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Christine Shwe War boosted her professional credentials when she earned a CCA certificate. She poses in front of the Aurora Municipal Court Building following a hearing in mid-March.



DON'T MINCE WORDS

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

Translation and Interpretation graduates know their profession means telling the truth, the whole truth and nothing but the truth - or at least giving a specific accounting of what's being said by those they are charged to explicitly follow

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 Orihuela, 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 21/2 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



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Good Questions with:

Chris Ward, HLC Executive Team member

'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"

INTERNATIONAL FESTIVAL 2013



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.

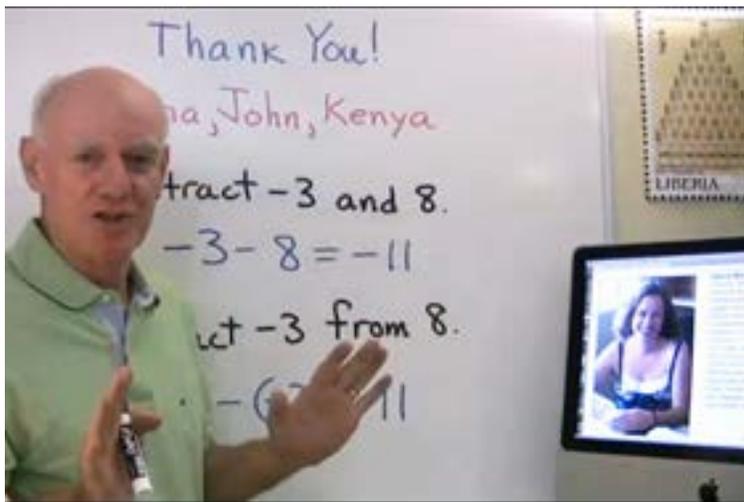
Three students - Jonathan Carpenter, Donna Moppin and Kenya Hosey - recognized that the answers, depending on how the problem was solved, could be negative-11 or positive-11, respectively. Stone pulled up the video to confirm the error with her students during the next class then called a contact at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



Charles P. McKeague, publisher and CEO of MathTV, thanks CCA students for discovering an error on his website in this still shot taken from a video on the company's website in early March.

MATH DONE RIGHT

Laura Stone's Pre-Algebra class thought there was something funky with the math problem it was assigned. Turns out, it was right.

students and I didn't expect that the venerable, almighty Mr. McKeague -- author of our text book, 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 CentreTech 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."

SHE CAN'T KICK THE HOBBIT

Adjunct recently gave scholarly lecture on Tolkien's works at conference in England

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 world of Middle Earth in “Lord of the Rings” more believable within creative fiction.

Culliton followed that project up with another post-graduate research paper and a conference document that ultimately comprised her lecture in England. About 24 students attended her 20-minute presentation at the symposium.

“I was completely flattered and thrilled,” she said, adding that presenting at the conference meshed with her professional goals but featured an element of intimidation.

“It's go big or go home, especial-



Adjunct faculty member Kaitlyn Culliton visits the Globe Theatre in London during her summer excursion to England that included a postgraduate symposium on the works of J.R.R. Tolkien. The theater is a replica of the site of William Shakespeare's performances. The original building was erected in 1599 by Shakespeare's playing company, the Lord Chamberlain's Men, but was destroyed by fire on 29 June 1613.

ly 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.

“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 home. Culliton also owns a bow and arrow, but swears it's coincidental to “The Hobbit” motif. Even so, she doesn't live up to the fandom demonstrated by others, including a group that greeted her upon her arrival this summer on the Loughborough campus.

People put up tents everywhere and wore garb that would be appropriate in the dressing rooms of “The Hobbit” movie set.

“It was like being in a different world,” she recalled. “But you just say to yourself, ‘I guess I found the conference.’”

Psych Club president honored by MADD

Stephanie Berardi, president of CCA's Psychology Club, recently was recognized by Mothers against Drunk Driving (MADD) for her “outstanding contributions, commitment and involvement” in furthering the organization's mission in Colorado.

