use that higher-level thinking across disciplines. They will hopefully see that good writing and good thinking are important in Biology as well as in English."

Merriam underlines the need in our society today to think through key issues from "the ethics of stem-cell research to the impacts of global warming on our food supply." We must, she says, have "the ability to reason about complex issues if we are to make good decisions."

Christine Work notes that this internal initiative matches the State University of New York's General Education program, in which critical thinking is one of 10 standards. "This means 'critical thinking' is infused throughout the curriculum," she says, and the college will do regular assessments of the success of that infusion for students. "A first step," she explains, "is to designate a representative sample of our General Education courses as 'critical thinking intensive.'" And so both she and Merriam are working with the college's Assessment Advisory Committee to coordinate activities in this area for the students.

An Information Commons

A Seasoned Library Director "Studies" the Ins and Outs of Architectural, Technological Innovations

2006 is a whirlwind year for SUNY Orange's Learning Resource Center (LRC), a windfall for the college's students and an invigorating professional experience for the LRC staff, reports Sue Parry, LRC director. The cause? The renovation of the current LRC building and its rebirth as a 21st century Information Commons.

An initiative developed by Director **Susan Parry (LRC)** and her staff and vigorously supported by SUNY Orange's **President Bill Richards** and **Vice President for Academic Affairs Catherine Chew**, this newly redesigned center of learning on the Middletown campus contributes a new look and feel to learning. Gone are most of the old bound stacks of paper magazines, newspapers and journals; the old card catalogs; the regimented study spaces with antiquated tables, chairs and study carrels. In their place, workmen are installing state-of-the-art "smart" classrooms, a drop-in computer lab, and online terminals to give today's and tomorrow's students immediate access to online research materials and the means to present what they learn with the latest technological tools, Parry explains.

Standing next to the beautifully paneled new main Information Counter, Parry watches as new flooring, light fixtures and wiring are installed. Here she and her staff will welcome learners, guiding them to the various learning areas, helping them to access the enhanced online research sites, and utilizing the various technology tools.

Strategically placed "information hubs" will dot the main floor. Six waist-high computer stations will circle each hub so that students can walk right up and access periodical data bases like jStor and major academic sites. They can work here individually or collaboratively on learning projects.

For example, Parry says, a student who's doing research for a paper or

presentation in, say, genetics, will be immediately guided by staff at the Information Counter to the appropriate information hub, data base access, or online catalog of holdings. If students are working on a collaborative project, they can utilize an entire documentation hub, writing the report or creating their PowerPoints. Later they may even practice using the laptop and projector units in the three new "smart" classrooms.



These smart classrooms are wireless, just as the Information Commons will be; they have a cart of laptops and projectors and large screens which will also allow for specially scheduled classes run by the Information Commons staff or college faculty. Here, Parry adds with pride, students and faculty may learn together in subject-or-discipline-specific learning activities that "make the most of this brave, broad and amazing new world."

The Information Commons also sports a new second floor configuration that includes the college's new Center for Teaching and Learning (see related article in this issue), the Tutoring Center, the offices of the Associate Academic Vice Presidents, and rearranged print materials.

And how has this new initiative affected Parry and her staff? It's meant quite a bit of "learning alive" for them as well.

"We worked long and hard, visiting other colleges with these facilities, attending conferences about them, and finding ourselves at the forefront of the SUNY-wide movement to do the same," Parry explains. With one exception, she adds. She and her staff learned their librarian lessons in the time of book stacks, 3x5 inch card catalogs, and bound indexes to the New York Times. But, she says, libraries have always been change agents, especially with technology and on college campuses. Like SUNY Orange, they continue to be so. Their Internet postings have been invaluable in aiding staffs like SUNY Orange's in developing their facilities. One other benefit of this 21st century change, Parry notes, is that the Middletown Information Commons is the prototype for the college's planned



Newburgh campus. "We'll be able," she observes, "to copy this model there."

"It's exciting," Parry says. Like her staff, Parry is a continual learner through this project, mastering the SUNY system online-cataloging software, working with administration and planners to retool the physical plant, learning about necessary construction and technology infrastructures from the college's IT and Maintenance departments and "accumulating some knowledge about the selection of the right types of lighting, wiring, and the selection and placement of laptops, projectors, printers and wireless routers."

