

Arts and Sciences Curriculum Committee Meeting Minutes
October 8, 2019, 3:30 p.m.
CNS 8

Attendees: Sergio Adrada-Rafael (Chair), Rachelle Brunn-Bevel, Ronald Davidson, Anita Fernandez, Laura Gasca-Jimenez, Martha LoMonaco, Martin Nguyen, Margaret Wills

Guests:

Prof. Jerelyn Johnson (Agenda item 3, 3.35)

1. Approval of minutes from 9/17/19

Motion: LoMonaco moves to approve; Nguyen seconds

Vote: 7 in favor, 1 abstention; motion passes

2. Chair's Announcements

a. TA 300 (Special Topics) Props for Stage and Screen (VPA)

- Very well crafted and a very nice addition to the VPA program.

b. CO 410 Perspectives and Theories in Organizational Communication (Online)

- It is currently in the catalog, but is now offered as an online version during the winter intersession.

c. Coding Cluster courses for ID signature element

- **Adrada Rafael** - In the spring, there will be an english course and a history course where two sections offered will count towards the ID element. Michael Flatto thought the best way to code this would be to have an "x" at the end of the code and a short sentence explaining that the course counts toward the interdisciplinary element of the Magis Core. The two courses are EN 141 and HI 228.
- **Fernandez** – Do these cluster courses have to be taken together at the same time in the same semester?
- **Davidson** – Traditionally, cluster courses are taken at the same time.
- **Adrada-Rafael** – Clarified with Michael Flatto – these courses are expected to be taken concurrently.

3. Proposal for a Post-Baccalaureate Certificate and Undergraduate Minor in Spanish-English Translation and Interpreting (Johnson and Gasca Jiménez)

Jerelyn Johnson – This all started in 2015. Associate Dean Perkus had been looking at ways to help our students with pathways to a career. He noticed one of the largest growth area for jobs

in Connecticut was translators and interpreters. (At this time, Johnson was chair and they discussed this). We invited members from the Connecticut Judiciary Translators and Interpreters branch to inquire what their needs were. They stated 87% of their need was Spanish. We noticed an increase in our course “Spanish for Special Purposes”. The first time the Dean’s Office offered curricular innovation grants, the Spanish section decided to put together a certificate or professional help for our students in translation and interpreting. There is an interest in our students to have something professional to fall back on. We won a curricular innovation grant and at the same time were searching for a professor in translation, and we successfully hired Laura Gasca-Jimenez in the fall 2018. This summer we brought in Walter Rankin and started working on the budget. We originally thought of this as a graduate certificate because of the innovation call to bring revenue into the College. We have heard from students from other schools in the university who do not necessarily want a minor in the cultural studies angle that we have. They want to do something that may be more applicable to business. Sergio offers “Spanish for Business” and we have a “Spanish for Health Studies” in Nursing. When we spoke with the courts in 2015, it was interesting to hear that no other university in Connecticut was doing this at that time. They noted what was lacking was candidates who have a strong control of Spanish and English. Only 3% pass their entrance exam. They agreed that a student taking these courses and learning these skills would be a better candidate for them and have a better chance of passing their exam. With the Post-Baccalaureate option, we can have this as a minor as well. They will receive undergraduate credits. External students receive a certificate; current students receive a minor - 6 courses.

- **Davidson** – Has questions regarding specific exams and international equivalents. There are international levels a,b,c. Is there some reason why this cannot work with those kinds of things? Like a C-1 or something of that nature in languages. Is there some way to work in relationship to those so that the students could come out with a certificate that was also like a C -1?
- **Gasca-Jimenez** – In regards to the language certification, we are not teaching language, we are teaching translation and interpreting skills. This is first general translation certificate. It is the foundation to further a specialized area and mimics the profession. It has a little bit of everything, medical, legal and community interpreting. Eventually, a professional translator or interpreter would specialize in one of those areas. The certificate right now, as it has a general approach, could have a direct collaboration with an official certification. It can offer a pathway. Many official certifications require training in translation. This certificate would provide the credit hours and training needed to seek the certification. For translation, many, many hours of feedback and practice are needed. Courts in Connecticut have a mentoring program, they are then hired and it can go up to three years until they are able to pass the official certification.