The award, handed out at a late February brunch, is a new addition to MADD's list of kudos to top contributors. This particular award is named after the founder of its state chapter, Barbara Brodt.

Berardi was cited for going above and beyond in the organization. She has been a volunteer victim's advocate for the last two years and also runs a support group.

The honor takes on additional meaning given her own personal journey. Berardi's father, Ron, was killed at age 31 in 1989 by a drunken driver in Arizona.

“It means a lot,” she said of the award. “I feel very honored and very humbled to receive it. But it also feels like I've turned this terrible tragedy into something very powerful, educational and informative.”

Berardi's career path is veering toward therapy largely because of her mother, a therapist. But the underlying story in her family history has only strengthened her roots with MADD, which she says “is not a hobby, but become a lifestyle.”

Said Berardi: “I'll be the same age as him this year and my sister already has outlived my dad, which is very strange to me.”

Berardi's goal is to become a full-time victim's advocate for the organization.

She gave her Psychology Club presentation to one of her classes recently and the after effects resonated long after with those in attendance. Psychology faculty Jenn Dale talked about students approaching her about the speech even a week after Berardi spoke because of the presentation's power and content.



Faculty
Profile
of the
Month



Berardi

“It’s a constant learning experience”

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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 at him – not now – he’s bleeding. Let him alone and maybe let your anger 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 pro-



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.

gram. 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 Yuliya Fedasenko-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.,” Fedasenko-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. Fedasenko-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.

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Translation

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Four basic classes were initially adapted, 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.

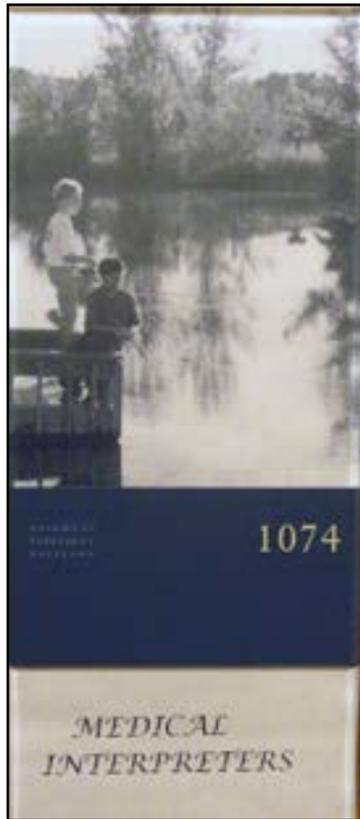
"The court interpreter has to be certified, qualified and if you know the offender or victim personally, you can't interpret. You have to withdraw."

Early results regarding CCA's 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.

Fedesenka-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," Fedesenka-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. CCA's 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," Fedesenka-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 CCA's 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, Fedesenka-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."



Morrissey



Gonzales

PTK trio given regional honors

CCA's chapter of Phi Theta Kappa, known as Alpha Pi Pi, was bestowed two awards within its region at the March 2 PTK regional conference in Colorado Springs.

The college was cited for having a "Distinguished Chapter," for its work on such projects as Honors in Action, College Completion and other chapter activities.

Chris Rummel, Ryan Manzanares and Timothy Matthews played an integral role for the Honors in Action project that was feted by PTK. The accumulated research done at CCA was matched against other state-wide chapters and deemed the best. The study regarded completion in the classroom and whether it's conducive to student learning and success.

Manzanares, Rummel and **Kyla Doddridge**, director of Outreach and Recruitment, will travel to the national PTK competition April 4-7 in San Jose, Calif.