Already planning for the Fall 2006 official inauguration of the Information Commons with Parry, Dr. Chew welcomes this avenue for extended learning everywhere. But, before the official opening, Parry and her staff invite current students into the evolving facility during the Spring '06 semester. And with them she watches as this 21st century "starship" takes exciting shape.





The Center for Teaching and Learning

A Vision, A Mission, A Reality for SUNY Orange's New Vice-President for Academic Affairs

If there's any one initiative that embodies the invigorated academics at SUNY Orange, it's the emerging Center for Teaching and Learning (CTL), a priority of **Vice President for Academic Affairs Catherine Chew**.

A CTL, she explains, is a vibrant fulcrum for a college; it is "the conduit" and the "resource center" for conversations, research, and applications of "the best practices" and thinking about "learning-centered" education and professional development. It tackles the question "How do we know that what we're doing produces learning, real active learning?" and not merely rote memory and regurgitation. The CTL will help the college find the answer; at the same time, it will showcase examples of those best practices and will offer faculty practical aid for integrating these in their courses and classrooms.

The students will be helped, she explains, to master critical thinking, problem-solving and real world applications. Through the CTL, SUNY Orange faculty would have support for developing project-based activities, internships and workplace experiences for students; they'd also have help restructuring classroom learning so that "linkages (among disciplines and between the classroom and the world) are apparent to students," she continues.

Many of the initiatives showcased in this issue of **Learning Alive**, Dr. Chew explains, are examples of those linkages and strategies.

Consider another, she continues. Suppose, through the CTL, faculty developed a theme, like "Connecting With China," and a plan for exploring it throughout the disciplines during a specific semester. Students would learn about this global reality, all of its complex dimensions, and its infusion in all academic study.

At SUNY Orange, the new CTL will also be a physical presence where this creative ferment can happen; it will be located in the renovated LRC (see related story in this issue), offering "an inviting space for faculty and staff to meet, share ideas informally and formally." Programs can be offered there; print and non-print materials

as well as state-of-art technology will augment the space.

Specifically the Center for Teaching and Learning would utilize both external experts and internal faculty, drawing on "the tremendous talent already within the SUNY Orange organization." They might offer seminars, workshops or short courses. And the programs might extend from how students learn, how the brain and information processing work, to other professional development

colleague/participant in particular who said she got a tremendous lesson in "what students feel like, trying to learn in a subject matter they don't understand."

Drawing on SUNY Orange's internal "tremendous talent," Chew has chosen as **CTL Coordinator Dr. Jennifer Merriam (Biology)**, and also formed the CTL Task Force which has done a needs assessment survey of the college faculty and staff and, from the results, will recommend specific activities for the 2006-2007 academic year. Task Force members

The CTL tackles the question "How do we know that what we're doing produces learning, real active learning."

topics like conflict resolution or leadership training. One of the first offerings (June '06-June '07) is a New Faculty/New Department Chair Training and Mentoring Program being developed by several senior faculty and chairs.

And how did Chew personally become so committed to the Center for Teaching and Learning concept? As a learner herself, she explains. At Madison Area Technical College, she saw her first CTL in action; she learned "how it could make people comfortable trying something new" and how it could "meet the array of needs of the entire college community." She remembers one

include **Maria Blon (Mathematics)**, **Andy Conrad (Academic Support)**, **Angela Elia (Technical Services)**, **Jean Halpern (Nursing)**, **Wendy Holmes (Human Resources)**, **Mindy Ross (English/Newburgh Extension Center)**, **Christine Work (Institutional Assessment)**, **Ann Verschuuren (Diagnostic Imaging)** and **Joe Zurovchak (Biology)**. Later Chew envisions other faculty with special expertise eventually having redefined loads to work in the CTL.

What better proof of the teacher-learner and the invigorated climate of learning-centered education at SUNY Orange.

