

## **Master of Arts in Translation and Interpreting Proposal**

Department of World Languages and Cultures IU School of Liberal Arts at IUPUI Approved by WLAC  
Faculty: November 12, 2010

### **Program Goal and Objectives**

The program proposes to upgrade and diversify the current Undergraduate Certificate in Translation Studies offered under the auspices of the Department of World Languages and Cultures at IUPUI by creating a two-year Master of Arts Degree in Translation and Interpreting.

- The first objective of the proposed graduate program is to train academically qualified students with an undergraduate degree in a second language, or qualified bilingual students with an undergraduate degree in a related field, for professional employment as translators or interpreters in a variety of bilingual settings and functions.
- The second objective is to prepare students to qualify for the certification examinations in translation or interpreting through professionally based organizations, particularly in Spanish.
- The third objective of the program is to provide academic and professional preparation to students interested in documentation and linguistic preservation of the important German-American heritage in North America.

To meet these educational objectives, the proposed graduate degree is divided into four overlapping areas of concentration:

- 1 Master of Arts in Translations Studies, including initially three language pairs: Spanish<>English/French<>English/German<>English
- 2 Master of Arts in Translation with a Concentration in Spanish Legal Interpreting
- 3 Master of Arts in Translation with a Concentration in Spanish Medical Interpreting
- 4 Master of Arts in Translation with a Concentration in German-American Heritage

Documentation Students who successfully complete the program will receive a Master of Arts (M.A.) Degree from the Indiana University School of Liberal Arts.

### **Relationship to Existing Programs**

This will be one of very few Masters Degrees in Translation and Interpreting in the US, and the only M.A. degree in the Midwest to add a concentration in legal or medical interpreting to the set of core and language-specific graduate courses focusing on the translation of texts. The proposed Masters Degree in Translation Studies and Interpreting will be unique in its curricular integration and combination of advanced translation and linguistic study with the newest applications of translation technology; Spanish legal and medical interpretation; and applied focus on the documentation of German-American heritage of North America.

There is currently no other university in Indiana that offers a fully developed Master of Arts degree in Translation and Interpreting. IUPUI is currently the only university in the state to offer advanced level courses in interpreting and terminology-based courses in business, medical and legal fields that help prepare students for both advanced translation and interpreting work in



those specialized fields. There are three other graduate degree programs in Translation Studies in the Midwest: (1) the M.A. / Ph.D. program at Kent State University which is focused strictly on translation of written texts, (2) the Graduate Certificate/M.A. Program at the University of Wisconsin-Milwaukee which

Literature in Bloomington currently offers a Graduate Certificate in Literary Translation to its M.A. or Ph.D. students in Comparative Literature, but that program focuses on literary rather than pragmatic translation and therefore has a limited professional applicability.

By bridging the gap between textual translation and oral interpretation, cultural, literary and professional focus, the proposed graduate program in Translation and Interpreting at IUPUI prepares future graduates for a more flexible range of professional options in translation and interpreting in key areas of employment need.

### **Benefits of the Program for Students, the City of Indianapolis and State of Indiana**

Because of its combination of academic training with a range of professional applications, the new program is aimed at raising the standards of professional preparation of translators and interpreters not only in Indiana, but also in other parts of the country. The better trained and prepared bilingual translators and interpreters will help fill the international needs of city and state in a variety of bi-or multilingual settings, private businesses, tourism and hospitality, courts, hospitals, and public agencies, while the worldwide expansion of international digital communication will also facilitate employment of the graduates on a contractual or free-lance basis. The applied professional orientation of the degree will contribute to key areas of specialization, such as cultural literacy, health care, health policy, public safety, business and finance, education, and the community-at-large. With the explosive growth of populations with limited knowledge of English in Indiana and across the U.S., these areas have seen the most dramatic increase in demand for well trained and prepared translators and interpreters.

### **Program Rationale**

#### *Raising Academic Standards in a Field of Applied Language Study*

As an emerging academic discipline in the United States, Translation and Interpretation Studies are driven by the forces of global market expansion, immigration and world-wide electronic communication. Given the applied nature of the discipline, the most widespread practice in the field of translating and interpreting is still on-the-job training. Such training is often strictly based on narrowly specialized learning, while quality standards are often not checked by qualified peers. It is time for academia to take charge of how translators and interpreters acquire their professional credentials. The proposed curriculum is geared at a progressive acquisition of higher proficiency standards of linguistic competence in the target and base language, at the development of critical thinking, cross-cultural and writing skills, and the study of the interaction and the academic vetting of translation technology, combined with a rigorous process of academic assessment.

Academic programs must also become involved in the academic preparation of professional translators and interpreters and in their ongoing professional development. Such academic

professionalization has been supported and promoted enthusiastically by the national academic organization for the study and teaching of English and foreign languages. The Modern Language Association has vigorously endorsed Translation and Interpretation Studies as a priority field for both undergraduate and graduate program development in its benchmark 2006 report titled "Foreign Languages and Higher Education: New Structures for a Changed World" <http://www.mla.org/flreport>. This is also why the proposed program integrates professional interpretation as a curricular option within the master's degree demanding the same rigorous academic standards as translation studies.

#### *Advancing Proficiency Levels toward Professional Competence*

The May 2008 Program Review of the Department of World Languages and Cultures gave high recognition to the IUPUI Undergraduate Certificate in Translation Studies, highlighting the fact that certificate courses have made translation an important component of the major in Spanish, French and German, have fostered the application of translation and cross-cultural knowledge to civic engagement, and have functioned as a bridge to post-graduation employment, particularly in Spanish. In their summary recommendation to advance the development of the undergraduate certificate into a graduate-level program, the reviewers related the academic upgrade to proficiency levels of language competence. The proficiency scale established by the Interagency Language Roundtable which forms the basis for national foreign language proficiency guidelines defines five levels of functional proficiency. Based on a scale of 0 to 5 (0= no functional ability to 5= equivalent to an educated native speaker), the average B.A. graduate in a world language can usually be expected to reach a 2+ level of limited working proficiency. To function in a professional capacity at level 4 (advanced professional proficiency) requires a minimum of a master's degree. Even native speakers of Spanish need higher-level grammatical, structural and explicit content study, and supervised field experience to acquire the level of oral and written competence required to function at a professional level in a translating or interpreting capacity. There is therefore a compelling academic rationale for lifting the program already established to a higher academic level more closely aligned with advanced professional levels of linguistic competence.

#### *Paving the Way for Professional Certification*

A parallel and crucial step toward the professionalization of translating and interpreting is the certification of translators, the certification of court interpreters and the certification of healthcare interpreters that parallels the process of professional certification in other disciplines. Certification for translation and/or interpreting, at the federal, national, or state levels, is currently available through the American Translators Association, the Federal Certification in Court Interpreting, the National Association of Judiciary Interpreters, the Certification Commission on Healthcare Interpreting, and the National Consortium for State Certificate of Court Interpreters. Currently national certification for healthcare interpreters only exists in Spanish, while Associate's Credentials in Health Care Interpreting are available in Languages of Lesser Diffusion (LLDs). Current eligibility requirements for certification examinations for translators stipulate a minimum of five years of experience as a translator without a degree, or three years of experience with a Bachelor's degree. However, a Masters in Translation or Ph.D. degree in a related field automatically qualify graduates for eligibility to

take the certification examination from the national professional organizations that hold regulatory oversight. The high value placed on an advanced degree in translation or interpreting by certification of accreditation boards provides additional incentive for graduate-level program development.

The new Master's degree in Translation and Interpreting at IUPUI is building on a successful undergraduate program in a context of increased demand for better credentialed professionals and a limited supply of professionally oriented graduate programs in the field. It is well poised to become a magnet for language B.A.s and qualified graduate students within and beyond the confines of the Indianapolis metropolitan area, and will create a larger pool of translators and interpreters in the state of Indiana who will command greater professional credibility in their field of specialization.

#### *Riding on the Crest of Technological Innovation*

Translation and Interpretation are fields that are rapidly being transformed by new technological advances. Automated translation and interpretation are constantly being upgraded on a regular basis. The ability to use translation and interpretation software and hardware has become an essential component of job market competitiveness for the 21<sup>st</sup> century translator or interpreter. For that reason, the interaction of language and technology will be a distinct component of the new degree program. Graduate students in the new Master of Translation and Interpreting at IUPUI will be involved not only in applying technological tools, but in exploring technological advances in the field as research assistants in a new Center on Language and Technology.

#### *Uncovering Indiana's Rich German Heritage*

The impact that German-speaking immigrants to the United States have had on the shaping of American society is of increasing interest today, especially in Indiana, where, according to the 1990 Census, one out of every three inhabitants is of German descent. The richness and complexity of German immigration and its legacy, particularly in the Midwest, have become the focus of scholars working in various disciplines within the academy. IUPUI, with its Max Kade German-American Center and its Endowed Chair in German-American Studies, has poised itself to become one of the leading research institutions in the field. Furthermore, the IUPUI Library houses some of the most impressive collections in German-Americana in the country, including the national records of the American Turners, several private collections of prominent Hoosier German-American families (such as the Frenzels and Vonneguts), and materials from the library of St. Meinrad Archabbey that constitute one of the largest collections on Catholic German-Americana in the Midwest. The new Master's in Translation program would provide students the opportunity to take advantage of our collections and our expansive network of international cooperation while working in an up and coming field.

#### **Employment Outlook**

The July 29, 2010 national employment outlook compiled by the U.S. Department of Labor in the fields of translation and interpretation forecasts employment for interpreters and translators to increase by 22% over the 2008-2018 decade, "which is much faster than the

average for all occupations,” pointing out that the international and demographic trends that are causing higher demands for interpreters and translators are expected to continue through the projection period. The frequently translated languages cited in the report are Spanish, Portuguese, French, Italian, German, Arabic, Chinese, Japanese and Korean. Of particular relevance to the new Master’s in Translation and Interpreting at IUPUI are the projection of increased demand for interpreters and translators specializing in healthcare and law “because it is critical that information be fully understood along all parties in these areas.” Finally, demand for localization specialists is also projected, “driven by the globalization of business and the expansion of the Internet.” [http://www.bls.gov/oco/pdf/ocos\\_175](http://www.bls.gov/oco/pdf/ocos_175) The proposed MA in Translation Studies and Interpreting responds directly to the documented growing demand for:

- specialists who seek high-level employment in the language industry as department or project directors/managers, cross-cultural communications experts/consultants
- specialists with credentials to work in the fields of translation and interpreting within profit and non-profit organizations
- specialists who can use and apply computer-assisted translation software and specialists trained in localization
- qualified interpreters able to meet the needs of language access in the areas of health and law, and to satisfy the need for organizations to be compliant with state and federal laws requiring the use of qualified interpreters.