MISCELLANEOUS: Tami Morrissey and Jame Gonzales were recognized as CCA employees of the year during a Colorado Community College System luncheon in March. Morrissey won in the Exempt/Administrative category; Gonzales in Classified. ... Two adjuncts – **Dr. Bobby Pace** (Political Science) and **Candace McClelland-Fieler** (AcE) – have been added as full-time faculty for the Fall 2013 semester, **Ted G. Snow**, dean of liberal arts, announced. ... CCA VP of Administration **Richard Maestas** was joined by family and close friends Feb. 27 in Oahu, Hawaii, as he exchanged vows with new bride, **Patricia**. ... CCA President Alton D. Scales and Vice President of Instruction **Xeturah Woodley** were two of the featured speakers during a March 27 panel discussion on African American Leadership in the 21st Century, held at the Lowry campus.

KUDOS

MOVING EXPERIENCE

Sherlin Lecture to discuss stunning migration in the cosmos

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.

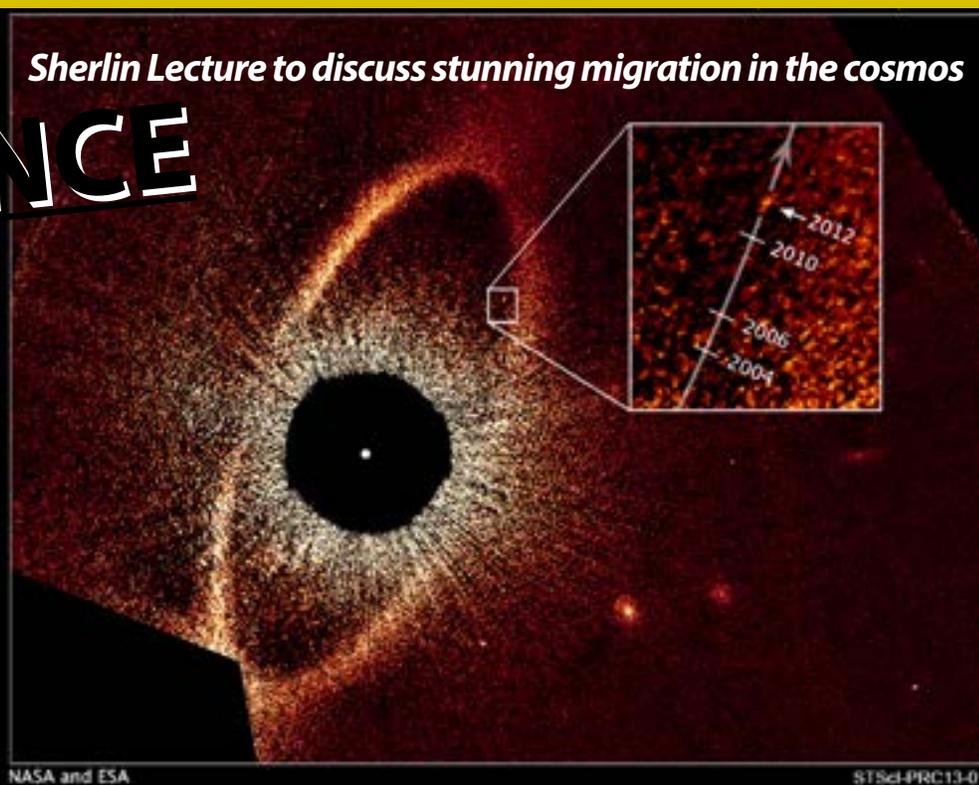
“But you can have big planets inside. You can have planets orbiting in funny directions. Our solar system is flat, but we’ve seen things where the orbits are inclined at funny angles, at least some of the planets. So basically nature knows how to build solar systems that human astronomers would have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

16 to launch experiments through NASA space grant

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.

Information bank

Students enrolled in any CCA fall or spring section of public speaking are invited to compete for prizes during a Persuasive Speaking Competition, held April 19 on the CentreTech campus.

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@ccaaurora.edu.

An Immersive and Game-Based Learning Project Dissemination Conference will be held at the Colorado Community College System conference center Sept. 13 from 8:30 a.m.-5 p.m. The event is sponsored by CCA's immersive an game-based learning planning grant.