Workplace Collaboration:

Working With Orange Regional Medical Center, Nursing and Writing Instructors Learn and Share



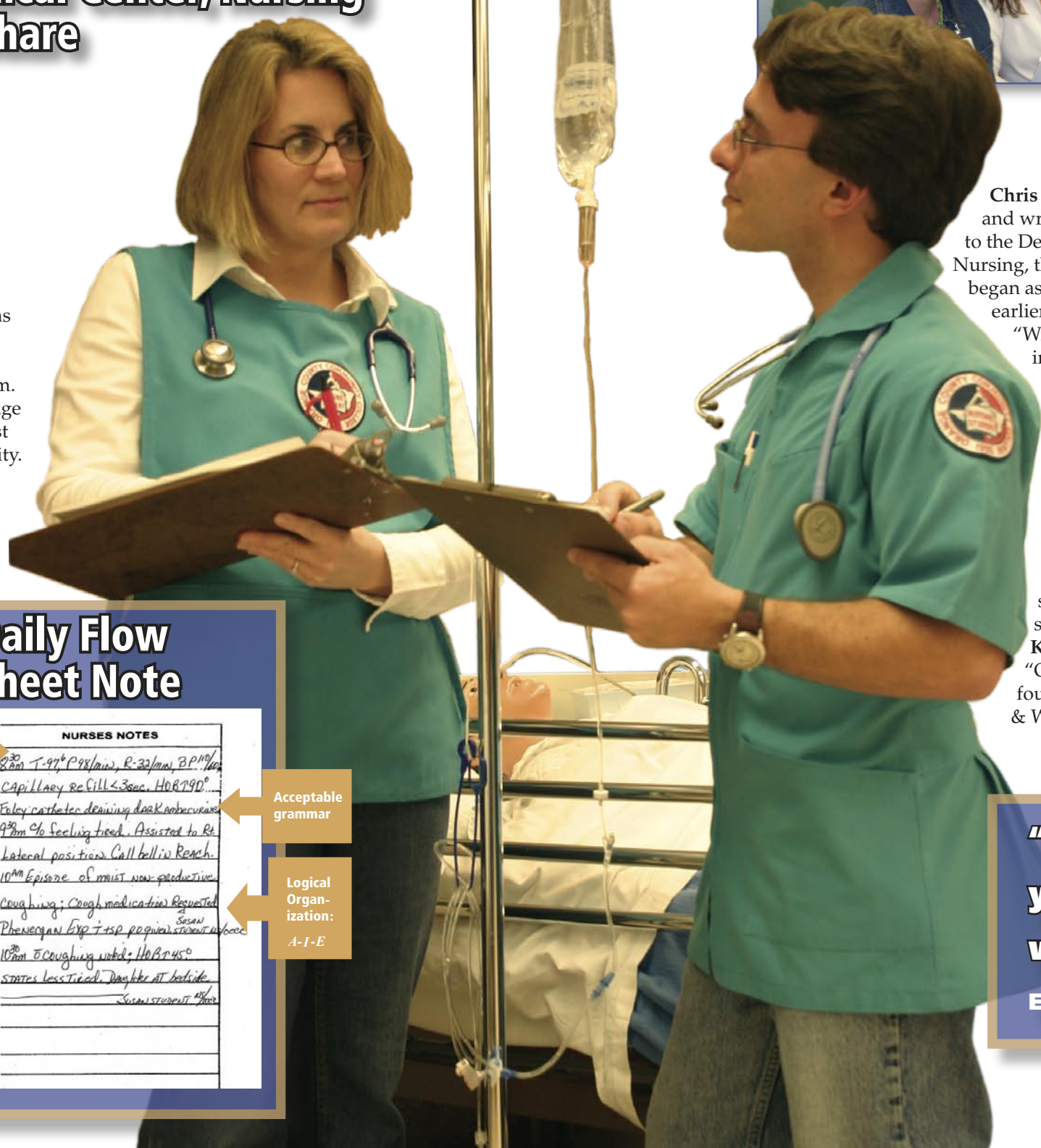
Orange Regional Medical Center + SUNY Orange = Real Learning Alive for the college's current nursing students, its collaborating departments, nursing and English, and our area allied health providers. That's because these constituents are partners in the college's Nursing & Writing Project, now in its fourth semester.

Supported by SUNY Orange President **Bill Richards**, the Nursing & Writing Project began its formal workplace-applied Nursing & Writing 1-4 courses in Spring '05. Anchoring writing instruction in "real world" situations AND interdisciplinary team teaching, the Project has been embraced by Orange Regional Medical Center (ORMC), and ORMC's Vice President of Nursing **Mary Dougherty**, who says, "Communication of patient status with clear, precise and clinically pertinent documentation is essential for safe patient care and optimal patient outcomes. The development of this competency facilitates a successful transition from student to beginning practitioner in nursing."

