

INDIANA UNIVERSITY

REQUEST FOR NEW CERTIFICATE PROGRAM

Approved by the Department of World Languages and Cultures October 19, 2012

Approved by the Graduate Curriculum Committee October 26, 2012

School: IU School of Liberal Arts

Campus: IUPUI

Proposed Title of Certificate: Graduate Certificate in Translation Studies

Type of Certificate: Graduate Credit Certificate (18 credit hours)

Proposed Date of Implementation: August 2013

Faculty Members Developing/Submitting Proposal:

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I. Program Purpose and Rationale:

The Department of World Languages and Cultures in the IU School of Liberal Arts at IUPUI is proposing a Graduate Certificate in Translation Studies (GCTS). This Certificate fulfills an area of need in the State of Indiana and in the country by educating and training a cadre of translators to be academically and professionally equipped for employment in the private or public sectors; or to be academically qualified to pursue more advanced graduate studies in a masters or doctoral program.

Translation has been receiving growing attention over the past decade from both the professional and academic sectors. It is crucial to the functioning of the accelerating interaction between cultures and economies in our increasingly globalized world, as can be seen through growing demands for translation in international politics, commerce, healthcare, the judicial sector and the media, all of which recognize the need to have more qualified translators and interpreters who can provide quality professional communication and document sharing across the language borders. Translation is also increasingly used by disciplines in the humanities to explore questions about how information is disseminated around the world and how cultures and people interact with each other. As a result, Translation Studies has emerged as a rapidly growing discipline grounded in both the theory and practice of translation, serving as a point of convergence for the numerous disciplines that study and engage in and through translation.

As the demand for qualified translators grows locally, nationally and worldwide, translators need more than advanced knowledge of equivalents between languages and cultures. Whether they

translate literary, commercial, legal, scientific or technical documents, they are engaging in an exacting practice that demands lexical precision, detailed knowledge of contexts or terminologies, and a nuanced sense of the purpose of the text and its target audience. The Graduate Certificate in Translation Studies is designed to increase students' ability to reflect critically on the relationship between the theory and practice of translation, to appreciate differences in discourse typologies and how writing and stylistics in professional fields vary, in order to be better equipped to confront the complexity of the linguistic choices and their potential ethical implications before they negotiate with future clients and submit research or translations to potential publishers.

It is a logical development that academic language programs in the US are becoming more involved in the academic preparation of professional translators and in their ongoing professional development. Such academic professionalization has been supported by the national academic organization for the study and teaching of English and foreign languages. In its benchmark 2006 report titled "Foreign Languages and Higher Education: New Structures for a Changed World," the Modern Language Association endorsed Translation and Interpretation Studies as a priority field for both undergraduate and graduate program development <http://www.mla.org/flreport>. Locally the Department of World Languages and Cultures at IUPUI has been actively involved in fostering the interdisciplinary area of Translation Studies. In 2000 the department developed an undergraduate Certificate Program in Translation Studies which allows students to study translation in tandem with undergraduate courses and majors in the language disciplines and other fields of study.

The May 2008 External Program Review of the Department of World Languages and Cultures gave high recognition to the 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 field work, and have functioned as a bridge to post-graduation employment. In their summary remarks the reviewers recommended that the undergraduate certificate be developed into a post B.A. graduate-level program with higher entry level benchmarks of language proficiency. There is, therefore, a compelling academic rationale for creating a graduate certificate program that would be more closely aligned with nationally recognized professional levels of language and linguistic competence.

The proposed Graduate Certificate in Translation Studies builds on a set of successfully implemented undergraduate translation courses by a cadre of faculty experts in the field in a context of increased demand for better credentialed professionals and academic specialists. Given the limited supply of graduate translation programs in the Midwest and the US, the new program 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.

II. Major Topics and Curriculum

As seen in the table below, we are proposing a two-semester, 18 credit-hour graduate certificate program, or a total of six courses, distributed among two core courses in the history and theory of translation, and the application of computer-assisted translation technologies, followed by two

language-specific translation courses in Spanish, French or German, a linguistics course and a final internship or individual project. The proposed curriculum is flexible enough to allow for the inclusion of additional language concentrations in the future.