### **Local Need Survey**

In the summer of 2010 the department conducted a survey of needs disseminated to the 100 most important constituencies in the state of Indiana, particularly in the greater metropolitan area of Indianapolis. These included: a) for-profit organizations, b) non-profit organizations, c) health care and legal providers, d) primary and secondary educational institutions, and e) practicing translators and interpreters. The survey yielded a 50% rate of participation, with 83.7% completing the entire survey, a highly positive outcome for this type of questionnaire. Of those 50% who responded, the outcomes were as follows:

- 1 75% said that they are currently using translation services or have staff translators
- 2 72.7% said they are currently using interpreting services or have staff interpreters
- 3 61% indicated that a graduate program in translation and/or interpreting is an imperative
- 4 75% indicated that using qualified and trained translators and interpreters is an investment in risk management
- 5 61% pointed out that a graduate program in translation and/or interpreting is needed in the State of Indiana

The languages identified with the highest translation and/or interpretation needs were ranked in the following order: Translation: 1. Spanish 2. Mandarin Chinese 3. French Other languages that ranked highly by the respondents were Burmese, German and Arabic. Interpreting: 1. Spanish 2. French 3. American Sign Language Other languages ranked highly were Mandarin Chinese and Burmese.

It should be noted that language needs are often based upon immigration movements. For example, recent demand for Burmese is contingent on the entry of a large number of Burmese immigrants through Catholic Social Services into the State of Indiana. While the trend may be temporary, the other languages ranked the highest in the survey have shown to be in steady demand over a longer period of time in the State of Indiana.

Important to note also is the response to the internationalization of Indiana, with the following countries ranking as the most attractive business locations: 1. Mexico, Germany, India, and Latin American in general; 2. Russia, Japan, Canada, Spain, China; 3. Burma, Australia.

The quotations below are representative comments by the respondents:

*I think an undergraduate and graduate program is crucially needed here in Indiana. On a related issue, I often hear that American Sign Language (ASL) Interpreters are better paid because they go through a rigorous training and not so the Spanish Interpreters.*

*Indiana desperately needs an undergraduate and graduate program on translation/interpretation if we want to raise the standards in this profession. This will also help professional translators and interpreters to receive the respect they deserve. I have also heard that the pay for Spanish interpreters is less than for ASL, because ASL interpreters go through a more rigorous training!*

*It is important that Translators and Interpreters be well prepared as part of a degree rather than what we have now a group of people who decide who can translate or not based on belonging to their group or not.*

*The proposed graduate program should make it easier for graduates to become ATA members and nationally certified. Such translators/interpreters protect a company/organization's interests and reputation, but also send the message that Indiana seeks and retains professionals. Additionally, such translators/interpreters tell the target audience that their needs are taken seriously.*

*Without some form of consistency in training and some level of test/examination, those using translators/interpreters have no way of knowing or evaluating the translation/interpreting abilities of individuals who identify themselves as translators/interpreters. While I have some proficiency in Spanish, I am not qualified as either a translator or interpreter, and yet, for some time, government offices referred people to me as one of their 'approved translators' -the lack of any credential process in the state really increases the opportunities for folks to claim translation/interpreting skills that they do not possess -and usually translation/interpreting involve high risk areas: health, legal, business, education -these are areas where the accuracy and competency of the translator/interpreter are critical to those utilizing the service.*

### **Anticipated Student Clientele**

The very favorable national employment outlook and evidence of local demand are the most reliable predictors of the success of the program in attracting students and placing graduates. Growing student interest in the study of world languages at IUPUI and across the country is another positive indicator of future program success.

In the 2000-2010 decade, enrollment and graduation in world languages at IUPUI have increased by an average of 55.9%, distributed as follows: Arabic 253.1%, Chinese 198.1%, Japanese 66.7%, Spanish 50.6%, German 30.9% and French 16%. These local increases in student enrollments surpass the national average increase of 6.1% in world language study reported by the Modern Language Association for the 2006-2009 period (Arabic +46.3%, building on a 126.5% increase for the 2002-2006 period, Chinese +18.2%, building on a 51% increase for the 2002-2006 period, Spanish 5.1%, building on a 10.3% increase for the 2002-2006 period, Japanese +10.3%, French +4.8% and German 2.2%).

The expansion of the study of Spanish at IUPUI which totals ca. 60% of departmental enrollments has been particularly dramatic in the past decade, with advanced undergraduate enrollments at the 300-level tripling in size, and doubling in size at the 400-level. The latter trend is very significant, as local graduates in Spanish are likely to become a major clientele of the new master's program.

### **Relationship to Institutional Mission and School of Liberal Arts Strategic Plan**

The curricular design of the proposed program is closely connected to IUPUI's mission to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. It will integrate naturally into IUPUI's focus on promoting the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity and civic engagement.

The proposed program is also relevant to the goals of the RISE to the IUPUI Challenge initiative to enhance the learning process that occurs during a student's career at IUPUI. While undergraduate students are asked to include at least two of the RISE experiences – research, international, service learning, and experiential learning – into their degree programs, IUPUI graduates who enroll in the M.A. in Translation and Interpreting will find similar curricular components that include experiential learning and civic engagement into their graduate learning experience. Those new to IUPUI will also be able to take advantage of this special initiative by progressing through a curriculum that prepares them for the global marketplace.

Furthermore, the M.A. in Translation and Interpreting enhances the campus mission by its inherently interdisciplinary outlook. Both fields encompass global perspectives on economics, sociology, culture, and communication via international media that advance our understanding of transnational engagement. The new degree links education and pedagogy with communication technologies that will connect students to global networks facilitating high



quality information exchanges, and magnifying the impact of these fields for the benefit of the State of Indiana.

### **Civic Engagement**

The following table is a short list of course and service learning and internship projects completed by students enrolled in the Undergraduate Certificate in Translation Studies or by other undergraduates in translation and interpretation courses. These projects have provided invaluable educational learning experiences to the students and have enhanced their awareness of the importance of civic engagement. They have resulted in publications or have expanded students' experiential learning portfolios. Many focus on work completed for nonprofit organizations, thus promoting translation as a highly skilled professional field, without coming into competition with for-profit translation businesses.

<b>Community or International Partner</b>	<b>Internship or Service Learning Project</b>
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Populations
Horizon House Community Center	Translating Homeless Shelter Brochure and Intake of Homeless Orientation
Indianapolis Fire Department	Service Learning Project to translate Plans for Escaping from a burning building, with yearly local distribution to approximately 10,000 Hispanics
Indianapolis Public School # 63	School Handbook, Parent Volunteer Form, Student Expectations chart
Wishard Hospital	Translating Patient Brochures for Ophthalmology Screenings and Medical Interpreting; Developing Policies and Procedures Manual in Spanish for Hispanic Healthcare Program
St. Vincent's Hospital	Labeling Prescriptions in Spanish and Interpreting for Pharmaceutical Needs
Latino Coalition Against Domestic & Sexual Violence	Events Coordination; Preparing Documents in Spanish for Outreach Projects
Clarian Health, Methodist Hospital	Translating "Vital" Documents (as defined by the Center for Disease Control for percentage of specific language speakers per population)
Neighborhood Christian Legal Clinic	Translating Legal Documents for Processing Potential Clients
GFS Safeway	Translating safety and health documents for new-employee orientation
UNESCO	Translating brochures on Healthy Babies project (published in France, Switzerland and Spain)
Wayne Township Fire Department	EMT refusal of transportation document (legal waiver/disclaimer for those who call an ambulance then refuse it), Brochure for "Project Lifesaver," Brochure for "EDITH (Exit Drills in the Home),"

Clarian Health

DS Translation Services

Indianapolis Public Schools

Marion County Prosecutor's Office

Pecar Health Center

The Hispanic Center

Published Internal projects include:

IUPUI Brochure for Hispanic Students

Children's Museum

La Plaza, Inc.

Legal Services of Indiana

Neighborhood Christian Legal Clinic

St. Vincent's Hospital

1. WLAC F550 Introduction to Translation Studies (3 cr. hrs)		
2. WLAC F560 Computer Assisted Translation (3 cr. hrs)		
3. WLAC F580 Localization (3 cr. hrs) <b>OR</b> WLAC F570 Translation and Globalization (3 cr. hrs)		
4. Graduate Level Advanced Writing in English (3 cr. hrs) (students may choose between appropriate professional or creative writing course)		
5. SPAN S528 Comparative Stylistics and Translation (S<>E )	FREN F528 Comparative Stylistics and Translation (F<>E) joint	GER G528 Comparative Stylistics and Translation (G<>E) joint

Civic Engagement has been a very active part of the undergraduate Certificate in Translation Studies in the last decade. An abbreviated list of organizations, agencies and businesses where students have completed translation internships is included below to reflect the array of partnerships that have been established as viable options to complete the field placement components of the curriculum in a variety of disciplines.

<b>Community or International Partner</b>	<b>Internship or Service Learning Project</b>
HANDS in Autism	“HANDS in Autism Brochure,” “What is Autism” brochure
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Populations
Horizon House Community Center	Translating Homeless Shelter Brochure and Intake of Homeless Orientation
Indianapolis Fire Department	Service Learning Project to translate Plans for Escaping from a burning building, with yearly local distribution to approximately 10,000 Hispanics
Indianapolis Public School # 63	School Handbook, Parent Volunteer Form, Student Expectations chart
Wishard Hospital	Translating Patient Brochures for Ophthalmology Screenings and Medical Interpreting; Developing Policies and Procedures Manual in Spanish for Hispanic Healthcare Program
St. Vincent’s Hospital	Labeling Prescriptions in Spanish and Interpreting for Pharmaceutical Needs

IUPUI Admissions Information in Spanish on IUPUI website Brochure for Domestic Violence, IUPUI Office for Women IUPUI Parent Handbook for Minority Students

**Program Advisory Board**

Since translation and interpreting are such dynamic fields, the Department of World Languages and Cultures plans to form a Program Advisory Board of individuals who bring unique knowledge and skills which complement the knowledge and skills of WLAC faculty. These will include educators and interested stakeholders in the fields of translation and interpreting. The purpose of this Board will be to facilitate linkage between a) the educational needs of the M.A. degree, and, b) the community needs for users of translation and interpreting services. The objectives of forming an Advisory Board will be to benefit from professional expertise in the field, to help expand our own networks of contacts, to keep abreast of national trends in the areas of translation and interpreting, latest developments in certification, accreditation and advances in technologies, and to cultivate the international perspectives that are needed in these disciplines.