- **Davidson** – I noticed in the minutes there was discussion about morphing this into an M.A. What pathway do you envision in going in that direction?
- **Gasca-Jimenez** – Currently, it is a general certificate, 6 courses and no elective. The first step would be to create an elective; secondly, we are hoping to increase the interpreting courses. Presently, the certificate is strongly focused on translation. Typically, you are a translator or an interpreter. Not all translators or interpreters are both. Eventually, we would like to offer 2 strong certificates, one in translation and one in interpreting with the possibility of moving towards creating a masters with different tracks.
- **Davidson** – Notes the course proposal has scaffolded one course after another. Is there a failsafe device if one of these courses does not run?
- **Johnson** - They have discussed this with the Dean and he is aware of the possibility of low-enrolled courses and how it may affect students.
- **Gasca-Jimenez**- This will also create internship opportunities; she has many contacts at the Legal Aid Society in New York.
- **Johnson** – This also came out of the observation of our “Spanish for Health Professions” course. Dr. Farrell and Professor Hernandez work with the nursing school. They work in the Community Pharmacy in Bridgeport and do a lot of interpreting. Our nursing students that take the class love it because they always get the best placements in the clinicals. After the class, students want to gain more skills.
- **Fernandez** – Can Spanish majors take this minor?
- **Johnson** – Yes.
- **Brunn-Bevel** – 1. Regarding the clustering of classes together, do you anticipate offering them later at night for professionals who are working? I noticed you would consider hybrid and online classes in the future if needed. 2. Are you thinking of ways to have students take advantage of their networks and opportunities and strongly encourage internships?
- **Gasca-Jimenez**- We have not specially discussed your first question, but I think it is a very fair point to think about this, especially for students outside of the university. For the second question, especially for the last course “Community Interpreting”. In medical/legal, we are envisioning a service-learning course. Once the certificate grows, we hope to have an internship component or an Independent Study based on an internship.
- **Johnson** – We are hoping to offer job shadowing in the courts.
- **Gasca-Jimenez**- For the medical translation class, it is very easy to partner with clinics.

Proposal for Post Baccalaureate Certificate in Spanish<>English Translation and Interpreting

Motion: Davidson moves to approve; LoMonaco seconds

- The Committee agrees there is a huge need for this.
- **Miecznikowski** – Comments sent via email “I am in favor of the Post-Baccalaureate Certificate English Translation and Interpreting. There are no other schools in CT that offer this certificate program so Fairfield University will have a niche in this market. I appreciate the budget that was included with the proposal as the EPC will find this very helpful.”

Vote: All in favor; motion passes unanimously

Proposal for the Undergraduate Minor in Spanish<>English Translation and Interpreting

Motion: Davidson moves to approve; Fernandez seconds

- **Davidson**-Likes that you cannot do the Spanish minor and the translation minor at the same time. It is good oversight on by the department.
- **Nguyen** – Appreciates the sequencing t proposed. Pedagogically it makes sense.
- **Miecznikowski** – Comments sent via email “I am in favor of the Undergraduate Minor in Spanish English Translation and Interpreting; there are no other schools in CT that offer this certificate program so Fairfield University will have a niche in this market. I appreciate the budget that was included with the proposal as the EPC will find this very helpful.”

Vote: All in favor; motion passes unanimously

4. Course Proposals

Miecznikowski – Comments sent via email “I am in favor of the new courses as part of the Certificate and Minor: SP 390, SP 391, SP 392, SP 393, SP 394, and SP 395. I noticed that all of these courses have 15 weeks of assignments in the tentative calendar, even though the length of the course is a traditional 14 weeks (2 days/week). Could the schedule be altered to reflect the correct number of weeks?”

a. SP 390 Introduction to Translation and Interpreting Studies (Gasca Jiménez)

Motion: Wills moves to approve; LoMonaco seconds

- **Gasca-Jimenez** – I appreciated Miecznikowski’s comment. I will review each of the courses to reflect 14 weeks.
- **Wills**- I appreciate the breakdown in the grading. There is good balance. The number of assignments is not too heavy on any one assignment.
- **Gasca-Jimenez** – I tried to keep the grading equivalent in all of the courses, keeping the same percentages.

