TO: Dev Venugopalan  
Associate Vice Chancellor, Academic Affairs

FROM: Rodney A. Swain  
Dean

DATE: October 4, 2011

RE: Recommendation of the L&S Academic Planning and Governance Committee and the L&S Faculty to Create a Translation and Interpreting Department-Like Body

At its meeting on September 29, 2011, the L&S Faculty recommended approval of the creation of a Translation and Interpreting Department-Like Body in accordance with UWM Policies and Procedures, Chapter 4.02. The establishment of a department-like body will allow the Translation and Interpreting program to pursue growth opportunities, will establish the program as a tenure home to increase the number of faculty members to a viable number for offering a Ph.D. in Translation and Interpreting and, ultimately, will allow conversion into a regular department.

Enclosed please find a copy of the L&S Fac. Doc. No. 875, which presents the recommendation to create the Translation and Interpreting department-like body and rationale for it. The proposal also may be viewed at the L&S website, [http://www4.uwm.edu/letsci/committees/2012/fsc/fsc092911a.cfm](http://www4.uwm.edu/letsci/committees/2012/fsc/fsc092911a.cfm). I endorse the Faculty’s recommendation and forward it to you for further action. If you have any questions concerning this matter, please feel free to contact Professor Lorena Terando, Coordinator of the Translation Program, Professor Gabrielle Verdier, Coordinator of the MA in Language, Literature, and Translation program (MALLT), Assistant Dean Connie Jo, or me.

RAS: cj
Enclosure
cc: Interim Provost Johannes Britz (w/o enclosure)  
Dean Rodney Swain (w/o enclosure)  
Associate Dean Jenny Watson (w/o enclosure)  
Professor Lorena Terando, Coordinator, Translation (w/o enclosure)  
Professor Gabrielle Verdier, Coordinator, MA in Language, Literature, and Translation (MALLT) (w/out enclosure)  
Program Assistant Cheryl Andres, Academic Affairs  
Assistant Dean Connie Jo, L&S (w/o enclosure)
TO: Academic Deans Council

FROM: Dev Venugopalan
Associate Vice Chancellor

DATE: October 7, 2011

RE: Proposal to Create a Translation and Interpreting Department-Like Body

At the request of Interim Vice Chancellor Johannes Britz, I am distributing a proposal submitted by the College of Letters & Science to create a translation and interpreting department-like body. The purpose of this review is to ensure that all schools and colleges are informed of the request and have the opportunity to provide input and identify the potential for collaboration where it might exist prior to the campus administration decision.

If I do not receive a response from you electronically by October 21, 2011, I will assume that you have no comments regarding the proposed program.

Attachment

c: Johannes Britz, Interim Provost and Vice Chancellor
Chair, University Committee
RECOMMENDATION OF THE TRANSLATION FACULTY AND THE L&S ACADEMIC PLANNING AND GOVERNANCE COMMITTEE TO ESTABLISH A TRANSLATION AND INTERPRETING DEPARTMENT-LIKE BODY

I. Recommendations:

A. That the Translation and Interpreting department-like body (DLB) be created in accordance with UWM Policies and Procedures, Chapter 4.02, and the attached statement of parameters (see Appendix A: Administrative Organization).

B. That the Translation and Interpreting department-like body be a stand-alone entity.

II. Goal:

The goals of this action include expanding and securing the Translation and nascent Interpreting program by facilitating programming procedures, creating greater autonomy to pursue growth opportunities, and establishing Translation and Interpreting as a tenure home to increase the number of faculty members in this discipline to a viable number for offering a Ph.D. in Translation and Interpreting, ultimately in a new department.

III. Rationale:

A. Historical Background

The College of Letters and Science established a Translation Graduate Certificate Program in 1997 and embedded it concurrently as a track within the Master of Arts in Foreign Language and Literature (MAFLL), now known as the Master of Arts in Language, Literature, and Translation (MALLT). The Translation Certificate and MALLT Translation track were designed to provide students with training for professional, rather than academic, careers in order to meet an increasing demand for qualified translators in business, government, and public service.