The board will be constituted after official approval of the program. At the state level, the Program Advisory Board could potentially include representation from the Indiana Department of Education, the Lumina Foundation for Higher Education, the Indiana Humanities Council, the International Center of Indianapolis, the Indiana State Supreme Court Administration, the Indiana Bar Association, the Indiana Association of Health Education Centers, the Indiana American Medical Association, the Indiana State Department of Health, and the IUPUI Center for Service and Learning. There will be constituents from state and national non-profit professional organizations, business representatives, and practicing translators and interpreters.

## Proposed Curriculum

The Master of Arts degree is divided into 4 tracks with overlapping core courses in Translation Studies, bilingual courses in translation with an internship and a final translation project, and specialized courses concentrating on interpreting and heritage documentation with a practicum and a final internship project. The required courses in the 4 tracks are spread in the following fashion:

- 1 MA in Translation Studies: 30 credit hours
- 2 MA in Translation with Concentration in Spanish Medical Interpreting: 36 credit hours
- 3 MA in Translation with Concentration in Spanish Legal Interpreting: 36 credit hours
- 4 MA in Translation w/Concentration in German-American Heritage Documentation: 36 credit hours

5. MA in Cultural Translation in French Requirements for MA in Translation Studies: 30 credit hours

4 core courses in Translation Studies 12 cr. hrs

1 graduate courses in Linguistics 3 cr. hrs

3 language-specific advanced translation courses 9 cr. hrs

1 internship/thesis in translation 3 cr. hrs

1 final translation project 3 cr. hrs Requirements for MA in Translation w/Concentration in

Spanish Med. Interpreting 36 credit hours

4 core courses in Translation Studies 12 cr. hrs

1 graduate courses in Linguistics 3 cr. hrs

3 language-specific advanced translation courses 9 cr. hrs

2 medical interpreting courses 6 cr. hrs

1 practicum in medical interpreting 3 cr. hrs

1 final interpretation project 3 cr. hrs Requirements for MA in Translation w/Concentration in

Spanish Legal Interpreting 36 credit hours

4 core courses in Translation Studies 12 cr. hrs

1 graduate courses in Linguistics 3 cr. hrs

3 language-specific advanced translation courses 9 cr. hrs

2 legal interpreting courses 6 cr. hrs

1 practicum in legal interpreting 3 cr. hrs

1 final interpretation project 3 cr. hrs Requirements MA in Translation w/Concentration in

German-American Heritage Documentation

36 credit hours  4 core courses in Translation Studies 12 cr. hrs  1 graduate courses in Linguistics 3 cr. hrs  3

language-specific advanced translation courses 9 cr. hrs  1 course on Ger-Am letters and manuscripts

transcription 3 cr. hrs  1 course elective on heritage preservation 3 cr. hrs

1 German-American research internship 3 cr. hrs 1 final German-American translation project 3 cr. hrs

Community or International Partner	Internship or Service Learning Project
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Populations
Horizon House Community Center	Translating Homeless Shelter Brochure and Intake of Homeless Orientation
Indianapolis Fire Department	Service Learning Project to translate Plans for Escaping from a burning

**Required Courses for MA in Translation Studies: 30 credit hours**

Core Courses (12 cr. hrs):

Community or International Partner	Internship or Service Learning Project
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Populations
Horizon House Community Center	Translating Homeless Shelter Brochure and Intake of Homeless Orientation
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St. Vincent's Hospital	Labeling Prescriptions in Spanish and Interpreting for Pharmaceutical Needs
Latino Coalition Against Domestic & Sexual Violence	Events Coordination; Preparing Documents in Spanish for Outreach Projects
Clarion Health Methodist	Translating "Vital" Documents (as defined by the Center for Disease Control

Language-Specific Courses (12 cr. hrs): Spanish French German

*\*The specialized translation courses I & II may be taught as online courses*

Applied Coursework (6 cr. hrs):

- 9. WLAC F693 Internship in Translation (3 cr. hrs.)
- 10. WLAC F694 Final Translation Project (3 cr. hrs)

**Required Courses for MA in Translation w/Concentration in Spanish Med. Interpreting 36 credit hours**

Core Courses (12 cr. hrs):

<b>Community or International Partner</b>	<b>Internship or Service Learning Project</b>
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Populations

Language-Specific Courses (12 cr. hrs):

<b>Community or International Partner</b>	<b>Internship or Service Learning Project</b>
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure
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Required Courses in Spanish Medical Interpreting (12 cr. hrs):

<b>Community or International Partner</b>	<b>Internship or Service Learning Project</b>
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Populations
Horizon House Community Center	Translating Homeless Shelter Brochure and Intake of Homeless Orientation
Indianapolis Fire Department	Service Learning Project to translate Plans for Escaping from a burning

**Required Courses for MA in Translation w/Concentration in Spanish Legal Interpreting 36 credit hours**

<b>Community or International Partner</b>	<b>Internship or Service Learning Project</b>
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Populations

<b>Community or International Partner</b>	<b>Internship or Service Learning Project</b>
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Populations

Core Courses (12 cr. hrs):

<b>Community or International Partner</b>	<b>Internship or Service Learning Project</b>
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Horizon House Community Center	Translating Homeless Shelter Brochure and Intake of Homeless Orientation
Indianapolis Fire Department	Service Learning Project to translate Plans for Escaping from a burning

Language-Specific Courses (12 cr. hrs):

Required Courses in Spanish Legal Interpreting (12 cr. hrs):

<b>Community or International Partner</b>	<b>Internship or Service Learning Project</b>
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The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Populations
Horizon House Community Center	Translating Homeless Shelter Brochure and Intake of Homeless Orientation

**Required Courses for MA in Translation w/Concentration in German-American Heritage Documentation 36 cr. hrs**

<b>Community or International Partner</b>	<b>Internship or Service Learning Project</b>
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Populations
Horizon House Community Center	Translating Homeless Shelter Brochure and Intake of Homeless Orientation

Core Courses (12 cr. hrs):

Courses in German-American Heritage Preservation (12 cr. hrs):

**Study Abroad**

A maximum of 2 required courses or 6 cr. hrs. may be substituted by cognate graduate-courses taken in a target country.

**New Course Descriptions**

WLAC F550 Introduction to Translation Studies (3 cr. hrs) This course introduces the main issues that have dominated Western translation discourse for two millennia, as well as contemporary trends in Translation Studies that call them into question. Students will learn to evaluate critically the complex dynamics involved in translation and, in turn, apply this theoretical base to their practice. Class is conducted in English.

WLAC F560 Computer-Assisted Translation (3 cr. hrs) Computers are an essential part of the translating activity. This course introduces students to the uses, applications, and evaluation of technologies, such as terminology management, translation memory systems and machine translation in the translation field. Course also includes an assessment of productivity gain, current usability and quality outcomes. Taught in English, with practice translation in

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second language.

WLAC F580 Localization (3 cr. hrs) This course provides an introduction to localization and internationalization for translators. It focuses on the adaptation of websites to other linguistic and cultural environments. In addition to specializing in the translation of web and software content, students learn to create fully "customized" websites that are

adapted to the cultural context and needs of a target audience. Taught in English, with practice translation in second language.

**WLAC F570 Translation and Globalization (3 cr. hrs)** This class takes an in-depth look at the intersection between translation and globalization, paying close attention to what the study of translation exposes in the globalization process and, conversely, what a close scrutiny of globalization reveals about translation that is often suppressed in traditional notions. Course conducted in English.

#### **WLAC F695 Practicum in Interpreting**

P: Introductory and Advanced Interpreting courses in area of expertise Work experience in the area of specialization interpreting in the area of specialization, supervised by a program faculty member. Requirements include field experience, reflective journal, and paper integrating work experience with coursework. Students must complete a minimum of 40 hours of field experience in one semester or equivalent. Prerequisite: two interpreting courses in area of specialization.



#### WLAC F693 Internship in Translation (3 cr. hr.)

P: Requires MA Director's authorization. Students apply the skills learned in the translation coursework in an intensive work program in the target language, through placement in area of specialization supervised by program faculty member. Students must complete a minimum of 60 hours of work or equivalent. Requirements include a translation portfolio based on work products. Internship will be supervised by a faculty member and an internship supervisor.

#### WLAC F694 Final Translation Project (3 cr. hr.)

P: Requires MA Director's authorization. The source text of the final translation project will be selected by the student in consultation with the course director. Texts chosen for projects may only be previous course-related translations if the source text is of an extension of a previous work, and it may not be a text that already has a published translation. Both texts must be submitted for evaluation. Whenever possible, the committee will include someone with particular expertise in the subject of the source text to evaluate the final translation project. Students will be administered a comprehensive final exam that will cover the core theories of translation as well as code of ethics, and business practices for translators.

#### WLAC F696 Final Interpretation Project (3 cr. hrs)

P: Requires MA Director's authorization. Students will perform sight translation, consecutive and simultaneous interpreting assignments and prepare an oral portfolio that will be scored on use of terminology in context, memory skills, delivery and comprehensibility of interpretation using rubrics established by the department. Students will also write a reflective essay based on their renditions, recognition of errors and admissions, and speed and accuracy. A comprehensive exam that will cover the core theories of interpreting as well as code of ethics, and protocol for interpreting.

#### SPAN S528/FREN F528/GER G528 Comparative Stylistics and Translation (3 cr. hrs)

This course provides an introduction to the practice of translation based on a comparative study of style, text restructuring, editing, and techniques of translation in working with a variety of discourse typologies. Intensive practice in translation.