In addition to Translation Studies, the subject areas integrated in the required courses include Philosophy, History, Linguistics, Stylistics, Interdisciplinary Terminology, and Translation Information Technology.

Required Certificate Courses in Translation Studies 18credit hours

Core Courses (6 cr. hrs):

• WLAC F550	Introduction to Translation Studies (3 cr. hrs)
• WLAC F560	Computer -Assisted Translation and Localization (3 cr. hrs)

Language-Specific Courses (9 cr. hrs):

Spanish	French	German
• SPAN S528 Comparative Stylistics and Translation (S<>E) (3 cr. hrs)	FREN F528 Comparative Stylistics and Translation (F<>E)(3 cr. hrs)	GER G528 Comparative Stylistics and Translation (G<>E) (3 cr. hrs)
• SPAN S513 Intro to Hispanic Sociolinguistics (3 cr. hrs) OR SPAN S511 Spanish Syntactic Analysis (3 cr.)	FREN F 575 Intro to French Linguistics OR ENG G562 Engl Language Sociolinguistics (3 cr. hrs)	GER G551 Structure of Modern German OR ENG Ling G500 Introduction to the English Language (3 cr. hrs)
• SPAN S529 (3 cr. hrs) Specialized Translation I:Business/Legal/Governmental	FREN F529 (3 cr. hrs) Specialized Translation I: Business/Legal/Governmental	GER G529 (3 cr. hrs) Specialized Translation I: Business/Legal/Governmental
• Or SPAN S530 (3 cr. hrs) Specialized Translation II:Scientific/Technical/Medical	Or FREN F530 (3 cr. hrs) Specialized Translation II: Scientific/Technical/Medical	Or GER G530 (3 cr. hrs) Specialized Translation II: Scientific/Technical/Medical

Applied Course and Field Work (3 c. hrs):

• WLAC F693 Internship in Translation (3 cr. hrs.)
• Or WLAC F694 Final Translation Project (3 cr. hrs)

III. Admission Requirements

- Undergraduate degree requirement: baccalaureate degree in second language (Spanish, French, German) from an accredited institution; or B. A. degree in English with native proficiency in a second language; or B.A. or B.S. degree related to intended field of translation with native proficiency in a second language.
(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 a graduate certificate in Translation Studies
- Three letters of recommendation, one which can attest to the applicant's language proficiency in both English and the second language.
- Sample translation: After their tentative admission, the applicants will be asked to write a sample translation into their primary language

The linguistic assessment, whether through previous degree or through official language proficiency certification, plus narrative statement, and English proficiency scores, if applicable, is crucial to determine the level of language proficiency and fluency of the applicants. Applicants who have not completed any formal educational language training at the undergraduate level may be granted provisional admission based on completion of undergraduate coursework in English or the second language as deemed necessary by the admission committee.

IV. Major Student Learning Outcomes

The chief goal of the Graduate Certificate in Translation Studies is to prepare students to become academically and professionally qualified translators working in a variety of bilingual settings. It also prepares qualified candidates, but will not function as a substitute for professional certification through the American Translators Association, which may require years of professional practice in the field. Upon completion, however, the Graduate Certificate students may meet the eligibility requirements for the ATA certification exam.

To fulfill its mission, the program commits itself to:

- Recruit qualified candidates for admission in the certificate program
- Deliver an academic program of consistently high quality standards
- Provide adequate learning resources and support systems to assist students in meeting the requirements of the program
- Engage in on-going assessment and improvement of program effectiveness in meeting its objectives

Consistent with the recommendations of the national academic and professional organizations, the graduate certificate program will ensure that all graduates have gained the knowledge, competence, critical thinking and linguistic skills to:

- Integrate the theory into the practice of translation
- Command the lexical precision, the detailed understanding of contexts or terminologies, and a nuanced sense of the purpose of language and its multiple audiences
- Understand the complexity of ethical decisions that they will have to make in their professional practice
- Discuss professionally their choices before future clients or employers

Specific knowledge and competencies gained by all students in the Graduate Certificate in Translation Studies will include the ability to:

- Analyze, compare, critically assess and edit their peers' and their own translation products
- Evaluate and apply new translation technologies

- Understand and apply the methods of localization and internationalization
- Manage shorter and longer projects in a time-efficient manner consistent with practice gained through field work experience

V. Student Outcomes Assessments

The implementation of the Graduate Certificate in Translation Studies is projected for the fall semester of 2013.