- **LoMonaco** – This will help the students. They will get into a rhythm and a certain set of expectations for what they need to do, and in what order they need to do them.
- **Brunn-Bevel** – When do they take the placement exam? I know that is the prerequisite for all of the classes.
- **Gasca-Jimenez** - Once they apply, they take the placement exam. We do not have a system in place, but the idea would be to offer it several times a week in my office. I will be giving the placement. As this grows, it will take place in another location. The placement has a writing component in English, a writing component in Spanish, a translation component from English to Spanish, and a translation component from Spanish to English. We are considering adding an oral component as well.
- **Adrada-Rafael**- This is very well crafted and the content is exactly what students need as their first introductory course.
- **Fernandez** – I like that they have to do their second essay on how being bilingual is not enough to successfully translate. It is a common misconception.

Vote: All in favor; motion passes unanimously

b. SP 391 Non-Specialized Translation Practice (Gasca Jiménez)

Motion: Davidson moves to approve; Nguyen seconds

Wills- I appreciate the grade breakdown. The Final project is 30%, but I like the way it is staged: presentation, draft and references.

Nguyen – When you ask them to provide the detailed translation commentary, is there an expected length that you describe?

Gasca- Jimenez – Yes, I have a template. It is one page.

Brunn-Bevel – There is a typo on the course proposal form it says 2 credits, but they are all 3 credits.

Vote: All in favor; motion passes unanimously

c. SP 392 Computer-Assisted Translation Tools (Gasca Jiménez)

Motion: LoMonaco moves to approve ; Davidson seconds

- **Gasca- Jimenez** – Once they take this class, they continue using this tool for the rest of the classes.
- **Nguyen** – Under resources in the proposal, it mentions that these licenses have to be purchased.
- **Gasca-Jimenez** –Yes, we did include the student and faculty licenses under the resource section in the proposal.

- **Davidson** – Because the licenses need an annual renewal, do you have an assessment in place to determine whether there are more competitive software packages available?
- **Gasca-Jimenez**- Yes, this one is a 2 year license. It is the number one in the industry.
- **Fernandez** – Points out a typo in the course proposal form under email. The email address contains “fairdielld” instead of “fairfield”.
- **Brunn-Bevel** – For everyone who will be submitting to the Committee - The accessibility office has changed again. It is now called The “Office of Accessibility” and the location is in the library.

Vote: All in favor; motion passes unanimously

d. SP 393 Commercial and Legal Translation (Gasca Jiménez)

Motion: Davidson moves to approve; LoMonaco seconds

- **Davidson** – I like that commercial and legal are included in this. There is a crying need for this in the Spanish population in Connecticut.
- **Gasca-Jimenez** – In addition to interpreting in the court in Bridgeport, interpreters also do translation tasks because there is a great need. They also do in house translations.

Vote: All in favor; motion passes unanimously

e. SP 394 Medical Translation (Gasca-Jiménez)

Motion: Wills moves to approve; Nguyen seconds

- **Fernandez** – How does this relate to Michelle Farrell’s “Spanish for Health Studies” course?
- **Gasca-Jimenez** – Her course is a language based course. This course is translating paperwork.
- **Nguyen**- You will be attracting many nursing and pre-med students who may not be taking the earlier courses. I know there is a desire for them to use the program introduced in the earlier course. Will this disadvantage students who are just coming in for this course who are not interested in the track?
- **Gasca-Jimenez** – Yes, they would be affected. For this particular course they would need the tool in order to turn in the final project. We need to be strict about prerequisites.

Vote: All in favor; motion passes unanimously

f. SP 395 Community Interpreting (Gasca Jiménez)

Motion: Brunn-Bevel moves to approve; Fernandez seconds

- **Brunn-Bevel**- Appreciates the importance of Ethics and thinking of power dynamics while interpreting.
- **Fernandez** - Would you consider getting the SJ designation?
- **Gasca** – Yes
- **LoMonaco** – I like the comprehensiveness of this. The different types of things that one might be faced with in interpreting, from educational to faith based to social care to legal. Many would involve a combination of these.