Translator training was available in French>English, German>English, Spanish>English, and English>Spanish with other language pairs accommodated on a case-by-case basis depending on faculty availability. Students earned a 24-credit Graduate Certificate in Translation or a 30-credit MA in Languages, Literature and Translation (MALLT) with a concentration in Translation. The courses break down as follows: each track comprises two language-specific industry translation workshop classes (generally U/G), one language-specific literary translation workshop (G), one non-language specific cultural systems course (G and U/G), one language-specific or industry-specific internship course (G), one non-language-specific computer-assisted translation tools course (G), and two elective courses chosen to enhance the students’ area of specialization (G and U/G). When students pursued the MA, they completed the same 24 credits prescribed in the Certificate program and two additional courses: one course in Translation Theory (G) and an elective course in their language/
literature/translation industry area (generally G only).

Over the past thirteen years, some new courses have been developed and other appropriate existing courses that can be counted as electives have been identified. Additionally, a distinction between “foundation” and “language-specific” courses that was part of the original proposal, but that was confusing to students, has been eliminated. These changes have not altered the basic structure of the program.

In Fall 2004, Lorena Terando submitted a proposal to begin an online program in translation. U.S. students are limited by the paucity of U.S. translator training opportunities (few language options within each program) and by geographical location. None of the very few existing graduate programs offer fully online translator training. In Europe, there are even fewer online programs, though translator training is much more entrenched and widespread than in the US, and few degrees offered online. Building a degree program in translator training online enhances national and international prestige of the university. An online degree program positions UWM as the only US institution offering a graduate translation degree entirely online. The endeavor advances UWM’s prominence as a premier urban research university and attracts students nationally and internationally, making UWM a destination campus for national and international students seeking translator training.

Since 2004 approval has been obtained to develop classes for the online environment, and starting in Fall 2010, the French to English track is now available entirely online. Select courses in the Spanish to English, English to Spanish and German to English tracks are now available online, and plans are underway to launch English to Spanish and German to English tracks entirely online by Fall 2011. Once launched, the online program created opportunities to further expand the translation program to offer more language pairs. This was not a possibility before the programs were available online because it was not possible to attract enough students to UWM’s campus to fill the classes. Since the courses are online, students who were geographically unable to attend face-to-face classes now have access to the Program. For example, collaboration with the Department of Foreign Languages and Literature has resulted in plans to launch four new language tracks between Fall 2011 and Fall 2012: Swedish to English Translation, Polish to English Translation, Japanese to English Translation and Arabic to English Translation. Approval has been obtained to develop Russian to English as well, to launch in 2013. In addition, there are opportunities to obtain extramural funding and work is underway in that regard for less-commonly-taught language pairs that would encourage further expansion. Finally, plans are under discussion to create a new, theoretical track as a choice in the Program. Having the online framework in place facilitates obtaining support for such expansion.

The program has grown markedly, and from its modest beginnings in 1997, when one faculty member from the Department of French, Italian, and Comparative Literature

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1 See www.gradschools.com/listmap/all/translation; www.deraaij.com/irt/schools.html#usa.
was devoted at first part-time and then full-time to translation, now three faculty and one adjunct faculty members from three departments/programs (Foreign Languages and Literature; French, Italian, and Comparative Literature; MALLT) constitute the program faculty/staff. Additionally, faculty members from the above-mentioned departments, the Department of Spanish and Portuguese and the English Department offer required and elective courses in the program (courses in language-specific literature, professional writing, etc.). The program also makes use of a number of adjunct faculty and staff members who enhance the overall instruction and program.

The program is working to grow in other areas of the field of Translation and Interpreting. The ever-increasing diversity of our society is making access to interpreters a requirement rather than an option, especially for legal and medical services. Though trials in which interpreting is needed take place daily, few interpreters employed are state or federally certified, and even fewer are professionally trained to do the job. Area hospitals are clamoring for interpreters, as are programs and organizations that provide social services. There is a need for Spanish interpreter training programs, but also for training in Hmong, Russian, Polish and others. To meet this need, programs have begun to spring up across the State, the Midwest and the United States. The International Institute of Wisconsin began an interpreter training seminar in 2005, and continues to offer it regularly. Fox Valley Technical College launched a translation/interpretation certificate in September 2007. The University of Massachusetts in Amherst offers occasional interpreting classes entirely online.

