Having a firm grasp on more than one language may allow you to see exotic locales or communicate with others around the globe. An education that can aid in getting certified as a translator and interpreter potentially opens up a whole new world, one that remains foreign to most individuals.

Christine Shwe War learned that lesson first hand.

A 2010 graduate of CCA’s Translation and Interpretation program, the native of Burma (Myanmar) was reared in a household in a country squeezed between India, Nepal, Thailand and Vietnam.

Still, it wasn’t until she decided to scale down her full-time job as an engineering technician in the oil and gas industry here in the United States to become a part-time translator/interpreter that she was able to witness first-hand things she never thought were possible.

“It’s been very interesting,” Shwe War said of her post-CCA journey. “I’ve had opportunities to explore places and things that not everyone gets exposed to, like the judge’s chamber – not everyone can go there. Intensive care. Jail. Prison. So I’ve been going to a lot of interesting places that I’ve never been before. It’s one of the privileges that interpreters have.”

She has to be sure that she keeps up with immunizations to remain healthy. She has prosecutors or defense attorneys that accompany her to lockup. But the thrill equals the precautions, and it’s served to increase her own involvement in her own Burmese community while cutting down her hours sitting behind a desk, one of her early goals.

It’s now a rarity if she doesn’t have some outlying professional association with the Denver-area Burmese population through her various interpreting jobs, which also include parent-teacher conferences, human services work, and consultations from around the country.

“I’m still excited to go places and find out more,” she added. “I’m still learning and taking one bite at a time.”

Two other CCA graduates of the Translation
The scheduled visit by the Higher Learning Commission from April 15-17 is arguably the most important event on the 2013 calendar, given its role in determining reaccreditation for the Community College of Aurora. This will be the third reaccreditation visit by the HLC to CCA, having given initial approval in 1993 and reaffirming its position in 2003. The three-person Executive Team comprised of Chris Ward, executive director of Grants and Planning; Ruthanne Oshuela, chair for Performing Arts and Humanities; and Geoff Hunt, chair of Social Sciences, has been intimately involved in the formulation of a self-study document that presents evidence and reviews ongoing accomplishments. Ward recently spoke about the important things college stakeholders need to know on the verge of HLC team’s arrival on campus.

1. This is the home stretch for the HLC visit. What’s your advice as we get down to the nitty-gritty?
   “The team that’s coming here is just like us. They are not coming here to ding us. They’re not coming here to do us in. They are coming to make us better. They are people that work at community college. We need to be prepared to talk about some of the things that are important to us in how we do our jobs and how it relates to the missions and goals of the college. And there will be opportunities during the 2 1/2 days the team is here for people -- students, faculty and staff -- to interact with the team.
   “It’s important if there’s a session for faculty, staff or students, that people come and participate, say what’s important to them, and speak up. "Their formal title is consultant evaluators, so they’re here not only to check up on what we’re doing but to answer questions and help us. So if there are things you are working on where you want advice on doing them better, ask them for advice."

2. What if I still don’t know much about why HLC is here. What do I need to do as a primer?
   “The college website has an explanation of the Higher Learning Commission, a copy of our self-study and introduction to that report. I would go to ‘About CCA’ and down to ‘Accreditation’ on our website. Look at the report we’ve prepared and read the first chapter. Additionally, we will be hosting a ‘HLC Awareness Week’ beginning April 1, which will include several fun and informative activities that will help increase one’s knowledge base.
   “Students can attend two ‘Pizza with the President’ events, participate in accreditation Jeopardy and even drink free coffee April 1. You can not only get your cream and sugar but your mission and values in a single cup, should you desire. And yes, the coffee is free. This is not an April Fool’s joke.”

3. Why should I go to the ‘Accreditation Week’ events? Is it really necessary?
   “Some of the awareness events also will be talking about the college goals, the college mission, the college values. It will help folks get acquainted with some of the things that the commission will be asking about. But we also don’t want to make this something that’s weighty on people’s minds. We’re trying to have some fun with this, too.
   “That’s why we’re having events like Jeopardy games, free food, and chances to perhaps interact with people that you haven’t seen for awhile around campus. So this is also a chance to build teamwork, along with a social element. People can get out of their offices, or go to Open Mic Night on April 5, where there will be HLC information posted, but entertainment is the centerpiece of the evening. Who knows? Perhaps President Alton Scales will revisit his slam-poetry performance from earlier this year.”