Vote: All in favor; motion passes unanimously

Adrada-Rafael - Gives a brief overview and background of the of the remaining agenda items 5,6 and 7 (the accelerated programs). He explains that Adrian Rusu (School of Engineering) attended a meeting in the fall regarding the 5-year proposals (listed below). At that time, they were not approved; the Committee requested more information. The Dean of Engineering, Richard Heist, attended the March 12, 2019 meeting with answers to the Committee’s concerns. The former ASCC voted on the concentrations in the April 9th meeting, but did not vote on the proposals.

Nguyen sent the March 12, 2019 ASCC minutes to the current committee members for their review.

Brunn-Bevel – The overall project originated in Engineering and includes faculty in Nursing, Sociology, Psychology and Biology. It has moved up through various committees in the University for Nursing and Engineering. However, it has not moved up in the same manner for the College of Arts and Sciences because the Committee had questions regarding resources, staffing and the sharing of tuition. Dean Heist answered those questions in the spring. The ASCC approved the courses for each department last fall. “Mental Health and Gender” carried over into the spring and was approved. We approved the concentrations and now are talking about the five year programs. (Some additional information that is not in the documents: yesterday, the concentrations went to Academic Council and passed.) Today, we are discussing the 5 year programs. Each discipline has its own concentrations. This works differently if you are in a major with

120 credits for your whole degree program (as in Sociology) or if it is over 126 credits (as in Biology and Psychology). For both, you can take two graduate level courses in your senior year. In the case of Biology and Psychology, they can count for your undergraduate *and* graduate programs. For Sociology, because we have 120 credits, the student will take 2 courses. They will not count towards the undergraduate portion, but will count for the 5th year Master's. Students will acquire their B.A. in their fourth year. The 5th year program allows students to sign up for internships at the end of their 4th year (before starting the 5th year) because they are students of the program. This allows us another way to attract students for our departments, Sociology, Biology and Psychology. Analytical database skills makes the students more marketable. In their senior year, fall and spring, they will take a concentration course. In their 5th year, they will take courses primarily in engineering and applied statistics, as well as an elective. Included in the electives can be another course within social analytical sociology, biology, psychology or in the health concentration and the capstone. The capstone was discussed in our previous conversations about the concentrations. Dean Heist was able to answer our questions regarding funding for the capstone. He discussed the management of the workload for supervising the capstone, as well as what revenue would be shared.

- **Davidson** – Am I to understand that all the courses for all three of these 5-year programs have already been passed? Are there any new courses?
- **Brunn-Bevel** – Yes, all these courses were designed with the intent that they would make up the concentrations and serve the 5-year program. Currently, there is no need to develop new courses. The capstone is in the engineering school.
- **Gasca-Jimenez** – Is capstone 1 to capstone 2 a continuation?
- **Brunn-Bevel** – Yes, 1 is in the fall and it continues in the spring.
- **The Committee** – Clarified that the undergraduate degree is a B.S. in Psychology and a B.S. in Biology. In Sociology, it is B.A. The Master's Degree is an M.S. in Applied Data Science.
- **Nguyen**- The large massive reference document indicated a B.S. for all of the programs. This is an error.
- **Nguyen** – Notes the Committee had deep reservations about these proposals. As chair, Nguyen invited Dean Heist to resubmit both the concentrations and the 5 year Masters at the same time. The Masters were not submitted. If they had been submitted, the former members of the ASCC would have approved it. The nature of Dean Heist's assurances assuaged the former Committee's concerns at the time. Now there are new members in the ASCC. If there are objections, please raise them.

There were no objections.

5. Proposal for Accelerated 5-Year BA in Sociology / MS in Applied Data Science with Social Analytics Concentration

Motion: Wills moves to approve; Nguyen seconds

Vote: All in favor; motion passes unanimously

6. Proposal for Accelerated 5-Year BS in Psychology / MS in Applied Data Science with Behavioral Analytics Concentration

Motion: Gasca-Jimenez moves to approve; Nguyen seconds

Vote: All in favor; motion passes unanimously

7. Proposal for Accelerated 5-Year BS in Biology / MS in Applied Data Science with Bioinformatics Concentration

Motion: Fernandez moves to approve; Davidson seconds

Vote: All in favor; motion passes unanimously

8. Adjournment

Motion: Davidson moves to adjourn; Nguyen seconds

Meeting was adjourned at 4:48 p.m.