SUNY Orange Nursing Chair **Peg Scribner** and Associate Academic Vice President **Sue Deer (Health Professions)** underline its value to students and in "meeting professional nursing standards."

ORMC, Dr. Richards, their faculty and staff have worked out arrangements to share needed documentation techniques, as well as classroom instruction and hands-on learning about the medical center's computerized documentation system. Samples will be used in SUNY Orange classrooms; students will pay at least one visit to the ORMC training facility.

Here's how the project works, explain Professors **Pat Slesinski** and **Helen Marie Boyle (Nursing)**. Boyle explains, "We combine both nursing and writing processes and skills in each classroom and online learning experience (the courses are 'hybrids', half in class and half online). All classes begin with a sample nursing situation like this: 'You are assigned to Mrs. _____, who's been admitted with _____.' Then, we have the students determine how to document the interactions." Created by colleague **Professor**



Nursing & Writing instructor **P. Slesinski** (top left) with students **J. Cavalier** (top center), **E. Mahakian** (top right), and (bottom row, left to right) **B. Kujawski**, **S. Caputi**, **T. Usischon**.

Chris Godwin (English) and writing consultant to the Department of Nursing, this approach began as a result of her earlier sabbatical project, "Writing Demands in Orange County Business, Industry, Government and Health Services." How are the nursing students responding to this dynamic experiment in learning? Fourth semester nursing student **Barbara Kujawski** says, "Over the course of four terms in Nursing & Writing, I've learned

to summarize my interactions with my patients in a manner that satisfies the legal requirements of nursing documentation. More importantly, I've learned to produce a document that reflects my knowledge of the nursing process, the care I take to bring my patients closer to wellness, and the pride I take in my new-found profession." **Evan Mahakian**, also a Nursing & Writing 4 student, adds, "This class will help you put your Nursing care into words."

Dr. Catherine Chew applauds innovative learning like this, linked to the workplace, team teaching, and new modes of delivery, including online and accelerated courses. She says, "I'm thrilled our students, faculty and industry partners are involved in such a meaningful learning experience. This is a win-win situation for everyone."

Daily Flow Sheet Note

Relevant detail & precise wording & abbreviations

Acceptable grammar

Concise thought units

Logical Organization: A-I-E

"This class will help you put your Nursing in words."
Evan Mahakian, student

Meet these SUNY Orange Teacher-Learners



Bouchaib Falah

Bouchaib Falah (Math & Computer Science) is a lifelong learner, a hardworking immigrant, and a young student-oriented faculty member at SUNY Orange.

Born and raised in a “dirt-poor family in Casablanca, Morocco,” Falah has lived the classic immigrant and English-as-a-Second Language student experience. From these, he brings vivid memories and lessons which, he says, make him very sensitive to the rapidly growing diversity in our classrooms.

Speaking French and Arabic, Falah was a professional soccer player in Morocco until he had to choose between the sport and education. Choosing the latter, he earned his Bachelor’s degree and teaching certificate at Ecole Normal Supérieur, Casablanca. Then, via the U.S. Government Diversity Lottery, he was, at 32, one of 50,000 randomly selected immigrants.

“Knowing no English and no one,” he came to Harrisburg, Pennsylvania, working as a dishwasher, warehouse employee and hotel shuttle driver while teaching himself English. “Each day,” he explains, “I wrote down

Bringing International and Armed Forces Experience to Learning

words in my journal, memorized and practiced them at home each night.” Eventually he took ESL courses at Harrisburg Community College (HACC) while working several jobs and sleeping two to three hours a night.

Determined, he finished the ESL sequence and related reading/writing courses, but wanted more. Still working multiple jobs, he was accepted into Shippensburg (Pennsylvania) University’s Masters in Computer Science program. Even with his Math background, he still scrambled. “I had never touched a keyboard, didn’t know what the Internet or email were,” he says. So he took five prerequisite computer courses, while working to pay tuition, room and board and “send money home to my family.” He remembers asking other students in the microcomputer lab for help. Still he persevered, eventually becoming so accomplished he tutored other students.