4. Will we get an opportunity to gauge what the HLC thinks of CCA before they depart?
   “The Higher Learning Commission team here on the ground will give some initial observations on April 17 in the morning about CCA and what we’ve done.
   “The overall process is designed to explain who we are, what we’ve embarked upon and how well we’re doing. The HLC’s initial findings should give us at least some cursory answers to those questions.”

5. Are there any other ways I can help with the process, besides my presence at various events?
   “I can’t stress enough how vital your comments to questions that a team member asks can be. It’s important that people attend the scheduled HLC meetings and let their voices be heard about Community College of Aurora.
   “But participation can be as simple as identifying a potential issue or problem prior to the visit seen in a classroom hallway or on the campus exterior. If something looks askew, let someone know so that it can potentially be repaired.
   “We want to look as good as we can in every facet possible.
   “At the same time if you want to wear CCA colors and demonstrate school spirit, that could suffice, too”
Dance Around the World was the theme at “International Festival” March 13. Clockwise from top: renowned Afro-Cuban dancer/performer Reynaldo Gonzalez Fernandez, with bandmates Thomas Ban Schoick (left) and Michael Spencer; student Jacqueline Mukeshimana wears a Mishanana from Burundi; faculty Maria Halloran dons a traditional Sudanese wrap; Stacey D’Angelo (left) and Martha Jackson-Carter get down during a ‘surprise’ faculty dance; student poster boards shared colorful information; Kazuko Dishong demonstrates traditional Japanese dance; VP of Instruction Xeturah Woodley is decked out in African garb; from left, Lude Trett (China), Sukanya Roddy (Thailand), Chi Diep (Vietnam) and Eh Kah Paw (Thailand) pose with ESL faculty Meredith Folley.
It was a textbook case of putting a positive spin on a negative-11.

Students in Laura Stone's Pre-Algebra class were working through problems posed in "Introductory Mathematics" by Charles P. McKeague, in late February when an error was discovered on the accompanying lesson's online video, featuring McKeague.

Problem solved. The publisher and CEO of MathTV, McKeague addressed CCA in embedded video on his website for its diligence in finding the mistake, thanked a trio of students by name, then corrected the faulty language in the equation so future users around the country won't be stumped.

"I can't tell you how long that problem has been up there was a mistake in it like that. So you're the first one to find it," McKeague said in his mea culpa. "...Thanks for doing that.”

The problem with the problem was as follows.

McKeague in the text accompanying his video had asked students about subtracting negative-three and eight, so that was reflected in the language transcribed by Stone in the class' take-home note packet. But when McKeague did the video lecture that the students were supposed to watch in conjunction with that hand-out, he slightly altered the problem on video, instead discussing subtracting three from eight.

"The changing of that word from an 'and' to a 'from' makes the answer come out totally different," Stone explained.

Three students – Jonathan Carpenter, Donna Moppin and Kenya Hosey – recognized that the answers, depending on how the problem was solved, could be negative-11 or positive-11, respectively. Stone pulled up the video to confirm the error with her students during the next class then called a contact at MathTV from the classroom (with students on hand) to inform the company of the find.

Much to everyone's surprise, the online thank-you note from McKeague appeared the following day, which didn't escape the students’ notice.

Stone was informed as she entered class two days later.

"All the students were all excited, asking if I had been on MathTV, and I was like, 'Why, what happened?'" Stone recalled. "They said, 'There's a video of us’…"

"I expected that we'd get an e-mail back saying, 'Hey, problem fixed.' The students and I didn't expect that the venerable, almighty Mr. McKeague -- author of our textbook, owner of his own publishing company -- would put a video up thanking our class personally for this.”

The follow-up video of McKeague not only showed the first names of the math sleuths on a grease board as he demonstrated the difference between the two problems but added an image of the CCA website enlarged with Stone's picture.

"It can't be stated two different ways and still get the same answer," McKeague said. "So I want to thank you guys for calling it in.”

One of the reasons Stone strongly believes the error was discovered by her students was because of the innovative format of that class, and all four of her courses.