#### SPAN S529/FREN F529/GER G529 Specialized Translation I: Business/Legal/Governmental(3 cr. hrs)

P: S528/F528/G528 This course provides an introduction to methods and resources for the translation of commercial, economic, financial, legal, and governmental documents. Intensive translation practice.

#### SPAN S530/FREN F530/ GER G530 Specialized Translation II: Scientific/Technical/Medical (3 cr. hrs)

P: S528/F528/G528 An introduction to methods and resources for the translation of technical, scientific, and medical documents. Intensive translation practice.

**SPAN S511 Introduction to Medical Interpreting (3 cr. hrs)** This course provides an introduction to medical interpreting in healthcare settings, including code of ethics and protocol, to prepare future medical interpreters to work with patients of different cultures and healthcare systems. Significant field experience component included.

**SPAN S611 Advanced Medical Interpreting (3 cr. hrs)**

P: S511 or equivalent This course provides an advanced focus on healthcare interpreting, including specialized medical interpreting sub-fields and their respective terminologies. Significant field experience component included.

**SPAN S501 Introduction to Legal Interpreting (3 cr. hrs)** This course provides an introduction to legal interpreting in a variety of judicial settings. It includes code of ethics and protocol to prepare future legal interpreters to work in a variety of legal settings. Students will practice different modes of interpreting (sight, consecutive and simultaneous). This course includes a significant field experience component.

**SPAN S601 Advanced Legal Interpreting (3 cr. hrs)**

P: S501 or equivalent This course provides an advanced focus on legal interpreting, including specialized interpreting sub-fields and their respective terminologies. Students will focus on speed memory, and enhancing skills necessary to qualifying for court certification examinations. This course includes a significant field experience component.

**GER G512 Transcribing and Translating German-American Letters & Manuscripts (3 cr. hrs)** This course provides a foundation to reading old German handwriting, transcribing and translating German letters and manuscripts into English. It is designed for students conducting family history, heritage or historical research.

**GER G513 German-American Research Internship (3 cr. hrs)**

P: Requires MA Director's authorization. Students apply the skills learned in the translation coursework in an intensive research work program in German-American heritage documentation, through placement in area of specialization supervised by program faculty member. Students must complete a minimum of 60 hours of work or equivalent. Requirements include a translation portfolio based on work products. Internship will be supervised by a faculty member and an internship supervisor.

### **Links to Existing Programs**

The new program will be linked to undergraduate translation courses in the language disciplines, to the Master of Arts in Teaching Spanish, and the graduate programs in English, History, Museum Studies and Philanthropy. The required courses in Spanish Linguistics or English Linguistics are already course components of existing graduate programs, as well as the advanced professional writing course in English and the heritage preservation elective course.

After the initial implementation of the new Master of Arts Degree in Translation and Interpreting, the Undergraduate Certificate in Translation Studies at IUPUI will be modified. Several language-specific

undergraduate translation courses that are important components of the undergraduate major in Spanish, French and German will continue to be offered in their present format, while the following undergraduate courses in translation or interpretation will be upgraded in content and level to become 400-/500-course offerings: WLAC F350 Introduction to Translation Studies; WLAC F450 Computers in Translation; SPAN S429 Medical Interpreting and SPAN S430 Legal Spanish.

The present graduate course in Spanish S528 Translation Practice and Evaluation will also be incorporated into the graduate program offerings under the new title: Comparative Stylistics and Translation, while the corresponding graduate French and German courses in comparative stylistics and translation will be offered as joint senior undergraduate/graduate offering with the existing 400-level Craft of Translation course.

### **Admission Requirements**

- Undergraduate degree requirement: baccalaureate degree in second language (Spanish, French, German) from accredited institution; or B. A. degree in English with native knowledge of second language; or B.A. or B.S. degree related to intended field of translation or interpretation (GPA requirement: 3.0 or higher; 3.3 in major)
- Standardized Test Scores: official GRE scores are required if undergraduate GPA is below 3.0; non-native English speakers must provide evidence of English proficiency from either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examinations, unless they have completed their undergraduate degree in the US. (Minimum score on the TOEFL is 550.)
- Narrative statement: Applicants will submit a narrative statement of 400-500 words in both English and Spanish, French or German outlining relevant background and their reasons for pursuing graduate studies in translation/interpreting.
- Three letters of recommendation
- Interview and Sample translation: After their tentative admission, the applicants will be invited for a campus interview and asked to write a sample translation into their target language with the help of a dictionary.

### **Scaffolding Practice into the Curriculum**

The MA in Translation and Interpreting prepares students by a combination of core theories that frame the professions as well as a progressive introduction into the practice of the professional fields. Students will be required to complete several field experiences that are based on the concept of scaffolding practice. In the beginning semester courses, introduction to translation and interpreting, students will start with a series of “shadowing” or observations of professionals at work. As part of these shadowing students will gain first-hand knowledge into the day-to-day activities of working translators and interpreters. Furthermore, this will give students an opportunity to write reflective essays on their observations and see how the Code of Ethics and Standards of Practice are applied in the field. The second step will be for students to complete a service learning course where they work under the direction of a faculty member and an on-site supervisor for approximately 20 hours of work. Student learning outcomes for this placement will be a joint venture between the faculty and on-site supervisor. By completing

this initial work, students will have ample time to complete their coursework and to enter into a field placement practicum for the interpreting class and the coursework will culminate with an Internship where students will be able to apply knowledge of prior shadowing and service learning experience and theoretical and practice in the coursework to a more in-depth work experience. Again, student learning outcomes will be written jointly with the Internship Director and the on-site supervisor to maximize the applied learning experience.

### **Completion of Degree Requirement**

Students in the IUPUI Master of Arts in Translation and Interpreting will adhere to the Indiana University degree completion requirements.

### **Sample Curricula Sample Three-Semester Curriculum w/summer for MA in Translation Studies**

Semester 1 (9 cr. hrs) Introduction to Translation Studies (3 cr. hrs) Computer-Assisted Translation (3 cr. hrs) Introduction to Linguistics Course (3 cr. hrs)

Semester 2 (9 cr. hrs) Comparative Stylistics and Translation (3 cr. hrs) Website Adaptation and Localization (3 cr. hrs) Specialized Translation I (3 cr. hrs)

Summer Semester (3 cr. hrs) Practicum in Translation (3 cr. hrs)

Semester 3 (9 cr. hrs) English Advanced Writing Elective (3 cr. hrs) Specialized Translation II (3 cr. hrs) Final Translation Project (3 cr. hrs)

### **Sample Four-Semester Curriculum for MA in Translation w/Concentration in Spanish Medical Interpreting**

Semester 1 (9 cr. hrs) Introduction to Translation Studies (3 cr. hrs) Computer-Assisted Translation (3 cr. hrs) Introduction to Linguistics Course (3 cr. hrs)

Semester 2 (9 cr. hrs) Website Adaptation and Localization (3 cr. hrs) Specialized Translation II (3 cr. hrs) Introduction to Medical Interpreting (3 cr. hrs)

Summer Semester Practicum in Interpreting (3 cr. hrs)

Semester 3 (9 cr. hrs) Comparative Stylistics and Translation (3 cr. hrs) Specialized Translation I (3 cr. hrs)  
Advanced Medical interpreting (3 cr. hrs)

Semester 4 (3 cr. hrs) English Advanced Writing  
Elective (3 cr. hrs) Final Interpretation Project (3 cr.  
hrs)

**Sample Four-Semester Curriculum for MA in Translation w/Concentration in Spanish Legal Interpreting**

Semester 1 (9 cr. hrs) Introduction to Translation Studies (3 cr. hrs) Computer-Assisted Translation (3 cr. hrs)  
Introduction to Linguistics Course (3 cr. hrs)

Semester 2 (10 cr. hrs) Website Adaptation and  
Localization (3 cr. hrs) Specialized Translation I (3 cr. hrs)  
Introduction to Legal Interpreting (3 cr. hrs)

Summer Semester Practicum in Interpreting  
(3 cr. hrs)

Semester 3 (10 cr. hrs) Comparative Stylistics and  
Translation (3 cr. hrs) Specialized Translation II (3 cr. hrs)  
Advanced Legal interpreting/Practicum (3 cr. hrs)

Semester 4 (7 cr. hrs) English Advanced Writing  
Elective (3 cr. hrs) Final Interpretation Project (3 cr.  
hrs)

**Sample Four-Semester Curriculum for MA in Translation With Concentration in German-American  
Heritage Documentation**

Semester 1 (9 cr. hrs) Introduction to Translation Studies (3 cr. hrs) Computer-Assisted Translation (3 cr. hrs)  
Introduction to Linguistics Course (3 cr. hrs)

Semester 2 (9 cr. hrs) Comparative Stylistics and Translation (3 cr. hrs) Website Adaptation  
and Localization (3 cr. hrs) Transcribing and Translating German-American Letters and  
Manuscripts (3 cr. hrs)

Semester 3 (9 cr. hrs) Specialized Translation  
I (3 cr. hrs)

Heritage Documentation Elective (3 cr. hrs)  
English Advanced Writing Elective (3 cr. hrs)

Summer Semester (3 cr. hrs) German-American Heritage Research Internship (3 cr. hrs)

Semester 4 (6 cr. hrs) Specialized Translation II (3 cr. hrs)  
German-American Translation Project (3 cr. hrs)

### **Principles of Graduate and Professional Learning**

The curriculum of the MA in Translation and Interpreting is based on the core Principles of Graduate and Professional Learning and is constructed with the conceptual framework that describes expectations of all graduate/professional students at IUPUI. Specific expectations and learning outcomes are built into each individual course, but together the expectations for completion of the degree will require students to acquire the knowledge, skills and abilities of a graduate holding an M.A. in Translation with one of its areas of concentration. These include:

- Demonstrating mastery of knowledge and skills expected for the degree and for professionalism and success in the field
- Thinking critically, applying good judgment in professional and personal situations
- Communicating effectively to others in the field and to the general public
- Behaving in an ethical way both professionally and personally

### **Appointed Faculty in the Department of World Languages and Cultures with expertise in Translation and/or Interpretation**

**Ardemagni, Enrica**, Professor of Spanish, Ph.D. in Spanish, specialization in Medieval Translation from University of Wisconsin, Madison; Indiana State Certified Court Interpreter; University of Arizona Medical Interpreting Certificate; University of Massachusetts-Amherst Graduate Certificate in Medical Interpreting; Certificate in Advanced Legal and Medical Interpreting, Seattle, Washington; American Translators Association, Administrator, Literary Division; President, Midwest Association of Translators and Interpreters; Board Co-Chair, National Council on Interpreting in Health Care; Director, Undergraduate Certificate in Translations Studies at IUPUI; Curricular Development: Undergraduate Certificate in Translation Studies at IUPUI, 1999; IUPUI Courses Designed and Taught: S528 Translation Practice and Evaluation; WLAC F450 Computers in Translation; S430 Legal Spanish; S423 The Craft of Translation; ; S429 Medical Interpreting; WLAC 350 Introduction to Translation Studies and Interpreting; S323 Introduction to Translating Spanish and English; scholarship of translation and translations in *Intercambios*, *American Translators Association Chronicle*, *Beacons*, *Hispanic Seminary of Medieval Studies*; *TransLit*, *Latin American Literary Review Press*. **Bersier, Gabrielle**, Professor of German, Ph. D. in German, University of Wisconsin, Madison; undergraduate studies at School of Translators and Interpreters, University of Mainz, GERMERSHEIM in Germany; translation in *La Revue des Lettres Modernes*.