UWM is uniquely poised with its existing program to launch the most comprehensive interpreter training program in the Midwest. Therefore, Lorena Terando has created a new Graduate Certificate track in non-language-specific interpreting, which also is intended to be an online program, and which also offers an MA option. The program, which is now making its way through the approval process, can offer language-specific courses in Spanish by taking advantage of the existing course offerings, but also creates new courses that are non-language-specific to meet the needs of those who are interested in interpreting careers using other language combinations. Long-term growth targets other languages widely used in the tri-state area.

New courses include Introduction to Interpreting and Note-taking; Communication and Culture Issues in Interpreting; Non-language-specific Consecutive Interpreting; Introduction to Simultaneous Interpreting; Advanced Simultaneous Interpreting; Translation for Interpreters; existing courses include Internship in Translation and Interpreting; Introduction to Interpreting Spanish <-> English; Advanced Court Interpreting Spanish <-> English; Translation Theory and Comparative Systems for Translation. The courses are intended to help students master the techniques of consecutive and simultaneous interpreting, to learn interpreting procedures and ethics, to learn cultural communication issues relevant to the legal, medical, social, business and international diplomacy settings, and how they relate to interpreting, to master translation as it related to interpreting, to learn to interpret in medical, legal and other settings, and to obtain skills to prepare them to sit for the federal and/or state court
interpreting exams, for certification by the National Association of Judiciary Interpreters and Translators (NAJIT), or for certification by the National Board of Certification for Medical Interpreters.

Thus far the proposal has been approved by L&S faculty, the Academic Deans Council and the L&S curriculum committee, and can be viewed at http://www.uwm.edu/letsci/committees/2009/ftdn/ftdn792.html. Work is currently under way to submit required syllabi for new courses to the Graduate School for approval.

B. Issues Addressed by this Action:

Recent discussions among faculty and staff members in Translation have revealed interest in strengthening the existing program by enhancing current offerings to allow students to focus either on professional or on academic and theoretical translation and/or interpreting. There is a need to offer separate sections for undergraduate and graduate students to fully address the needs of both student populations and to address the projected increase in enrollments once all programs are fully online. Faculty and staff members also have expressed interest in creating a department to eventually offer a Ph.D. in Translation and Interpreting (one of only three in the United States) and to create a Center for Research in Translation and Interpreting. As the number of faculty members has not yet reached a critical mass, these faculty members are taking the intermediate step of proposing a department-like-body within which the number of faculty members can be increased. A Translation and Interpreting department-like body will be characterized by the following:

- The DLB will have a substantial professional mission that is two-fold. First, the unit will provide academic and applied training for students in the fields of translation and interpreting, to allow them to enter the job market in the industry or to continue their studies at the Ph.D. level should they choose. Second, the unit will provide a space to engage in academic research and inquiry in the discipline of Translation and Interpreting, and in transdisciplinary research with other relevant departments and programs.

- The DLB will have its own core faculty, which provides for greater control in the scheduling of courses for the certificate and the MA, and creates a strong sense of community around the goal of providing well-trained professional and academic translation professionals.

- By design, the DLB also will operate as a multidisciplinary program, with associated faculty members drawn from multiple disciplines and academic units at UWM, encouraging a cross-fertilization of ideas for research and other projects. Existing collaboration with FICL, FLL, Spanish and Portuguese, English, MLIS and other academic units will continue.
• The existence of a Translation and Interpreting department-like body (and ultimately a department) will provide a stable home within which to develop a Ph.D. in Translation.

IV. Unit Functions

A. Instructional Programs

The Translation and Interpreting department-like body will serve as an umbrella initially for the MA track in Translation within MALLT and the Graduate Certificate Program (see Appendices E and F for descriptions of current programs). It will include the new language tracks as they are developed and launched. The MA Program offers students the flexibility to prepare to enter the translation and interpreting industry as a freelance translator or interpreter, as a member of a translation and interpreting company, or as an in-house staff member in an international firm or organization, or to prepare to enter academia either to teach translation and interpreting at a community-college level or to further their studies at the Ph.D. level.

Ultimately, it is a goal of the program to establish a Ph.D. in Translation and Interpreting. There are only two universities that offer Ph.D. studies in Translation in the U.S., and neither of them are in the Midwest. Furthermore, this Ph.D. program would be entirely online; there is currently no Ph.D. program in Translation and Interpreting that is entirely online. Current faculty expertise and experience in online pedagogy as well as the current online course offerings at the M.A. level are valuable assets as we move toward an online Ph.D. program.