Stone favors a "flipped" classroom, which turns the concept of students coming to class to hear a lecture and then sending them home to do homework, upside down. Instead, her students watch the lecture at home on Stone's own YouTube channel, MathTV or another website, then bring their notes to class, during which problem solving is accomplished in group fashion with a teacher on hand to assist.

Stone first preps the students for their home assignments by taking the words on the computer screen that are going to be subject of that day's lecture and transcribes the accompanying equations into a Microsoft Word document that is then posted to D2L as an outline.

The students download that document, watch the online lecture, whether hers or McKeague's, and take notes on that sheet as preparation for class.

"They found an error online because they were doing what they were supposed to do, which is prepare for class by watching TV at home," Stone said.

Fellow AcE math faculty Alice Gilbert also favors the flipped classroom teaching methodology. Stone and Gilbert presented a workshop on the flipped classroom concept at an Academic Enrichment meeting before the semester. That workshop prompted the formation of a discussion group that meets every other Thursday in the Centre'Tech Classroom building. The definition, challenges and execution of a flipped classroom are among the topics bandied about.

"What I love about it is that I get four hours a week where I don't have to deliver any content at all, but we have time to have these kinds of discussions," Stone said.

"We can talk about the difference between 'and' and 'from' in a math problem and why does it matter and mess up your answers.

"Back when I taught in a traditional lecture format, I might mention something like that, some students might even write it down, but most of them might not even notice. Because of the flipped classroom and because they watched it at home and struggled with it, they can come into class and have an open forum to answer their questions and get their mysteries solved.

"We got to have a really good class discussion on it.”

But this particular experience had a noticeable side benefit, too.

By discovering the error and getting kudos via the video message by a well-respected mathematician, it served to boost the self-confidence of members of the class. Stone said immediately after the experience, her students raised their hands more during class to ask questions, whereas before they might have been timid.

"To have someone whose life is math, who publishes math textbooks and is seen around the world on the Internet doing math acknowledge them and them noticing a mistake was huge for them.

"Somebody important in that realm said to them, 'You're smart. You figured it out. You solved a problem using math.' And that's my wish for every student I have. Regardless of how much they learn or what they learn, if they learn they can learn and are in charge of their own learning, that's the biggest lesson I can give them."
Real-world experience is a hallmark of many of the Community College of Aurora faculty. Kaitlyn Culliton stepped on campus having deeply explored a much more fictional setting – Middle Earth.

A first-year adjunct, Culliton preceded her CCA tenure by presenting last August at “The Return of the Ring Postgraduate Symposium” at Loughborough (England) University, a conference which shares research and scholarship dedicated to the works of J.R.R. Tolkien in such disciplines as linguistics, literature, history, art, film and cultural studies.

Culliton’s inspiration to delve deeply into Tolkien ironically didn’t come until discovering an “obsession” with director Peter Jackson’s film rendition of the books. An English major with an emphasis on creative writing, it immediately meshed with Culliton’s penchant for scholarly study of literature, even at a young age.

“The questions that started popping up for me as a creative writer was how do I make a complete fictional world believable to my audience? And who better a model of that than Tolkien?” Culliton said.

Deeper exploration came, in part, in the form of Culliton’s undergraduate honors thesis at University of Denver on Tolkien’s writings called “Verisimilitude and Versification.” It examined the author’s interspersing of poetry with prose that made the material.

Culliton stepped on campus having combed London would be helpful to her studies. But making it an academic jaunt as she did is a win-win personally and for her students. “I think pursuing my passions as a scholar and pursuing my teaching career are not all that different in the sense that the more I can work on my own research, the more I can articulate for my students an argument about poetry – even if I don’t have to say it to them in class,” said Culliton, who currently is teaching two composition classes and a technical writing course at CCA.

“It makes me a better and diverse instructor the more scholarly experience that I have, and hopefully if I ever get to teach a Literature, poetry or Renaissance-era course, which I hope to do, I’ll have a really unique take on that, too.”

So far, Culliton said that her experience at CCA is “really inspiring for me.”

Answering questions about the structures of sentences has led to overarching discussions on the importance of writing generally.

“My enthusiasm comes completely from my students,” she added. And when Culliton is enthusiastic about something, she isn’t afraid to back it up.