**Bertrand, Didier**, Associate Professor of French, Ph. D. in French, University of Iowa, Iowa City; taught translation at Université de Bourgogne, Dijon, France; IUPUI Course: F330 Introduction to Translating French and English. **Brant, Herbert**, Associate Professor of Spanish, Ph. D. in Spanish University of Illinois at Urbana-Champaign; forthcoming translation in *Latin American Literary Review Press*. **Grossmann, Claudia**, Senior Lecturer and Director of Program in German, Dr. Phil. University of Siegen, Germany; IUPUI Courses: G423 The Craft of Translation; G333 German Translation Practice; translations in *Max Kade German-American Center Publishing*. \***Zulaica Hernández, Iker**, Assistant Professor of Spanish Linguistics and Localization, Ph.D. in Spanish Linguistics Ohio State University; has been an actively working translator and specialist in Computer Assisted Translation (CAT) tools and Localization. Professional Zulaica Hernández is a specialist in translation technology and has been translation handbooks on machine translation. Together with other faculty, he will be involved in the implementation of a Center for Language and Translation Technology at IUPUI. \*Professor Zulaica Hernández will be joining the Department of World Languages and Cultures in Fall 2011. **Van Wyke, Benjamin**, Assistant Professor of Spanish, Ph. D. in Translation Studies, SUNY-Binghamton, NY; Certificate in Literary and Non-Literary Translation, Spanish>English, SUNY Binghamton, NY; IUPUI courses: S528 Translation Evaluation and Practice; S423 The Craft of Translation; F350 Introduction to Translation Studies and Interpreting; S323 Introduction to Translating Spanish and English; Academic publications: *Delectable Bodies and their Clothes: Plato, Nietzsche, and the Translation of Latin America* (Lambert Academic Publishing), "Ethics and Translation," in *Handbook of Translation Studies* (John Benjamins) "Imitating Bodies and Clothes: Refashioning the Western Conception of Translation," in *Thinking Translation through Metaphor* (St. Jerome). Translations in *Beacons, Absinthe, TransScribe, Rattapallax Magazine, Hilda Magazine, Passport: The Arkansas Review of Literary Translations, Calaloo, Greling Press*. **Wang, Jing**, Assistant Professor of Chinese, Ph. D. in Higher Education, Florida State University; experience interpreter at United Nations, Geneva Switzerland.

### Resources Required for Implementation

The success of the Undergraduate Certificate in Translation Studies was primarily due to the translation expertise of the faculty in French and German. With the cumulative retirements of one French and one German senior professor, the implementation of a French or German graduate program in translation is contingent on the replacement of the French and the German vacant lines.

In addition, implementation of the proposed MA in Translation and Interpreting requires the recruitment of the following new faculty:

- 1 Faculty in Spanish with Ph.D. in Literature and Cultural Studies.
- 2 An additional faculty member in Spanish Interpretation, with teaching specialization in graduate and undergraduate courses in legal and/or medical interpretation.

N.B. The Department of World Languages and Cultures will be taking advantage of duplication of areas of expertise in any hiring recommendation to the Dean of the School of Liberal Arts.

Graduate student support:

- 1 Two research assistants
- 2 One graduate service learning assistant
- 3 Two Max Kade fellows in German-American heritage documentation

Translation and interpretation technology requirements:

- 1 Lab equipment for interpretation
- 2 Software for most popular Computer-Assisted Translation (CAT) tools, SDL-TRADOS, Wordfast, Lingo terminology management, and license costs

**Program Implementation, Projected Enrollment and Evaluation**

Program Implementation, Projected Enrollment and Evaluation will be contingent upon approval of program and resources, implementation of the Masters in Translation and Interpreting is projected for Fall 2012.

Projected numbers of applicants and enrollments are based on available data of students enrolled in the Undergraduate Certificate in Translation Studies in the past decade. Since its inception, the Certificate in

As the quote from the Bureau of Labor Statistics illustrates, the fields of Translation and Interpreting feature among the Top 10 projected areas of employment in the next decade. Enhancing U.S. global competence in the 21st century is not a luxury, but a necessity. Whether in engaging the world, or our culturally diverse homeland, the United States’ future success will increasingly rely on the global competence of its citizen. Recently, IUPUI has been at the vanguard of both globalization and internationalization of its curriculum. Adding a Masters Degree in Translation and Interpreting galvanizes the campus mission to assure that its students are fully equipped to step into the global 21st century.

Based on past departmental review schedules, a first academic review of the new program will take place three years after program inception.

. Additionally, all Translati  
on Studies has had an  
annual average of six new  
admitted students.  
Additionally, all  
undergraduate courses in  
translation offered for  
French, German and  
Spanish have attracted  
average enrollments of  
15-20 students per  
section. Spanish  
enrollments over the past  
several years have been  
averaging approximately  
20 students with the  
addition the past two  
semesters of two sections  
of one of the translation  
classes, which brings that  
enrollment figure up to  
30 students per semester.  
With certification now  
available in translation,  
medical and court  
interpreting, and a  
movement towards  
legislation that may  
require the use of  
credentialed or certified  
translators, medical and  
court interpreters, a  
Master’s degree in both  
translation and  
interpreting such as the  
proposed new program  
should attract a minimum  
annual average of twelve  
new admitted students  
per year. Additionally,  
each of the specialized  
graduate course offerings  
can be expected to  
attract an additional  
average of ten graduates  
or prospective students in  
need of professional  
development. These  
projections are based on  
undergraduate  
enrollments in the Legal  
Spanish and Medical  
Spanish courses currently  
being taught at the  
undergraduate level in  
Spanish. Both of these  
courses have had to  
increase to two sections  
in the semesters they are  
taught, with enrollments  
in Legal Spanish at



February 20, 2011

Professor Enrica J. Ardemagni Director, Undergraduate Certificate in Translation Studies Department of World Languages and Cultures Indiana University-Purdue University Indianapolis 425 University Boulevard Indianapolis, IN 46202

Dear Professor Ardemagni:

I have read with great interest your proposal for a Master of Arts Degree in Translation and Interpreting at Indiana University-Purdue University Indianapolis. I would first like to congratulate you and your colleagues for a very well developed proposal that is highly readable and well researched. I am pleased to endorse this innovative program and provide you with my rationale for doing so.

I am responding to your proposal from a dual perspective as the Executive Director of the American Association of Teachers of Spanish and Portuguese (AATSP) and as a Professor of Spanish, Emerita at the University of Michigan-Dearborn (UM-D). From my point of view as the Executive Director of the American Association of Teachers of Spanish and Portuguese, I think that the IUPUI Program in Translation and Interpreting would be unique in the region and one of a very few such programs in the entire country. In 2006 the Modern Language Association (MLA) released its report entitled "Foreign Languages and Higher Education: New Structures for a Changed World." That report calls for a major shift in the way we teach languages in the US and the purposes for which we learn them. This proposed new Program in Translation and Interpreting does precisely what the MLA Report calls for: it addresses the issue of a paradigm shift from the traditional language-literature focus to a broader translingual and transcultural program that emphasizes twenty-first century skills.

It is from my position as a professor emerita that I know first-hand the need for such a program. Several years ago at UM-Dearborn we attempted to add a Certificate in Translation to our business Spanish program at both the undergraduate and/or graduate levels in response to the automotive industry and its needs for interpreters and translators. If we had had a model to follow, such as the proposed program at IUPUI, our attempt to add the certificate program would have been much easier.

From both perspectives I am particularly impressed with the way this proposed new program builds on a successful undergraduate program at IUPUI and focuses on solid language proficiency. The program is not focused on narrow skill-building courses in translation alone.

The program is interdisciplinary in nature and links to economics, sociology, linguistics, culture, and communication via international media. The program also links to the surrounding community and provides students with learning experiences in area businesses and non-profit organizations. Students who graduate from the program will have a varied and well-rounded background and the ability to work as a professional in the field.

I am also impressed that the program centers on four core courses and offers several options such as Spanish Medical Interpreting, Spanish Legal Interpreting and German-American Heritage Documentation. I am also pleased that the program takes into account the use of computer-assisted translation and offers options in website adaptation and localization. These are highlights of the program.

Once this M.A. Program in Translation and Interpretation has been implemented, I think that the potential for building a reputation for IUPUI is great. As mentioned above, the program will be unique in the region and one of a small number of such programs in the United States. Because of the uniqueness of the program, the potential to receive federal and other grants will be very high. I have no doubt that the program will soon become known as the “IUPUI Program” and everyone will know that the phrase refers to the new direction in language learning. The program will also serve as a model for other universities and M.A. programs.

In summary, I certainly hope that this innovative program can be quickly implemented. I look forward to having sessions at the AATSP annual conference on the “IUPUI Program in Translation and Interpretation” so that other graduate programs around the United States can see what can be done to meet the demands of our changing society. I also look forward to having conference sessions on the implications that such an M.A. program can have on undergraduate programs. And lastly, I look forward to having such a program in place so that the graduates can feed into existing Ph.D. programs in translation so that Spanish departments across the country can hire the faculty necessary to make programmatic changes to the undergraduate major and broaden its focus. I wish you well in your endeavors.