Program Evaluation:

Each member of the World Language faculty teaching in the Graduate Certificate in Translation Studies belongs to the Program Admission and Evaluation Committee. One of its on-going objectives is to monitor students' admission to the program, their performance, progress, and timely completion of requirements, and to facilitate students' transition to a professional career in the field or to further graduate education. Another objective of the committee is to ensure that assessment elements or results that have a bearing upon the program are immediately incorporated into the further implementation of the program as a whole, or its constitutive parts. Moreover, the Department of World Languages and Cultures monitors all of its graduate and undergraduate programs periodically and holds extensive program reviews in cooperation with the IU Graduate School and the IUPUI Office of Planning and Institutional Improvement. The next external review will be taking place within two to three years after the implementation of the new program.

Procedures

- Each student in the Graduate Certificate in Translation Studies program will have a semi-annual meeting with the Program Director during the summer-fall (Jul-Oct) and the winter-spring (Jan-Apr) time periods. At these individual meetings, the Program Director will discuss with each student intended and completed coursework, selection of electives, and progress to date in the program. A summary of each meeting will be maintained in the student's file.
- Students will complete a course evaluation form for each course, providing an overall rating as well as specific comments on what would further improve the course. The results are tabulated, reviewed by the Program Director, and provided to each course instructor.
- Students will also complete an annual Program Evaluation Form in the spring, in which they will be able to rate specific aspects of the program and provide comments and feedback for program improvement. This annual program evaluation will be analyzed by the Program Admission and Evaluation Committee, and used as an assessment mechanism for quality improvement in courses, mentorship, and other aspects of the program.

Assessment of Outcomes

Outcomes will be assessed largely through exams, homework assignments, and projects (or some other series of work products) in the student's courses. Each course has a specific grading policy with defined criteria in a syllabus that has been approved by the Graduate School.

Also, three major overarching competencies desired of students will be assessed. The matrix in Appendix 3 details the general outcomes, objective findings, methods for imparting and

measuring the outcomes, assessment findings, and potential improvements based upon the assessment findings.

(See **Appendix 3 Matrix**)

VI. Anticipated Student Population

Demand and employment factors

The proposed certificate responds directly to the documented growing demand for:

- specialists with credentials to work in the field of translation within profit and non-profit organizations
- specialists who can use and apply computer-assisted translation software and specialists trained in localization
- specialists who seek high-level employment in the language industry as department or project directors/managers, cross-cultural communications experts/consultants

National and local factors

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 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. Demand for localization specialists is also projected to increase, “driven by the globalization of business and the expansion of the Internet”(<http://www.bls.gov/oco/pdf/ocos 175>). In such context, every year there is an increase in academic job announcements posted that are directly related to Translation Studies.

In the summer of 2010 the Department of World Languages and Cultures 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:

- for-profit corporations and businesses,
- non-profit organizations,
- health care and legal providers,
- primary and secondary educational institutions
- practicing translators and interpreters

The survey yielded a 50% rate of participation, with 83.7% completing the entire survey, a very positive outcome for this type of questionnaire. Of those 50% who responded, the outcomes were as follows:

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

Anticipated clientele:

The very favorable national employment outlook in the field of translation 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%. The steady increases in World Languages enrollments have changed the relative size of the department by comparison to other large departments in the School of Liberal Arts at IUPUI. In the past decade, the Department of World Languages has moved up to second position after English in terms of credit-hour generation.

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 certificate program.