She admitted to having a cape and jewelry related to Tolkien’s works at the presentation that greeted her upon her arrival this spring at the Hobbit movie set. “It’s go big or go home, especially when it comes to making a name for yourself in a scholarly world and trying to break into publishing,” she added.

The fact that the presentation came at the 75th anniversary conference of “The Hobbit” made the experience resonate even further. Her attendance at other discussions only further sharpened her critical eye toward the material.

“As scholars, we all together got somewhere, which is sort of the point.”

Culliton spent a week post-conference feeding another passion: 17th century poetry of Samuel Daniel, a sonneteer who was the subject of her graduate thesis.

“She went to St. Paul’s Cathedral, where Daniel’s poetry once was sold, and followed his footsteps around the square City of London up north and elsewhere.

Given the international presence at CCA, Culliton believes merely having the life experience of exploring London would be helpful to her students. But making it an academic jaunt as she did is a win-win personally and for her students. “I think pursuing my passions as a scholar and pursuing my teaching career are not all that different in the sense that the more I can work on my own research, the more I can articulate for my students an argument about poetry – even if I don’t have to say it to them in class,” said Culliton, who currently is teaching two composition classes and a technical writing course at CCA.

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"It’s a constant learning experience”

From Translation / Page 1

and Interpretation program were quickly hired at University of Colorado Hospital to parse through English and Spanish languages in large part because they had those academic qualifications on their resumes. And while their jobs take them to different corners of the medical world, Susana Arjona and Cynthia Anderson find themselves sometimes called into some dark places where it’s their job is to remain even-keeled among chaos.

“It happens all the time,” Anderson said. “Patients get rushed to the emergency room and don’t have anybody with them and need somebody, so we just get them medical attention and we help them communicate what’s going on. We see everything from patients being diagnosed with cancer and you have to be sensitive but also be able to tell them exactly what’s going on; issues that are up for surgery; signing the consent; and interpreting for the health professionals who are making sure patients are aware of the risks they’re going through.

“It’s all the time, non-stop, that we see that,” she added. “It’s really interesting and you learn so much. I go from an OB clinic where you learn all about that, to an eye clinic or radiation, so it’s a constant learning experience.”

No pressure, but at a hospital the difference between life and death, recovery or misery, could come down to a misunderstanding in translation. A fully serious demeanor meshed with experience combats the extra adrenaline.

“There have been a few hairy moments,” Arjona admitted. “Someone attempted suicide in the emergency room. He must have been 20 or 22 and he came in with his mother and the anger, emotion and pain, that was very hard to look at from a distance and be a professional there. The mother was angry, the son was depressed, and it’s very hard to not step in and say, ‘Listen, don’t be angry go later. It can be very hard to just interpret and not step in.’

At the same time, that’s part of the ethical considerations that are taught in Community College of Aurora’s Translation and Interpretation program. And, frequently, there are few grey areas, whatever mode of interpretation is being employed. Simultaneous interpretation is done while a person is speaking and the interpreter talks at the same time. Consecutive pauses to wait for the person that is being translated to stop conversing before jumping in. Sight translation is oral translation of written text.

Practical exercises in all those various forms are done at CCA and meshed with lessons about the evolution of modern translation; why summary interpretation is no longer used in courts; full-disclosure laws; and the differences between interpreting settings, which also could include conferences or escorting foreign visitors.

“I love it,” said Anderson, who augments her hospital job with some work in local schools. “I have a passion for it and, every time I can, I just use this ability to help others.”

The program takes root

The Translation and Interpretation program at CCA has been in place since Fall 2009 and filled a vacuum in the marketplace since a similar, full-fledged certificate program still fails to exist within the rest of the community college and university systems in the state.

The process at the college started from scratch, initially with the hiring of Yuliy Fedasenka-Cloud, a Belarusian with background in translation that included a Master’s degree and interpreting experience in her home country at the Minsk Prosecutor’s Office and the Academy of Sciences.

She immediately tried to put her stamp on the CCA curriculum, borrowing, in part from overseas models in concert with Ana-Martin Mejia, coordinator of the college’s World Languages program.