B. Research Programs

The narrative on the historical background of the Translation Program and the creation of the online MA provides insight into the global lack of institutions offering translator training at the graduate level. While there are few translator and interpreter training programs at the MA level worldwide, there are only a handful of institutions that offer a Ph.D. program. There are only two universities in the United States that offer a Ph.D. in Translation: Kent State University and State University of NY at Binghamton. While a number of programs offer the possibility of earning a concentration in translation within a related doctoral program (for example, the University of Illinois), there is no other Ph.D. program in the United States, and none of the existing programs offer Interpreting as an option. The fact that UWM’s Ph.D. program will be entirely online opens it up to a truly global market. Creation of the Ph.D. in Translation and Interpreting will be accompanied by a vast expansion of research interests and funding opportunities. The Ph.D. program will facilitate the creation of a Center for Research in Translation and Interpreting, to focus on building programs in less-commonly-taught languages to enable it to tap into federal and international funding opportunities supporting advanced language training in languages identified as “critical” by government and diplomatic bodies. The Center
also will work on transdisciplinary projects with other programs, including those in the healthcare and legal sectors, to target topics of inquiry that are of national and international importance (public health, language and justice, security, etc.).

Research of faculty members involved in translation has focused on both professional and academic issues related to translation.

**Michelle Bolduc**

**Theoretical Considerations of Translation in the Middle Ages**


“Gautier de Coinci and the Translation of Exegesis,” *Neophilologus* 93:3 (July 2009): 377-392 (previously published online August 5, 2008; subsequently selected for print publication).


**Published Translations**


**Scholarly Presentations (selected)**

“Creativity, Corporeality, and the Medieval Vernacular Paraphrase,” Author-Translator Conference, University of Wales Swansea, United Kingdom (June 27-July 1, 2010).

“La Traduction incarnée,” Translatio, Annual Meeting of the International Medieval Society Paris, France (June 24-26, 2010).


“Translation and Incarnation: The Old French *Eructavit*” ACMRS Annual Conference, Arizona State University, (February 12-14, 2009)

Work-in-Progress

“Medieval Apparitions: Medieval Rhetoric and the Translation of the Imagination”
This book-length study concerns the epistemological relationship between phantasmata—apparitions and visions understood as sense images—and the rhetoric and praxis of medieval translation.

Chantal Wright

Chantal Wright's research has focused on the issues surrounding exophony – the phenomenon where a writer adopts a literary language that is not his or her mother tongue – and translation. Her work has focused on the German context, but her findings have implications for other national contexts where non-native-speakers of the majority language are producing exophonic literature. Exophonic texts pose a particular set of challenges for the translator: exophonic writers wrestle with their adopted language in an attempt to make it their own. The term 'wrestle' is not meant to imply a lack of facility with the language, but rather an attempt to adapt the language of the majority to the expressive needs of the minority; to make it bear the weight of another identity. This manifests itself in the innovative stylistic features that characterise these texts. Chantal Wright has published two academic papers that give an overview of the stylistic features and translation challenges of exophonic writing:


In 2009, Chantal Wright received an award from PEN American Center's Translation Fund in support of her translation of a volume of contemporary poetry entitled Eine Hand voll Wasser (2008) by Tzveta Sofronieva, a native speaker of Bulgarian who writes in German. The translation also was supported by a residency at the Banff Centre in Alberta, Canada in 2009. Chantal Wright has completed this translation and will shortly be seeking a publisher for the volume. The process of translating Eine Hand voll Wasser has given rise to two academic papers on Sofronieva's work:


Chantal Wright was invited to give a translation lunch lecture on the subject of exophony and translation for Princeton University's Program in Translation and Intercultural Communication on February 7, 2011.
Chantal Wright is also a translator of children's and young adult literature, and recently was shortlisted for the 2011 Marsh Award for Children's Literature in Translation for her translation of Andreas Steinhöfel's novel for the 8-10 age group, *The Pasta Detectives* (Chicken House Publishing, 2010).

Future research projects include a re-translation of Alfred Döblin's seminal modernist novel *Berlin Alexanderplatz* (1929) and a literary history of *PoLiKunst*, a 1980s' immigrant workers' collective in Germany.