Knowing he wanted to be in teaching and learning, Falah adjuncted at HACC, Penn State and Central Pennsylvania College. Then, just as he was accepted for Ph.D. work at North Dakota University, he saw the SUNY Orange vacancy notice. The rest is both his and our students’ good fortune.

“My experiences,” he reflects, “help me a lot (in) understanding our students, especially the foreign

students. I have patience with (them) and, being a minority, I relate and try to help.” He also empathizes with those trying to get an education and working. “I can understand the situation and...am willing to come at 6 o’clock p.m. to help them if they can’t come during my day office hours.”

And the other lessons he brings to our classrooms? Falah concludes, “If you work hard and are nice inside, God will help you. And that is why I believe in helping people.”



Cheryl Ward-Simons

When **Professor Cheryl Ward-Simons** walks into her nursing classroom, she brings another world with her for the students: her Full Bird Colonel experience in the US Army.

Since 1981, she’s been teaching for SUNY Orange and serving in the Army Reserves-Army Nurse Corps.

What she’s learned about nursing in the military comes from military school and supervising medics in hospital and field settings. She’s slept in tents, used port-a-potties and special field showers, fired weapons and survived in a battlefield setting. And though she’s never been activated for war, “my units had been placed on high alert on several tense occasions,” she says.

During her Army years, Ward-Simons managed the Army LPN program for soldiers in the Northeast Region (Maine, New Hampshire, Massachusetts, New York, New Jersey, Connecticut). “This required approval from a Board of Nursing,” she explains, and entailed teaching soldiers on their drill weekends and during summer camp.

“Having gone through the accreditation process at SUNY Orange,” she says, “was extremely helpful” while experiencing “the same challenges with the Maine Board of Nursing for the LPN program.”

“My two jobs,” she says, “have provided me with much information and knowledge that have, I believe, helped me help the students.” She believes the military has taught her “the principles of how to lead as well as how to follow, how to navigate paperwork, and how to use strategy.” It also helps her in “my full-time job teaching RN nursing students and working with the faculty.”

So when SUNY Orange students want to know about the possibilities in nursing, Simons both shares and models this possible venue. “I consider myself blessed,” she concludes about her dual Army-SUNY Orange nursing. And so do we.



Teaching Online Is Learning Alive

Breaking down an inaccurate stereotype, sparking new energy and opening new opportunity for SUNY Orange students are the results of distance learning collaboration, report **Professors Stephen Winter and Lucinda Fleming (Business)**.

Speaking at the national **eLearning Conference** in Savannah, Georgia, this spring, the duo described how Winter, with 40+ years at SUNY Orange, now teaches a state-of-the-art completely online Principles of Marketing course and has also web-enhanced his face-to-face classes.

The rapidly growing online teaching at the college takes one of three forms: a totally online class; a hybrid class (half in-person, half online); or a web-enhanced class which meets in person for the full semester but also adds online discussion, research, and collaboration activities.

What led him to do this? And how do the students benefit? Winter says, “The need to change is reinforced by the trilogy (my mantra): *Future Shock*, *Megatrends*, and *The World is Flat*,” all of which underscore that technology is one of the major forces driving change. In academia, this translates into computer applications, especially online education.” So Winter sought out Fleming’s aid in making that change.

Meanwhile, Fleming smiles at this success, both as department chair and former distance learning coordinator at SUNY Orange. A veteran online instructor since 1990, Fleming lauds Winter’s initiative and the four-part SUNY Orange plan for developing faculty to teach online. She notes, “This included how we recruit and motivate all faculty, the training model, and what I think is most important – the networking and support provided to faculty after the training.” And the prestigious League For Innovation has now invited Winter and Fleming to share the SUNY Orange model at its next national conference.

But are these two alone at SUNY Orange? Not so, points out **Instructional Technology Coordinator Andy Conrad**. This academic year, 28+ faculty from 8+ academic departments teaching 34+ different courses are experimenting in the online venues. Some of them are younger, many older, all following in the footsteps of these Business Department colleagues.

So learning is alive in classrooms and across the airways for students in every discipline.

Upgrading Telecommunications



Engineering Technology program into a state-of-the-art Telecommunications Technology program.

Working with **Professor Arlin Bartlett (Technology)** and **Associate Vice President for Academics Dr. Melody Festa (Business, Math, Science & Technology)**, Steane has

now redesigned the curriculum and will introduce two new telecommunications courses for the Fall '06 semester.