“When I moved to the U.S., a lot of the things in the European countries that are considered standard practice for interpreters had not yet been achieved in the U.S.” Fedasenka-Cloud explained. “Interpreting is not as well-known as a profession and there’s a lack of trained professionals in the field. And as we hear now from the news, Great Britain is struggling now because of that. Courts face a struggle with languages other than Spanish because of that lack of trained interpreters that are easily available.

"In American hospitals and many facets of life in our society, which seems to go unnoticed, a lot of times there’s a lot of problems because relatives, friends or neighbors have been used as interpreters when they shouldn’t be.”

The overriding goal was to make the CCA curriculum diverse in terms of languages offered to reflect the nature of the Aurora-area population. In order to do that, a plan was hatched to use subcontractors that would help provide language-specific feedback for students doing their assignments. Fedasenka-Cloud uses her own connections, LinkedIn and interpreter networks to track down American Translators Association-certified individuals to assist in that process.

“The program seems to be growing as word of mouth spreads more,” she said.

There already had been a move at CCA toward fast-track programs that got learners back into the workforce quickly. So, the initial focus was developing classes and intense recruitment of students.

Susana Arjona and Cynthia Anderson love the variety of medical scenarios in which they find themselves in their roles as interpreters and translators at University of Colorado Hospital. Both received certificates at CCA.
Four basic classes were initially adopted, having to do with basic concepts, the business of translation and interpretation, consecutive interpretation, and simultaneous interpretation. The model has been since tweaked, with courses in ethics and sight translation added.

The core student signing up for the program fall mainly into two groups: those that merely spoke two languages; others that interpreted or translated but lacked formal training.

"Everyone who knows two languages cannot be a professional interpreter," explained Shwe War, the Burmese interpreter who works in numerous settings around the Denver area. "They need to learn the code of ethics. In a medical setting, family members are not allowed to interpret because there may be a bias or could be an omission or addition, so they don’t in a professional setting allow family and friends to interpret for the patient -- same in the courts.

"The court interpreter has to be certified, qualified and if you know the offender or victim personally, you can’t interpret. You have to withdraw."

Early results regarding CCAs impact on its graduates in the program have been promising. A 2011 study by the college’s Office of Institutional Research showed that an “above average” rate of employment had greeted graduates within one year of completing the program, which encompasses two semesters and 16 credits.

Eighty-eight percent of respondents obtained jobs based on those figures compared to 72 percent amongst overall Career and Technical Education (CTE) students at the college. The 2012 study is now in the works, with Translation and Interpretation now working from record enrollments.

Fedasenka-Cloud has her own anecdotal evidence of the program’s impact -- her graduates. A blind Somali student she’s taught landed a job. Other graduates she’s contacted are employed in the courts, medicine, schools and other locales.

“It’s a much better oiled machine at this point,” Fedasenka-Cloud maintained. “Now the curriculum has been established. The materials have been established and I have a greater ability to predict what the students are going to need and that falls into usually a couple options that I already have predefined in my magic packet.”

Branching out

Like many amateurs who are bilingual, Shwe War would provide help to friends and relatives as they tried to navigate American life, in their case while speaking and writing only Burmese.

But shortly after making the decision to add translation and interpretation to her professional life in 2010, she attended all the conferences and trainings she could to increase her proficiency and knowledge.

One of the things she took away, however, was that Burmese was considered an “exotic” language and had no accompanying certifications. CCAs program helped provide that extra piece of education that made her marketable and allowed her to provide credentials that still get her hired, she said.

Shwe War now belongs to numerous professional associations, including the American Translators Association and Colorado Association of Professional Interpreters. She’s also registered by the state’s Judicial Service as a legal interpreter and, because of the dearth of Burmese translators, actually turns down some assignments due to her 20-hour per week outlay of time for that pursuit.

“We’ve been working very hard to keep this program open to all languages to fulfill that need for languages other than Spanish, because where we definitely lack in trainings is training for languages other than Spanish and we’ve been able to provide a lot of training and feedback to interpreters in other languages,” Fedasenka-Cloud said. “It’s probably easier for those graduates to find jobs because it’s a different equation as far as supply and demand for languages other than Spanish compared to just Spanish.”

Even so, Arjona and Anderson are living proof that Spanish translation doesn’t have to be a dead-end road.