VII. Compatibility with Campus, School, and University Mission

The purpose of the proposed program is closely connected to the IUPUI mission to advance the State of Indiana and the intellectual growth of its citizens through research and creative activity, teaching and learning, and civic engagement. The new program will also enhance IUPUI's mission of "promoting the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity." The proposed program is relevant to the goals of the "RISE to the IUPUI Challenge" initiative to fuel the learning process by linking it to future employability. More importantly, the GCTS follows the guidelines of the IUPUI Principles of Graduate and Professional Learning through the following:

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

Additionally, the Graduate Certificate in Translation Studies enhances the campus mission by its inherently interdisciplinary outlook. The field of Translation Studies encompasses global perspectives on economics, sociology, culture, and communication via international media that advance students' understanding of international interdependency and transnational engagement. The new certificate program links education and pedagogy with communication technologies in connecting students to global networks to facilitate high quality information exchanges, and magnify the impact of these fields for the benefit of the State of Indiana.

VIII. Relationship to Existing Programs within Indiana University

The program requirements have been designed to upgrade existing courses in the Undergraduate Certificate in Translation Studies, which will be phased out as a certificate program upon implementation of the new graduate certificate, leaving only the undergraduate translation courses that are integrated in the language undergraduate minors or majors in place. Several certificate requirements will overlap with graduate course requirements in the Master of Teaching Spanish Program and enhance enrollments in these courses.

The proposed new program will be one of few professionally-oriented graduate certificates in the Midwest. The IU-Bloomington Graduate Certificate in Literary Translation offered to its M.A. or Ph.D. students in Comparative Literature focuses on literary texts and has more limited professional applicability than the proposed Graduate Certificate at IUPUI.

IX. Resources Required to Implement the Proposed Program

Faculty Expertise

The faculty of the Department of World Languages and Cultures is well poised to expand its graduate course offerings in the direction of Translation Studies, as it has been able to select recent faculty retirement replacements in consideration of their combined expertise in Linguistics or Literature and Translation. As a result, no additional personnel resources would presently be necessary to implement the new graduate certificate, and scheduling, advising, and other student services will be absorbed into existing school and departmental services.

Library holdings

The IUPUI University Library is central Indiana's premier academic research library. It is designed to serve the needs of the electronic age. Since in the past decade the library holdings in the area of Translation Studies have been systematically expanded, the new certificate program will be well equipped with the most relevant reference resources.

In addition to holdings of more than 650,000 volumes, subscriptions to 4,000 plus periodicals and journals, and a full range of reference materials, the library hosts more than 250 public computer stations that provide access to campus electronic resources, the catalog systems of regional academic libraries, and the Internet.

Translation technology requirements

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

X. Innovative Features

Collaboration with the Center for Service and Learning

In the last decade, Civic Engagement has been a very active part of the undergraduate Certificate in Translation Studies at IUPUI. Program faculty have worked very actively with the IUPUI Center for Service and Learning to foster and nurture multiple opportunities for student civic engagement that have also paved the way for students' post-graduation employment. Service learning and internship projects completed by students in translation and interpretation courses have included translations of informational materials, and published documents, brochures, or handbooks for a great diversity of organizations, schools, clinics and hospitals. These translation projects have improved students' linguistic and translating competence, have provided invaluable educational learning experiences, and have enhanced students' awareness of the importance of civic engagement.

The list of organizations, agencies and businesses with whom the IUPUI Translations Studies Program has collaborated in connection with translation projects or translation or interpretation placements is long. A brief list includes:

The Children's Museum, Clarian Health, DS Translation Services, GFS Safeway, Gleaners Food Bank, HANDS in Autism, The Hispanic Center, Horizon House Community Center, Indianapolis Public School #63 and #49, several local fire departments, Indianapolis Public Schools, La Plaza, Inc., Legal Services of Indiana, Marion County Prosecutor's Office, Neighborhood Christian Legal Clinic, Pecar Health Center, St. Vincent's Hospital, UNESCO, Wishard Hospital, The Julian Center.

Published internal translation projects have included:

IUPUI Brochure for Hispanic Students

IUPUI Admissions Information on IUPUI website

IUPUI Office for Women

IUPUI Parent Handbook for Minority Students

This very active history of collaboration with internal and external organizations, agencies and businesses will form a solid basis for internship placement of students in the Graduate Certificate Program.