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 last summer at a Sikh temple in Oak Creek, Wis. Jammu will talk about Sikh identity, origin and beliefs.



Volunteers have Latest High Line Cleanup in the bag

Briana Parker, Jason Gould, Stevi Moreland, and Kyla Doddridge flank a natty attired employee of the City of Aurora's water department during the High Line Cleanup near the CentreTech campus March 16.

CCA grad goes to Washington



PHOTO COURTESY OF VICTOR ANDERSEN

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 Schweissing**@ccaaurora.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 event on April 5-6 and at the Take Back the Night festivities.

Students in CCA's music, dance and theatre programs have been working all semester, perfecting their craft. It all leads up to the Performing Arts Showcase on April 10 at 7 p.m. at the Larry D. Carter Theatre in the Fine Arts Building at CentreTech.

The top three performers in each genre as judged at end-of-semester performances will comprise each Showcase event. The public is invited to watch the artistic development of these students. Admission is free.

Volunteers are needed for the April 14 9Health Fair at CCA. A complete list of opportunities is available at: <http://www.9healthfair.org/volunteers/VolunteerOpportunities>

Some of the non-medical needs include registration, volunteer assistant, customer service representative, outreach

and promotion, and event logistics.

The Colorado Film School's Spring 2013 Student Show will be held May 9 in the Cine-Capri theatre at the Harkins location at 8300 E. Northfield in Denver.

The event is open to the public and free. There will be an after-party at the nearby LaSandia Restaurant.

A breakfast, presentation and Q-and-A session, led by University of Denver researchers **Kyle Inselman** and **Karly Steffens**, will be held April 10 at the CentreTech Student Centre Rotunda.

The event is titled "Invisibilities, Uncertainties and Unexpected Surprises: The Experiences of Transgender and Gender Non-Conforming Students, Staff, and Faculty at Colleges and Universities in Colorado."

The program is sponsored by College Personnel Association of Colorado (CPAC) and is free to all CPAC members. Check-in begins at 8 a.m. Please RSVP to cpacolorado@gmail.com

CCA is the first community college in Colorado to host a Model United Nations since 1975 on April 5-6. It's also believed to be the first Model U.N. at any state college/university in the last decade, following the University of Denver.

The event is free and open to the public. It will take place at several locales around the CentreTech campus.

Dr. Peggy Norwood reminds all regular and adjunct faculty of several face-to-face workshops available throughout April.

Among them: "Recognizing and Referring Student Mental Health Issues," which will take place April 5 at 5:30 p.m. at Lowery Campus North Quad, Room 113 and again April 6 at 9:30 a.m. in Classroom Building, Room 207A, at CentreTech; also, "Stress Management and Burnout Prevention," on April 22 at 4 p.m. in Classroom Building 207A and April 24 at Lowry North Quad 113 at 1:30 p.m.

Please go to <https://www.surveymonkey.com/MFHZDYC> to RSVP.

A professional development opportunity covering the use of the Simulation Center for various classroom uses will be held April 12 (1-3 p.m.) and April 13 (9 a.m.-11 a.m.). Please RSVP at <https://www.surveymonkey.com/s/c77c5ww>

Criminal Justice has officially been added as the latest degree of designation beginning this fall, giving students an opportunity to earn an associate's degree and have their 51 necessary credits seamlessly transfer in state.

Faculty, staff, students and the community are encouraged to attend one of two HLC update meetings: April 2 at CentreTech; April 4 at Lowry. Both events begin at 4 p.m. and last 45 minutes.



Around campus

Friday, March 08, 2013

**The LRC is
OPEN!!! PLEASE
COME IN!**

We have a bird stuck up in our ceiling and we are trying not to let it escape...so we can capture it and take it back outside!



Clockwise from top: Members of the Cleo Parker Dance Company give a demonstration during a late-February celebration of Black History Month; students Rosa Knobaach 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 fits 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.