Anderson was born in Honduras and once informally translated for American members of the Peace Corps as a youth. But after moving to the U.S. and raising a family, she sought to interpret as a means to make an income. She’s adamant that CCAs training helped her find her hospital job and other side jobs interpreting because she gained professional training.

Arjona was born in Spain, then spent formative years in Ireland. She still translates books for a publisher overseas but after coming to CCA, she got two jobs without “even looking.”

“Especially in the hospital, they’re not hiring people that don’t have some sort of qualification. I certainly wouldn’t be working here if I hadn’t earned that certificate,” Anderson said.

Among the languages that have been offered to students at CCA the last four years have been Korean, Japanese, Amharic, Somali, Russian, Romanian, German, and, of course, Burmese.

A professor from an out-of-state college checked Shwe War’s work and provided feedback during her time at CCA, an experience she said gave her “confidence.”

“We had a lot of practice in the classroom,” she recalled. “The teacher really pushed us and we felt really confident after that.”

Many students in the program are given the suggestion to take courses on medical and law terminology or paralegal and criminal justice classes to expand the knowledge base in concert with the translation and interpretation curriculum. One such student now works in the courts in Denver, Fedasenka-Cloud said.

Shwe War knows that drill, and her assortment of assignments, combined with her part-time schedule, keeps the translation and interpretation jobs fresh.

“I like seeing new things and it is interesting,” she said. “It’s why I keep taking those assignments.”
The roadmap of space is changing, much to the surprise of scientists, whose neat hypotheses about the formation of planetary systems have been continually challenged over the last two decades as observational and computational techniques improve, technology reaches new heights, and unanticipated planets and orbits are discovered.

“Twenty years ago, if you looked at an Astronomy textbook, it would say, ‘Well, if there are other planetary systems, they look like our planetary system: little rocky planets inward, big gassy planets outside. And there are some of those,’” Community College of Aurora astronomy faculty Victor Andersen explained.

“But you can have big planets inside. You can have planets orbiting in funny directions. Our solar system is flat, but we’ve seen things where the orbits are inclined at funny angles, at least some of the planets. So basically nature knows how to build solar systems that human astronomers would have sworn were impossible, but nature does it.”

One of the foremost experts on the migration of planets, Dr. Kaitlin Kratter of JILA, a joint institute of the University of Colorado-Boulder and the National Institute of Standards and Technology, will discuss the impetus behind such orbital movements at the latest Sherlin Lecture Series event in Astronomy and Space Science.

The event is scheduled for April 12 at 7:30 p.m. at the Fine Arts Forum on the CentreTech campus. A Hubble fellow, Dr. Kratter is a modeling astronomer. Her calculations and simulations help explain how orbits get the way they are and what allows planets to migrate. The public is welcome to hear her speak and the CCA observatory will be open following the lecture, weather permitting.

The initial tip off that old hypothesis regarding the orbits of planets first came askew with the discovery about 20 years ago of ‘hot Jupiters,’ large planets that inexplicably resided close to stars in atmospheres reaching thousands of degrees, stumping experts on how this celestial dance was created.

It wasn’t long that other anomalies were discovered and merited a second look at the history of solar systems in order to explain the migration conundrum. That covered, in small part, the discovery of thousands of bodies beyond Neptune in similar orbit to Pluto and Jupiter-like planets one one-hundredth the distance Earth is from the Sun that shouldn’t be able to form there and must have moved.

“It forced people to go back to the drawing board and say, ‘OK, well, what did we ignore when we were trying to figure this out?’ What mechanisms exist to actually do this?’ That was a real wake-up call for astronomers.”

In fact, a hot Jupiter was discovered orbiting a star in just four to five days, a process that was assumed would be impossible due to the planet’s anticipated distance from the star around which it circled.

Dr. Kratter, while unable to tell why every system has a particular look, can help frame a picture of the processes that are important in the formation of stars in getting the planets where they are in orbit, however seemingly askew that path may appear.

Andersen said, “there are a surprising number” of ways systems are known to form now, and more ways are being discovered.

“We’re trying to understand this dance that planets do,” Andersen said. “It’s like a dance when you watch her simulations. It goes way beyond anything you’ve learned about orbits before, because you can watch planets do all kinds of things.”