Collaboration with the IUPUI Max Kade Center

Students in the Certificate in Translation Studies will also benefit from the local availability of German-American Heritage Documentation for their academic and professional development. 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 scholarly work in various disciplines on both sides of the Atlantic. 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, as the local availability of rich German-American collections has attracted funding from the Max Kade Foundation to fund focused research and document translation and digitalization in the field.

Appendix A

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 and Localization (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. It also provides an introduction to localization and internationalization for translators, i.e. the adaptation of websites to other linguistic and cultural environments. Taught in English, with practice translation in second language.

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.

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.

SPAN S511 Spanish Syntactic Analysis (3 cr.) P: S326 or consent of instructor. Introduction to the analysis of syntactic data. Focus on developing theoretical apparatus required to account for a range of syntactic phenomena in Spanish.

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.

Appendix B

Faculty Resources

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 Literature, University of Wisconsin, Madison; Director, Undergraduate Certificate in Translations Studies at IUPUI. Indiana Supreme Court State Certified 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; Past President and Founding Member, Midwest Association of Translators and Interpreters; Board Vice President, National Council on Interpreting in Health Care 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.

Publications: book translation in Latin American Literary Review Press, Universidad de León; editions in Hispanic Seminary of Medieval Studies, articles in *Beacons*, *American Translators Association Chronicle*, *the ATA Spanish Language Division Newsletter*, *the American Association of Pediatrics Newsletter*, *the International Journal of Teaching*, *Revista de Literatura Medieval*, *Romance Languages Annual*, *Translation and Interpreting Studies*.

Bersier, Gabrielle, Professor of German, Ph. D. in German, University of Wisconsin, Madison; undergraduate studies at School of Translators and Interpreters, University of Mainz, Gernersheim in Germany. Publications: translation in *La Revue des Lettres Modernes*; books at Carl Winter & Niemeyer Publishers, Germany; book chapters; journal articles in *Deutsche Vierteljahrsschrift für Literaturwissenschaft und Geistesgeschichte*, *Eighteenth-Century Life*, *Eighteenth-Century Studies*, *Goethe-Jahrbuch*, *Goethe Yearbook*, *Jahrbuch des Freien Deutschen Hochstifts*, *Monatshefte*, *Recherches Germaniques*.

Bertrand, Didier, Associate Professor of French, Ph. D. in French Literature, University of Iowa, Iowa City; taught translation at Université de Bourgogne, Dijon, France. Publications: translations and interpretation for the Simon/DeBartolo Group and translations for VitaCyte, Compagnon, Antoine, “The wo Barthes, “ Trans. Didier Bertrand in Steven Ungar & Betty McGraw, *Signs in Culture: Roland Barthes Today*. Iowa City: The University of Iowa P, 1989, 63-75.

IUPUI Course: F330 Introduction to Translating French and English.

Publications: textbooks with National Textbook Corp, Houghton-Mifflin and Cengage; journal articles in *Romance Notes*, *Romance Languages Annals*, *Religion & Literature*, *Dalhousie French Studies*, *Les Cahiers Forell*, *Iris*.

Brant, Herbert, Associate Professor of Spanish, Ph. D. in Spanish Literature, University of Illinois at Urbana-Champaign.

Publications: forthcoming translation in *Latin American Literary Review Press*; essays and book chapters; journal articles in *Chasqui*, *Hispania*, *Hispanófila*, *Romance Languages Annual*, *Latin American Literary Review*, and *Confluencia*.

Carstensen, Thorsten, Assistant Professor of German, Ph.D. in German Literature, New York University. Publications: translation of Hans Fallada, *Wolf Among Wolves*, Melville House; journal and newspaper articles translations; book chapter; journal articles in *Seminar*, *Zeitschrift für Deutsche Philologie*, *The Journal of Commonwealth Literature*.

Grossmann, Claudia, Dr. Phil. University of Siegen, Germany; Senior Lecturer and Director of Program in German.