Festa notes that the new program spurred by the Academic Master Plan, which included critical input from major corporations like Citizens/ Frontier Communications is designed

SUNY Orange's telecommunications initiative, workplace-college partnerships, an alumna, faculty member, new chair of the Department of Applied Technologies: they all come together in the person of **Fern Steane**.

That's because Steane is now managing the conversion of SUNY Orange's Department of Applied Technologies' Electrical

to meet the needs of the exploding job market, especially within the next five years. She adds that Frontier has also sponsored a pilot paid student internship (Fall '05) and will sponsor a brand new telecommunications lab, modeled after another Frontier has funded in Rochester, New York.

This is a very exciting time to be on the ground floor of this initiative," Steane says. "when I arrived here in the early 1980s, I never imagined where my SUNY Orange degree would lead me. To be part of bringing the department into the 21st century has brought my endeavors full circle. SUNY Orange fostered my career as a woman in technology. My hope is to serve as an example that women do have a place in technology."

Building Academic Bridges

Building bridges, rather than barriers, between disciplines is the major thrust of SUNY Orange's new "Paired Course" experiment for the Fall '06 semester. Its bridges will help students see the connections among learning experiences, reports **Professor Doug Sanders (Psychology)**. Students will cross-register for a designated section of his General Psychology I course and a Freshman English I course taught by **Professor Geoff Platt (English)**. They will study both academic subjects AND learn how they intertwine and augment each other.

The two instructors, Sanders continues, will coordinate course assignments and classroom activities. Sanders believes this will reinforce interdisciplinary learning. He says he's confident that "the synergy across academic disciplines (can) potentially

foster student development in the areas of 'academic integrative learning' and 'critical thinking.'"

How did Sanders become interested in such a project? He reports, from his own learning background, that writing was always a key tool in his own grasp of key concepts and applications. He found that true from undergraduate through Ph.D. work.

Department Chairs Patricia Guallini (Social Sciences) and **Dr. Frank Traeger (Biology)** are also proponents of this learning-without-barriers experiment. They note that these bridges between courses and disciplines can only vitalize learning across the curriculum.

SUNY Orange's award-winning interdisciplinary Writing Consultancy Project is co-sponsoring the paired course experiment. **WCP Coordinator**

Diane Bliss offers an anecdotal example of its impact on faculty:



"When Doug and Geoff first met to consider this experiment, for instance, they found common ground in materials they use, including Plato," Bliss says. "The excitement between them was quite visible as they exchanged their own ideas about the material as well as about their pedagogical approaches. Here suddenly were two faculty from different disciplines intellectually engaged as colleagues in discussions about the material, their students and learning."

Also on tap for the Fall 2006 semester is a Biology-English team who will pair their Intro to Biology and Freshman English I.

Travel and Learn

From Peru to Europe and Beyond

Learning is global ! That's the message and the lesson in SUNY Orange's Travel-Learn courses, observes **Associate Vice President for Academic Affairs Richard Heppner (Liberal Arts)**. Travel courses, usually sponsored by his academic division, he points out, give students the opportunity to "directly connect the reality of globalization and cultural diversity ... to the student experience. Not only is the learning experience enhanced, but the memories of that experience are carried for a lifetime."

The first stop in this world-wide learning adventure was Peru during the March '06 spring break. In a Travel-Learn seminar and trip, "Peru: Inca Civilization and The Spanish Conquest," students, 18 to 60-something, joined **Professors Barry Kass (Social Sciences)** and **Edgar Gutierrez (Foreign Languages)** on the nine-day study.

They toured the "Lost City" of the Incas, Machu Picchu; day-hiked on the Inca Trail in the Andes; and toured Cuzco and Lima. Their visit to the Incas' Sacred Valley, the Urubamba, was augmented by site visits to Tambo Machay, Kenko, and Saqsayhuaman.

"Connect the reality of globalization and cultural diversity to the student experience."

What learning occurred as a result? Gutierrez says that students observed in detail "the social organization reached by the Incas" and notes that "today the

descendants of the Incas are a majority group in many of the regions of Peru." For all of us longer term, Gutierrez continues, we must "be better prepared to understand the indigenous objectives when representatives are democratically elected in key positions of the Latin-American governments," like those in Bolivia.