Sincerely,

Dr. Emily Spinelli Executive Director, AATSP Professor of Spanish, Emerita, University of Michigan-Dearborn



**INDIANA UNIVERSITY**

**DEPARTMENT OF FAMILY MEDICINE**

School of Medicine

February 23, 2011

Enrica J. Ardemagni, PhD  
Professor of Spanish  
Director, Certificate in Translation Studies Program  
Indiana University School of Liberal Arts  
IUPUI Department of World Languages and Cultures  
425 University Boulevard, CA-501E  
Indianapolis, IN 46202-5148

RE: Master of Arts in Translation and Interpreting Graduate Degree Program Proposal

Dear Dr. Ardemagni:

I am writing to express my support to the IUPUI Department of World Languages and Culture Studies proposal to create a Master of Arts in Translation and Interpreting. I wholeheartedly support this graduate degree program opportunity.

Through my work in medical education and clinical services in the Indiana University School of Medicine I see clear need for qualified medical interpreters as a critically important part of the multidisciplinary care team for providing quality patient care for diverse populations.

This is certainly a cost effective intervention for reducing health disparities based on language barriers in the clinical encounter and the state of Indiana will certainly benefit from such an academic program designed to fill this need.

If I can be of further assistance to you in securing this program, please do not hesitate to contact me directly @ 278-8710 or at [jsevilla@iupui.edu](mailto:jsevilla@iupui.edu).

Sincerely,

Javier F. Sevilla-Mártir MD  
Assistant Dean for Diversity,  
Associate Professor of Clinical Family Medicine,  
Director Hispanic/Latino Health and  
International Medicine and Global Health

JFSM/beh

Community or International Partner	Internship or Service Learning Project	
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure	Smith,
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Populations	Candice L

Candy, Can you please include these with the letters of support for the MA in T/I? Thanks, Enrica

-----Original Message-----From: Mickel, Emanuel J. Sent: Tuesday, March 01, 2011 11:03 AM To: Bersier, Gabrielle S. Subject: Re: new MA in Translation and Interpreting at IUPUI

Dear Professor Bersier, I do not see any conflict with programs that we offer. Sincerely, Emanuel Mickel  
Chairman, French and ItalianQuoting "Bersier, Gabrielle S." <[gbersier@iupui.edu](mailto:gbersier@iupui.edu)>:

> Dear Emanuel Mickel, > > I hope that you are well after the interminable winter season. I am > sending you a pdf copy of a Master of Arts in Translation and > Interpreting that we would like to add to our departmental curriculum. > The proposed sequence of courses represents an upgrade from the > Undergraduate Certificate in Translation Studies that we have offered > at IUPUI for the past decade. Its design and purpose are aligned with > the professional mission of the IUPUI campus. > In moving forward with proposing a new MA degree, our department needs > a statement from your academic unit certifying that the proposed new > program does not overlap with your own departmental offerings. In > addition, we would welcome a general statement on your part regarding > the educational benefits of the new program. > Your response can be directed to me in e-mail form. > Thank you in advance for your response, and with best wishes for the > spring season! > Cordially > > Gabrielle Bersier > Professor of German > Chair Department of World Languages and Cultures Indiana > University-Purdue University Indianapolis > 425 University Boulevard > Indianapolis, IN 46202 > 317-274-8246 > [gbersier@iupui.edu](mailto:gbersier@iupui.edu) >

Community or International Partner	Internship or Service Learning Project	Smith, Candice L
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure	
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Populat	

This letter needs to go with the endorsement letters for the MA in TI Thanks. eja

**From:** Larson, Catherine **Sent:** Wednesday, February 23, 2011 10:06 PM **To:** Bersier, Gabrielle S. **Subject:** RE: new MA in Translation and Interpreting at IUPUI

Dear Gabrielle,

We don't see overlap with our departmental offerings, but we thank you for asking.

I have shown the proposal to our elected Chair's Advisory Committee, and several faculty colleagues have noted that this looks like a well-designed program, which will offer something unique—and needed—in our state: an MA in Translation and Interpreting. As the number of Hispanics rises in Indiana, such a program promises to provide an important set of skills, just as it will also help Indiana compete in the global economy. Congratulations on putting together such a good proposal.

With best wishes, Catherine Larson Chair, Department of Spanish and Portuguese Indiana University  
Bloomington Bloomington, IN 47405

TO: Enrica Ardemagni, World Languages and Culture Studies, Indiana University-Purdue University Indianapolis

FROM: Peter W. Krawutschke, PhD, Professor of German and Faculty Senate President, Western Michigan University

DATE: 7 February 2011

RE: Letter of Endorsement, MA in Translation and Interpreting, IUPUI

I am pleased IUPUI is proposing this MA in translation and Interpreting, and I am delighted to be able to endorse it as it is presently presented. IUPUI, because of the very practical content of this MA will assume an exemplary leadership position in these two disciplines not only in the Midwest but also in the US.

It may be useful in considering the value of my endorsement to record my pertinent professional background: Immediate Past President, International Federation of Translators (FIT); Past President, American Translators Association (ATA); Founding President, American Foundation for Translation and Interpretation, Inc. (AFTI); and Founding Director, Translation Center, Western Michigan University.

In evaluating an academic program in terms of discipline-specific faculty available to its students, I always look first at the credentials the faculty bring to their teaching. I was pleased to see the Universities of Mainz and Binghamton represented, both leading institutions in their respective countries in translator and interpreter education. Combined with the practical experience and professional certification presented, this program and its students will be served by an excellent and experienced faculty .

As far as the desirability or societal need for this MA program is concerned, the proposal makes a very good and accurate case, particularly as far as it concerns service to the areas of law and health care. I predict that the pool of applicants for this MA, given effective national PR, will draw student from across the nation. It is no accident that the EU recently established the European MA in Translation and that the Chinese Government enticed its elite universities to offer MA programs in translation apart from the foreign language departments. These developments clearly indicate the need for such education in the US as well, and I have no doubt that the US Department of Education and the Department of Defense will follow suit by offering financial support to programs with a track record as templates for programs to be established. As far as the program content of this MA is concerned, I recommend attention be given to how this industry operates in the US and internationally. Perhaps the internship component should receive an additional three hours of credit. After the program has gained a few years of experience, the creation of a translation center could be considered. This center could offer the region and the state assistance with T&I related issues by offering referrals and advice as well as campus internship opportunities. At the same time it could serve as a research base for statistical information about demands for specific languages and services.

In summary, the proposed MA in Translation and Interpreting is well conceived and offers the state of Indiana, the Midwest, and the nation a model for an academic program in “practical” translation and interpreting which could well serve as a template for the planned accreditation of academic programs in translator and interpreter education in the US.

Community or International Partner	Internship or Service Learning Project	Smith, Candice L
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure	
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Popul	

Candy, Here is another endorsement letter for the MA in T/I for you to upload. Thanks, Enrica

**From:** Bersier, Gabrielle S. **Sent:** Thursday, March 03, 2011 4:00 PM **To:** Ardemagni, Enrica J.; Van Wyke, Ben  
**Subject:** FW: new MA in Translation and Interpreting at IUPUI

Another important endorsement from IU-B! Gabrielle

Gabrielle Bersier Professor of German Chair Department of World Languages and Cultures Indiana University-Purdue University Indianapolis 425 University Boulevard Indianapolis, IN 46202 317-274-8246  
[gbersier@iupui.edu](mailto:gbersier@iupui.edu)

**From:** Johnston, Bill **Sent:** Thursday, March 03, 2011 3:53 PM **To:** Bersier, Gabrielle S. **Subject:** RE: new MA in Translation and Interpreting at IUPUI

Dear Gabrielle,

I'm so sorry not to have responded sooner. I've looked over the proposed program, and there seems to be no significant overlap with the Certificate in Literary Translation offered by the Department of Comparative Literature at IU Bloomington.

Over the last few years I've fielded a number of inquiries from individuals looking for a program in translating and interpreting. It seems that your proposed program will be just what many of these prospective students will need. I support your endeavor, and I believe it addresses a deeply felt need not just in the State of Indiana but across the country. I wish you luck with the new program.

With best wishes,

Bill Johnston



Bill Johnston

Associate Professor and Chair, Comparative Literature Ballantine Hall 914, Indiana University, Bloomington IN 47405 Tel: 812-855-7070; fax: 812-855-2688end\_of\_the\_skype\_highlighting

Associate Professor, Second Language Studies Memorial Hall 303, Indiana University, Bloomington, IN 47405 tel: 812-855-4968; fax: 812-855-5605

e-mail: [billj@indiana.edu](mailto:billj@indiana.edu)

**From:** Bersier, Gabrielle S.  
[mailto:[gbersier@iupui.edu](mailto:gbersier@iupui.edu)] **Sent:** Tuesday,  
February 22, 2011 4:12 PM **To:** Johnston, Bill  
**Subject:** new MA in Translation and Interpreting  
at IUPUI

Dear Bill Johnston,

I hope that you are well after the interminable winter season. I am sending you a pdf copy of a Master of Arts in Translation and Interpreting that we would like to add to our departmental curriculum. The proposed sequence of courses represents an upgrade from the Undergraduate Certificate in Translation Studies that we have offered at IUPUI for the past decade. Its design and purpose are aligned with the professional mission of the IUPUI campus. In moving forward with proposing a new MA degree, our department needs a statement from your academic unit certifying that the proposed new program does not overlap with your own departmental offerings, particularly the Certificate in Literary Translation. In addition, we would welcome a general statement on your part regarding the educational benefits of the new program. Your response can be directed to me in e-mail form. Thank you in advance for your response, and with best wishes for the spring season! Cordially

Gabrielle Bersier Professor of German Chair Department of World Languages and Cultures Indiana University-Purdue University Indianapolis 425 University Boulevard Indianapolis, IN 46202 317-274-8246  
[gbersier@iupui.edu](mailto:gbersier@iupui.edu)



UNIVERSITY OF MASSACHUSETTS  
AMHERST

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161 Presidents Drive  
Amherst, MA 01003-9312

TRANSLATION CENTER

Tel: (413) 545-2203  
(877) 77U-MASS (toll free)  
Fax: (413) 577-3400  
Email: [transcen@hfa.umass.edu](mailto:transcen@hfa.umass.edu)

February 10, 2011

Enrica Ardemagni  
Professor of Spanish  
Director, Undergraduate Certificate in Translation Studies  
Department of World Languages and Cultures  
425 University Blvd.  
Indianapolis, IN 46202

Re: **Master of Arts Proposal in Translation and Interpreting**

Dear Professor Ardemagni:

I am honored to write a recommendation for the proposed Master of Arts in Translation and Interpreting as proposed by the Department of World Languages and Cultures at the Indiana University School of Liberal Arts at IUPUI. All scholars in the existing translation and interpreting programs at IUPUI are of the highest quality, and I have no reason to doubt that the proposed Masters of Arts would not be any less distinguished. It seems a logical extension of existing course offerings and fills a great need in higher education; there are no similar programs in the Midwest United States, especially ones offering specializations in legal and medical, where the need for highly qualified translators and interpreters is growing faster than universities can train professionals.