IUPUI Courses: G423 The Craft of Translation; G333 German Translation Practice.

Publications: book with Carl Winter, Germany; conference proceedings; translations in *Max Kade German-American Center Publishing*.

Nützel, Daniel, Associate Professor of German; Ph.D. Purdue University, Hoyt-Reichmann Scholar of German-American Studies; Director of the Max Kade Center for German-American.
Publications: book with Edition Vulpes, Germany; book chapters; contributions to linguistic atlases.

Van Wyke, Ben, Assistant Professor of Spanish and Translation Studies, Ph. D. in Translation Studies, 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.

Publications: book with Lambert Academic Publishing; book chapters, and article in *The Translator*, entries in the Routledge and John Benjamins handbooks of translation studies; translations in *Massachusetts Review*, *Beacons*, *Absinthe*, *TransScribe*, *Rattapallax Magazine*, *Hilda Magazine*, *Passport: The Arkansas Review of Literary Translations*, *Calaloo*, *Greling Press*.

Vicente, Ana, Lecturer of Spanish, MA in Spanish; S319 Spanish for Health Care Personnel; Medical Interpreter; Indiana Supreme Court State Certified Interpreter.

Wang, Jing, Assistant Professor of Chinese, Ph. D. Florida State University.

Professional Experience: Interpreter at United Nations, Geneva Switzerland.

Publications: book chapters; journal articles in *Perceptual and Motor Skills*, *Journal of Studies in International Education*; *The IALL Journal of Language Learning Technologies*, *Reading in a Foreign Language*, *Computer Assisted Language Learning*, *Journal of the Chinese Language Teachers Association*

Zulaica Hernández, Iker, Assistant Professor of Spanish Linguistics; specialist in Localization, Ph.D. in Spanish Linguistics, Ohio State University.

Professional Experience: has been an actively working translator and specialist in Computer Assisted Translation (CAT) tools and Localization; specialist in translation technology; translated software application handbooks.

Publications: conference proceedings; book chapters; journal articles in the *International Review of Pragmatics*, *Studies in Hispanic and Lusophone Linguistics*, *Sintagma*.

Appendix C: Graduate Certificate in Translation Studies – Assessment Plan for Three Overarching Outcomes *

General Outcome	Objective Findings (i.e., what the student will know or be able to do)	Method for Imparting the Skill or Knowledge	Method for Measuring the Skill or Knowledge	Assessment Findings	Potential Improvements Based upon Findings
Core Knowledge in History, Theory, and Tendencies of Translation Studies	Actively Applicable Knowledge of Translating Methodologies, Resources, and Terminologies	<ol style="list-style-type: none"> In-class: Coursework in F550, F560 , and graduate Linguistics Course Out-of-class: Field Work Experience or Internship 	Research Assignments Research Project Examinations Fieldwork External Evaluation	Score \geq 85% average on all written coursework Score \geq 85% average on all in-class coursework	Revise Course Content and Assessment Mechanisms to Build Research into Practice Refine Goals and Objectives of Field Experience
Application of Translation Skills in a Variety of Discourse Types	Translate from base to Target Language, Create or Access Research Data Bases, Edit or Critique Samples of Various Lengths and difficulty-Levels	<ol style="list-style-type: none"> In-class: Coursework in Comparative Stylistics and Specialized Translation Out-of-class: Field Work Experience or Internship 	Translation Homework Revised translations Peer Editing Speed Translations Fieldwork External Evaluation	Score \geq 85% average on all written coursework Score \geq 85% average on all in-class coursework	Scale Length and Level Discourse Typologies, Improve Terminology Management Tools, and Improve Focused Preparation; Improve Objectives of Field Experience
Critical Defense and Evaluation of Final Project or Internship Products	Demonstrate Ability to Translate, Reflect or Critique own or peer Professional Products	<ol style="list-style-type: none"> In-class: Final Project or Internship Review and Completion 	Final Project or Internship Completion by Student; Evaluation by Director and Committee Members	Demonstrated Professional Level of Preparation	Review Description, Content and Format of Sample Final Project or Internship Products