“I would say if you are interested in astronomy at all, the study of those other planets is one of the great achievements of modern astronomy in the last 20 years and this is the cutting edge of what we’re doing. To understand those systems, it’s not enough to know what the simple rules for orbits are,” Andersen added. “You have to think about how these planet systems get the way they are.”

Four teams of four students each will be launching balloon experiments April 13 that will take payloads about 100,000 feet into the atmosphere.

The course is NASA sponsored through the organization’s space-grant program and eligible students receive scholarships through Colorado Space Grant Consortium, of which CCA is a member.

The purpose of the semester-long project, run by Science faculty Victor Andersen, is to engage and retain students in STEM fields by giving them meaningful hands-on research experiences early in their undergraduate careers. Also, CCA is working to develop bridge programs with the University of Colorado-Boulder and other four-year schools so students can continue working on funded research projects immediately after transfer.

Students in the balloon launch have designed, built and will analyze data they collect from the experiment. A ground launch is set for April 3. The launch is 13 days later, with the balloons sent skyward from Windsor.
CCA grad goes to Washington

Jaime Corchado (middle), the 2012 student keynote speaker at CCA’s graduation, was in Washington D.C. from February 27 to March 2 with CCA science faculty Victor Andersen (second from left) to attend the National Council of NASA Space Grant Directors annual meeting. Corchado, now studying at Colorado School of Mines after finishing a NASA internship, was one of the featured speakers at the meeting. In addition, Andersen and Corchado visited all the congressional delegations from Colorado. Corchado told the congressional delegations about his experiences working on space grant projects at CCA, and how his experiences at CCA have changed the direction of his life. Also pictured, from left, are congressional aide Matt Henken, former CU space grant student Christy Predaina, Congressman Ed Perlmutter and director of the Colorado Space Grant Consortium, Chris Koehler.

In conjunction with the lecture, Global Initiatives and the ESL Department are tentatively planning a tour of the Sikh Temple on 120th Ave. and Tower Rd. on April 13. Please contact Daniel.Schweisung@ccaurora.edu for more information.

The 5th Annual “Take Back the Night” event will be held April 18, which this year also will include a bra drive for a local non-profit organization. Bras will be collected at the Model United Nations location at 8300 E. Northfield in Denver. The event will run from 12:30-4:30 p.m. and feature persuasive speeches previously showcased in a classroom setting.

First prize is a three-credit scholarship for a future CCA Communication class and an invitation to represent the college at a metro Denver competition the next week.

Second and third place get $100 and $50 bookstore gift cards for those respective finishes.

The competition will follow a tournament-type format, followed by a final round with guest and “celebrity” judges. All finalists will receive trophies. Please contact your instructor to discuss his or her recommending a potential spot in the event. Or, for more information, please contact Vicki Graham, communication faculty, at 303-340-7531 or at Vicki.Graham@ccaurora.edu.

Dilpreet Jammu, co-director of the Khalsa School Denver, where he also teaches religion, history and the Punjabi language, will be featured on Sikh Religion and Traditions on April 11 from 9:30-10:45 a.m. in the CentreTech Rotunda. The event is free and open to the public.

The talk comes on the heels of a mass shooting near the CentreTech campus March 16.

Volunteers have Latest High Line Cleanup in the bag

Briana Parker, Jason Gould, Stevi Moreland, and Kyla Dodridge flank a nattily attired employee of the City of Aurora’s water department during the High Line Cleanup near the CentreTech campus March 16.
Clockwise from top: Members of the Cleo Parker Dance Company give a demonstration during a late-February celebration of Black History Month; students Rosa Knobauch and Blake Russell paint sections on one of two murals designed to call attention to the upcoming Higher Learning Commission visit; Kristjen Jesmer, Alex Ertel and Jasmine Heard do a publicity shot for the March stage production “Eurydice.” Jesmer played Orpheus, Ertel was Eurydice, and Heard was one of the keepers of the underworld; a slew of Colorado colleges and universities took part in the March 6 Transfer Fair at the CentreTech Rotunda, allowing students to get information on potential four-year destinations that fit their major goals after completing a two-year degree. Student Mary Luong memorized the mathematical figure Pi to 51 digits during “Pi Day” celebration March 14; a wily critter forces the doors closed at the Learning Resource Center.