In many ways, the translation and interpreting proposal at IUPUI is pioneering. In this new globalized world, the need for translators and translation teachers is increasing. The demand in the business, industry, and government circles is growing; the need for specialization is on the rise. IUIUP has built a solid program in undergraduate studies in the field and has kept abreast of the latest technologies, incorporating computer technologies into their educational program. There is simply no other program like it in the United States. Expanding the program to include a M.A. would further the field, place IUPUI graduates in well-paid entry level jobs in academia, business, hospitals, and the courts, bring further prestige to the university, and enhance its relations with businesses and social service agencies in the region. In addition, the United States government, including institutions such as the Department of Defense and State Department, have a critical need for language professionals and translators, and may be willing to develop collaborative projects.

Translation studies is a relatively new field, having coalesced as an academic discipline in the 1960s with the establishment of the National Translation Center, M.A. programs at the University of Texas at Austin and the University of Iowa, and new journals such as *Delos* and *Modern Poetry in Translation*. While the field has grown rapidly in many areas of the world, including Spain (over 30 M.A. programs), England, Ireland, Germany, Austria, Canada, Brazil, and China, its growth has been slow in the United States, with only a dozen M.A. programs, and most of those in literary translation, and only two Ph.D. programs, which were just established last year at Binghamton University and Kent State. IUPUI has developed its educational program with foresight and intelligence, and I feel that it is more than ready to establish a Master of Arts Program.

Pedagogical research that is ongoing in the field, especially internationally, demonstrates that translation and interpreting involves complex linguistic, scientific, sociological, technological, and computer skills. Researchers are finding that translation, rather than being a minor component in cultural production, is one of the major components that can induce change, introduce new ideas, create market and government connections, and serve to unite regional populations. Research is well underway in many areas, including terminology database development, socio-linguistic investigations, ethnographic and anthropological studies, psycho-linguistic research, and complex theories of meaning and cross-cultural communication. Some of this research is being conducted by faculty affiliated with the new M.A. program. At IUPUI, the Master of Arts will not only train future translators and interpreters for the profession, but also induce some to go into further research.

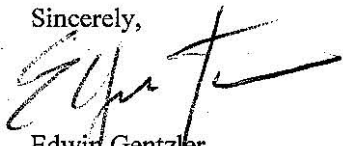
The field of translation studies also has a great need for skilled and professional teachers of translation. Jobs are opening in the United States and around the world in the field, and qualified teachers are few. Generally translators have good linguistic skills, but lack the research and teaching skills, or have the research and teaching skills, but lack the knowledge of practical translation. The proposed program as structured at IUPUI should fill this gap. I am particularly impressed at how the program combines theory, research methods, and practice, particularly incorporating the latest developments in computer-aided translation. I am also struck by the liaison work already done establishing internship opportunities. No university has such a comprehensively designed curriculum, nor one with such a high degree of specialization and practical application.

The proposal also strikes me as economically feasible. The existing core faculty, many of whom have experience in teaching translation and interpreting, strike me as having unusual expertise in the area. They should be able to assume the brunt of the educational and advising work. The current undergraduate curriculum can also be adapted to a graduate program. Many of the language courses, such as Spanish, are already on the books, or can easily be upgraded. Indeed, the translation and interpreting courses should complement and enhance the current language training offered. The proposed program also links to existing courses in other disciplines, including English, History, and Linguistics. Student growth in the languages included in the program is increasing, so enrollments should be high. Our experience with the MA in Translation Studies here at UMass is that the quality and quantity of applicants is growing and improving nicely. We could take more in the program if we had sufficient faculty to deliver the core curriculum and supervise the theses. The proposal is unclear about the need of additional faculty to teach some of the new proposed courses, but it appears as if much of the teaching and advising can be assumed by existing faculty, keeping costs low.

In sum, I give the IUPUI proposal for a Master of Arts in Translation and Interpreting the highest marks for its foresight, academic rigor, relevance of training, balanced curriculum, and cost feasibility. Its future as an important academic discipline is bright.

Please feel free to contact me if you have any questions.

Sincerely,



Edwin Gentzler  
Professor, Comparative Literature  
Director, Translation Center



# UNC CHARLOTTE

The University of North Carolina at Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223-0001

Department of Languages and Culture Studies  
Phone 704/687-8754  
FAX 704/687-3496

February 15, 2011

Dr. Enrica Ardemagni  
Professor of Spanish  
Director, Undergraduate Certificate in Translation Studies  
Department of World Languages & Cultures  
Indiana University-Purdue University Indianapolis  
425 University Blvd.  
Indianapolis, IN 46202

Dear Dr. Ardemagni:

It is with great pleasure that I write an enthusiastic endorsement for your proposed Master of Arts in Translation and Interpreting (T&I). I have carefully reviewed the proposal prepared by the Department of World Languages and Cultures at IUPUI, and find it to be exemplary in terms of clarity, rationale, and feasibility. This innovative new M.A. degree has tremendous potential for success because it is:

- very well conceived in terms of the proposed content, methodology (theory-based praxis), and structure of the curricula
- timely: forward-looking while at the same time responding to currently documented demand for academically trained translators and interpreters and leaders in the T&I field, locally as well as nationally and internationally
- sufficiently well staffed in terms of the faculty expertise required to successfully begin such a program
- being built upon the solid foundation of a preexisting undergraduate program in T&I with a 20-year track record of success in civic engagement via internships and experiential service learning
- cost efficient in terms of an integrative design that meets the content and skills development needs of different graduate learners: four tracks with overlapping core courses in Translation Studies
- clearly the beneficiary of vision and national leadership and visibility in the field on the part of the authors of the proposal who know what is needed and where things are headed in this rapidly emerging field of inquiry and pedagogy in American higher education

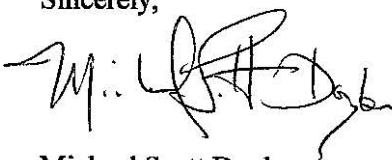
I want to commend the Department of World Languages & Cultures and IUPUI for their leadership in proposing a program that responds so well to educational needs identified by the Modern Language Association (MLA), the American Council on the Teaching of Foreign Languages (ACTFL), and the American Translators Association (ATA), among others, and to the employability prospects of its graduates as documented now for many years by the U.S. Bureau of Labor Statistics. The proposed program has great potential to attract a strong pool of applicants regionally, nationally, and internationally (this has been our experience with the graduate English-Spanish translation track at UNC Charlotte, which has attracted virtually all of our out-of-state enrollment to our M.A. in Spanish; the program, a decade old, has now graduated nearly 30 M.A. students in this track alone, nearly 60 overall).

The proposed concentrations within the four-track curriculum respond well to the heavy demand in the key areas of Spanish-English Medical and Legal Interpreting and to German-American Heritage Documentation, all of which constitute very promising niches in higher education in the State of Indiana and the region. Combining graduate study opportunities in both translation (written communication) and interpreting (oral communication) should prove to be a powerful magnet for students interested in rewarding careers in today's and tomorrow's language industries. Also, "[b]y bridging the gap between textual translation and oral interpretation, cultural and literary and professional focus, the proposed graduate program in Translation and Interpreting at IUPUI prepares future graduates (...) for Ph.D. studies in translation." This will certainly be the case, as more Ph.D. programs will also be needed in the future in order to adequately staff the growing number of undergraduate and graduate programs in T&I in the United States. We currently lag woefully behind Canada and Europe in this regard. Another strength of the proposal is that "[g]raduate students in the new Master of Translation and Interpreting at IUPUI will be involved not only in applying technological tools, but in exploring technological advances in the field as research assistants in a new Center on Language and Technology." I also wish to highlight that the "survey of needs disseminated to the 100 most important constituencies and stakeholders in the state of Indiana, particularly in the greater metropolitan area of Indianapolis," provide compelling evidence of the need for this program and the strong likelihood of its success. Finally, the proposed creation of a Program Advisory Board, "to facilitate linkage between a) the educational needs of the M.A. degree, and b) the community needs for users of translation and interpreting services," could prove to be very beneficial for program recruitment, funding, and enhanced credibility.

There are two areas in which I will venture a few constructive suggestions. One, the curriculum may consider including additional key course work in areas such as "Evaluation and Quality Assurance in Translation and Interpreting" and "Translation and Interpreting as a Business." Many times translators and interpreters are called upon to evaluate the work of others, so they must know about standards and rubrics for assessment, and what the evaluation of quality entails. This is an important part of the industry and profession. In terms of "business," many translators and interpreters form their own sole proprietorships, partnerships, or other company forms, so it is useful for them to know about how to do this. Perhaps this would be an opportunity for some collaboration with IUPUI's business faculty or a small business development unit on campus of in Indianapolis. Second, I note the credit-hour differentials in the four proposed M.A. tracks, with the basic M.A. in Translation Studies being 30 credit hours while the other three options are 36 hours. Perhaps the M.A. in Translation Studies could consider offering a 36-hour option that would include an M.A. thesis, which would also serve to help prepare students for future studies at the Ph.D. level.

In sum, I appreciate being invited to review your proposal for a Master of Arts in Translation and Interpreting. It is an exciting, timely, well conceived program. I am convinced that it has great potential for success as a distinguished and well enrolled graduate program at IUPUI. Best of luck!