Kass, a veteran of many such trips, adds that global travel and learning is a total body experience, impossible to duplicate in a classroom."

How so? Kass explains, "In Peru, we listened to the haunting sounds of the folk music of the Quetchua people of the Andes. We tasted their local foods and drinks. We touched the fantastic stone walls and monuments of the Inca ruins. We smelled the misty jungle vegetation, which surrounds Machu Picchu. "

Meanwhile, another interdisciplinary team, **Dr. Demos Kontos (Social Sciences)** and **Geoffrey Platt (English)**, brought SUNY Orange students into first-hand contact with Prague and Vienna, nationalism and cosmopolitanism in central Europe, as well as 11 centuries of culture and the arts in "one of the birthplaces of modernism."

More such experiences will soon open for SUNY Orange students.

Scheduled for later in 2006 is a visit to Scotland with **Professor Max Schaefer (Arts and Communication)**; for the academic year '06-'07, **Dr. Kathy Malia (English)** will offer Literature, Time & Place: Ireland. The learning possibilities are as boundless as the world.



Partnering To Make English-as-a-Second Language Alive

Foundations, State Elected Officials, Faculty and Staff Work Together

Another "Learning Alive" partnership at SUNY Orange is broadening horizons for our growing English-as-a-Second-Language students.

Working with **Coordinator of Grants Joe Cutshall-King (Institutional Advancement)**, SUNY Orange Academic Affairs has found funding partners for these developments in **U.S. Congressman Maurice Hinchey, N.Y. State Senator William Larkin, the William and Elaine Kaplan Family Charitable Foundation, and the Dyson Foundation.**

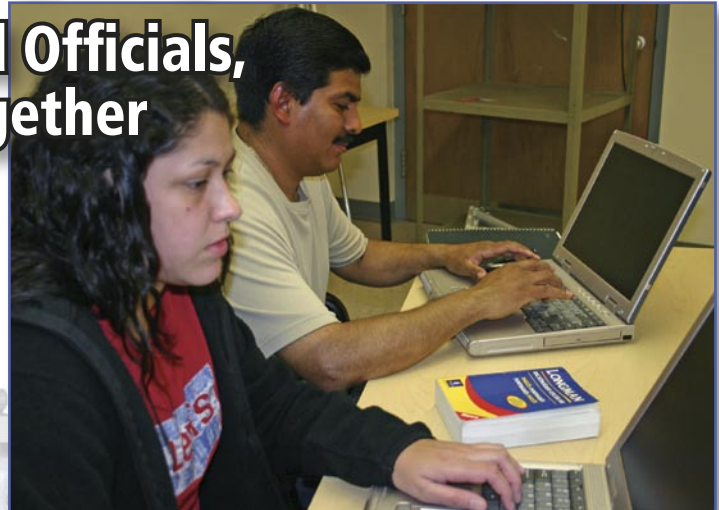
As a result, the academic faculty and **CAPE (Continuing & Professional Education)** administrators and staff have developed two new credit and two new non-credit ESL courses for students at both Newburgh and Middletown college sites, reports **Operations Coordinator Petra Wege-Beers (CAPE)**. These included the new ESL Reading course plus ESL Reading Support Module, and ESL Writing Level 2, designed for college-bound students.

At the same time, CAPE is inaugurating two new non-credit ESL courses, "ESL for the Workplace" and "ESL Level 2." A third course, "Spanish-as-a-Second-Language," is being developed for area secondary school teachers.

The William & Elaine Kaplan Family Charitable Foundation, a long-time supporter of the Newburgh Extension Center and the proposed Newburgh branch campus, has specifically supported a computer-equipped mobile lab, of which one

major function is to serve the ESL students. **The Dyson Foundation** has underwritten the purchase of a third mobile computer lab. The labs augment instruction in the Newburgh Extension Center and in community-based centers.

Finally, a new ESL coordinator, **Deborah Horowitz**, has just joined the college; she'll work with Academic Affairs to plan and develop the proposed ESL Institute. Her position is underwritten by Congressman Hinchey's support.



Current ESL students learn the language in classroom equipped with technology supported by donors like The William and Elaine Kaplan Family Charitable Foundation.



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