Sincerely,



Michael Scott Doyle  
 Professor of Spanish, Translation Studies, Business Language Studies, and Latin American Studies  
 Adjunct Professor of International Business  
 Director of Certificates in Translating and Translation Studies (Graduate and Undergraduate)  
 Director of Certificate in Business Spanish  
<http://languages.uncc.edu/spanish-full/83-michael-doyle.html>

Community or International Partner	Internship or Service Learning Project
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure <b>Smith, Candice L</b>
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant

**From:** Dankoski, Mary E **Sent:** Monday, February 21, 2011 10:00 PM **To:** Ardemagni, Enrica J.; Sevilla-Martir, Javier F **Subject:** RE: Requesting support of MA in Translation

Dear Dr. Ardemagni, I am writing to comment on the IUPUI Department of World Languages and Culture Studies proposal to create a Master of Arts in Translation and Interpreting. I enthusiastically support this proposal. In my work in medical education and clinical services in the Indiana University School of Medicine, it is abundantly clear that qualified medical interpreters are a critically important part of the multidisciplinary care team for providing quality patient care with diverse patients, and also for reducing health disparities based on language barriers in the clinical encounter. The state of Indiana needs a cadre of highly trained interpreters in a variety of specialized arenas such as medicine, and I support a graduate degree program designed to educate students to fill this need.

Please contact me if I can provide further comment. Sincerely,

\*\*\*\*\* Mary E. Dankoski, PhD Assistant Dean for Faculty Affairs and Professional Development Interim Co-Chair, Department of Family Medicine Lester D. Bibler Scholar and Associate Professor of Family Medicine Indiana University School of Medicine Indianapolis, IN 46202 Office: 317-278-0367 Fax: 317-274-4444





8 February 2011

To Whom It May Concern:

I am writing this letter in support of the proposal for a Master of Arts in Translation and Interpreting put forward by the Department of World Languages and Cultures of the IU School of Liberal Arts at IUPUI. The proposal to upgrade and diversify the current Undergraduate Certificate in Translation Studies by creating a two-year Master of Arts Degree in Translation and Interpreting is both timely and well thought out.

Most significantly, the proposal addresses the national need for translators and interpreters in the rapidly-expanding language industry. Despite the fact that the rigorous academic training of translators and interpreters is the first and most important stage in guaranteeing high quality translation and interpreting products, there are very few programs of this kind in the U.S. Evidence of the need for qualified graduates of such programs is suggested by the over 90% job placement rate of the MA graduates of the Kent State Masters in Translation program. The need for legal and medical interpreters, in particular, is growing, and official certification requirements for interpreters are anticipated in several states. This program would help to fill a real need, which promises only to intensify in the coming years. Moreover, by raising academic standards in the field of applied language study, this proposal meets a number of the recommendations put forward by the Modern Language Association to make language study more relevant to today's student body and to advance proficiency levels toward professional competence. The proposal also wisely addresses local needs, in particular, those of the most important stakeholders in the state of Indiana and the city of Indianapolis.

The Department of World Languages and Cultures of the Indiana University School of Liberal Arts is uniquely situated to meet the goals of this proposal, building on the success of the department's undergraduate Certificate in Translation. Moreover, experienced faculty members are already in place to make this proposal a reality. I am particularly impressed by the proposed curricula, which demonstrate a wise mix of theoretical and practical courses. Courses such as F560 Computer-Assisted Translation and F580 Website Adaptation and Localization will ensure that graduates of the program are adequately trained for jobs in the contemporary language industry.

Overall, this proposal promises to connect the dots between language training and the job market, highlighting the relevance of language proficiency while meeting the needs of the local and national community. I support this proposal without reservation and with great enthusiasm.

Sincerely yours,

Brian James Baer, Ph.D.  
Professor of Russian and Translation Studies  
Coordinator of Graduate Studies

**Modern and Classical Language Studies**  
P.O. Box 5190 • Kent, Ohio 44242-0001  
330-672-2150 • Fax: 330-672-4009 • <http://www.kent.edu/mcls>

February 14, 2011.

Dear Professor Ardemagni,

I am writing not only to formally endorse your department's proposal to develop an M.A. in Translation, but, also, to congratulate you and your colleagues on such a timely and thoughtful initiative.

The new degree program, with its four areas of concentration, seems to offer an ideal continuation to your successful Undergraduate Certificate in Translation Studies track, and will undoubtedly represent a major addition to the current options in academic offerings in translator training available not only in Indiana and the Midwest, but in the country as a whole.

The rationale presented in the proposal convincingly argues for the need of such a program, particularly at a time when the demand for competent, well-trained translators and interpreters is becoming increasingly clearer. This is indeed an exciting time for those of us who for so long have been fighting for the opening up of more academic spaces devoted to translation scholarship and instruction. In that sense, it is a pleasure for me to learn of your plans, and, also, to somehow assist you in turning them into a reality.

Your proposal to train translators and interpreters at the M.A. level offers a well-balanced repertoire of disciplines that cover theoretical and practical aspects, as well as technology. I am particularly pleased to see that you have included courses directly associated with the discipline of Translation Studies, such as "Translation and Globalization" and "Introduction to Translation Studies," which should prepare future translators and interpreters to reflect on their role and responsibilities, thus contributing to strengthen the inextricable connection that binds the discipline and the profession, as well as theory to practice. As they learn to critically examine the translator's task and the ways in which the profession has been organized and practiced, students of translation should be better equipped to exercise their agency in an appropriate and ethical manner and, hopefully, also to improve the status of the profession and of those who practice it.

Regarding the necessary resources, if your Department does manage to hire a faculty member who could be responsible for the teaching of computer-assisted translation tools, it seems that the proposal could indeed be implemented almost immediately.



In closing, I would like to once again congratulate your Department for the initiative and to reassure you of my enthusiastic support. I hope the proposal is formally approved and wish you success with it.

Sincerely,

A handwritten signature in cursive script that reads "Rosemary Arrojo". The signature is written in black ink and is positioned above the typed name and contact information.

Rosemary Arrojo  
Professor of Comparative Literature  
Binghamton University  
Binghamton, New York 13905  
607-7245093  
rarrojo@binghamton.edu

February 21, 2011

Graduate Curriculum Committee c/o  
Rosa Tezanos-Pinto, Chair

We are submitting our final version of the proposal for an MA in Translation and Interpreting. We would like to thank the members of the GCC for its careful reading and suggestions on the draft that was submitted earlier. We have incorporated those comments and recommendations. Included with the proposal are the syllabi for the new courses that will be required for the MA. We have included a table listing these courses as a way to help you organize the courses and to help as a checklist to be sure you have all of the courses.

We would like for you to keep in mind that this MA falls into the category of both a graduate program that has a professional component, so some of the more practice-based courses do not have a research paper requirement. They do, however, require students to write reflective essays in which they must draw upon the theory from the previous classes and reflect upon how it relates to the practice they are performing. In this way, there is a significant amount of writing in all courses, with some more research based, and others that reflect the critical thinking required of a graduate level student.

The courses may be divided into those that are mostly theory with some practice, and those that are primarily practice or skills building courses, similar to what would be seen in the professional schools. This curriculum was designed with the utmost preparation that students will receive a strong focus on both theory and practice, in research and skills, and culminating in Internships where students will have to be able to apply their knowledge of theory and practice to what they have learned. Please take this into consideration when evaluating the course syllabi we have submitted. The proposal and courses were written incorporating the Principles of Graduate and Professional Learning, and this MA is driven by these Principles.

We thank you for this daunting task and the work you have done to assist us in passing this MA proposal and its courses.

The MA in Translation and Interpreting Committee

Attachment: List of Courses to use as check list for review completion

<b>Community or International Partner</b>	<b>Internship or Service Learning Project</b>
HANDS in Autism	"HANDS in Autism Brochure," "What is Autism" brochure
The Hispanic Center	Translating Core Credentials Spanish <>English for Immigrant Populations
Horizon House Community Center	Translating Homeless Shelter Brochure and Intake of Homeless Orientation
Indianapolis Fire Department	Service Learning Project to translate Plans for Escaping from a burning building, with yearly local distribution to approximately 10,000 Hispanics
Indianapolis Public School # 63	School Handbook, Parent Volunteer Form, Student Expectations chart
Wishard Hospital	Translating Patient Brochures for Ophthalmology Screenings and Medical Interpreting; Developing Policies and Procedures Manual in Spanish for Hispanic Healthcare Program
St. Vincent's Hospital	Labeling Prescriptions in Spanish and Interpreting for Pharmaceutical Needs
Latino Coalition Against Domestic & Sexual Violence	Events Coordination; Preparing Documents in Spanish for Outreach Projects
Clarian Health, Methodist Hospital	Translating "Vital" Documents (as defined by the Center for Disease Control for percentage of specific language speakers per population)
Neighborhood Christian Legal Clinic	Translating Legal Documents for Processing Potential Clients
GFS Safeway	Translating safety and health documents for new-employee orientation
UNESCO	Translating brochures on Healthy Babies project (published in France, Switzerland and Spain)
Wayne Township Fire Department	EMT refusal of transportation document (legal waiver/disclaimer for those who call an ambulance then refuse it), Brochure for "Project Lifesaver," Brochure for "EDITH (Exit Drills in the Home),"

Clarian Health

DS Translation Services

Indianapolis Public Schools

Marion County Prosecutor's Office

Pecar Health Center

The Hispanic Center

Published Internal projects include:

IUPUI Brochure for Hispanic Students

Children's Museum

La Plaza, Inc.

Legal Services of Indiana

Neighborhood Christian Legal Clinic

St. Vincent's Hospital

1. WLAC F550 Introduction to Translation Studies (3 cr. hrs)		
2. WLAC F560 Computer Assisted Translation (3 cr. hrs)		
3. WLAC F580 Localization (3 cr. hrs) <b>OR</b> WLAC F570 Translation and Globalization (3 cr. hrs)		
4. Graduate Level Advanced Writing in English (3 cr. hrs) (students may choose between appropriate professional or creative writing course)		
5. SPAN S528 Comparative Stylistics and Translation (S<>E) (3 cr. hrs)	FREN F528 Comparative Stylistics and Translation (F<>E) joint w/F423(3 cr. hrs)	GER G528 Comparative Stylistics and Translation (G<>E) joint w/G423(3 cr. hrs)
6. SPAN S513 Intro to Hispanic	FREN F 575 Intro to French	GER G551 Structure of Modern