Lorena Terando

Lorena Terando has been a staff translator at the United Nations, the Spanish Mission to the UN’s official translator, and a contract translator for the United Nations. Her research focuses on contemporary women writers of resistance in translation, and her most recent work is the translation of Elvira Sánchez Blakes’ *Espiral de silencios* (Beaumont Editores, 2009). Her research includes:

Published translations

Conferences


C. Outreach and Community Engagement

The DLB will bring together an academically- and professionally-diverse group of experts whose work will make it possible to strengthen existing and create new partnerships in the community. We currently collaborate, through required student internships or UWM Language Service (a translation referral service created by Terando in 2004 to facilitate students’ ability to gain professional experience), with legal clinics at Marquette University and UW-Madison; UWM’s tax clinic; business and non-profits in Milwaukee, Sheboygan and Green Bay; and various local organizations, businesses, and schools. We also engage in outreach throughout the United States and internationally. The outreach allows us to place interns and addresses language needs in the community by providing trained translators and interpreters.

D. Affiliation with Other University Programs

The Translation Program has close affiliations with the L&S Departments of French, Italian and Comparative Literature, Foreign Languages and Literature, Spanish and Portuguese, and English (Professional Writing). Affiliations have also begun with
Chemistry, the Helen Bader School of Social Welfare, the College of Nursing, and the Centers for International Education, 21st Century Studies, and Latin American and Caribbean Studies. Affiliation with language programs is closely connected with the success of the DLB programs. Rationale for affiliation with other programs including Chemistry, Nursing, etc., may be less apparent. In the context of the Translation and Interpreting industries affiliation with such programs is logical and necessary because the industries demand that translation and interpreting professionals have expertise in particular areas of specialization. Affiliation allows students and faculty the opportunity to gain an area of expertise and to work in their areas of specialization. Medical translation and interpreting are critical areas in public health initiatives, for example. Community interpreting and translation are significant in social work initiatives, etc.

IV. **Personnel Resources** (see also Appendix D)

A. **Faculty:**

1. **Minimum Number of Faculty Members Needed:** Some faculty resources already exist at the university. The unit initially will have two faculty members whose tenure home is in Translation and Interpreting (1.8 FTE), one faculty member with a partial line in Translation and Interpreting (.50 FTE), two full-time academic staff members and two part-time academic staff members (See Appendix B). A request for departmental status will be made when the unit has six faculty members (6 FTE). Individuals who wish to move their tenure homes must follow the procedures outlined in UWM Faculty Document 2218. The budget for the new unit includes a request to replace a tenure-track position that becomes vacant in December 2011, and to recruit three additional faculty members, one in each of the next three years. Their likely areas of specialization will be in Spanish Translation (replacement position), Spanish Translation and Interpreting, Interpreting (coordination, teaching, development), and Interpreting (teaching), in order of priority for recruitment. Funds currently used for a full-time teaching academic staff position will be diverted for partial funding of the first of the three new faculty positions. Additional funding for the recruitment for the three new faculty members will be requested through the annual Letters and Science recruitment process in a stepped package to enhance program development.

2. **Augmentation of Executive Committee:** It may be necessary to augment the executive committee of the new unit until an appropriate executive committee size is reached. The Translation and Interpreting faculty has approached several faculty members in other departments about their willingness to serve on an augmented executive committee, and all have indicated that, if appointed, they would serve.

3. **Faculty Members from Other Programs and Tenure Homes:** A number of faculty members currently associated with Translation and Interpreting program are expected to affiliate with the new unit, providing a sizeable pool of faculty
members to carry out the administration and activities of the unit (see Appendix A, Administrative Organization, section III.A.1. for details; see also Appendix C).

B. **Academic Staff Available/Needs:**
The Translation program is currently supported by the following teaching academic staff members:
Leah Leone (to be replaced by tenure-track faculty member)
Kate Scholz
Amy Schleicher
Magaly Zeise

C. **Classified Staff Available/Needs:**
The Translation program is currently supported by a half-time administrative assistant in Translation. This individual is responsible for organizing and maintaining student files, scheduling classes, and the program budget. Additional classified staff assistance will not be needed until the program size increases significantly.

D. **Teaching/Project Assistant Available/Needs:**
The Translation program does not have dedicated funding for teaching or research assistants. The Unit would continue to offer assistantships through collaboration with FICL, FLL and Spanish and Portuguese.

VI. **Non-Personnel Resources** (see also Appendix D)

A. **Space Available/Needs:**
The Translation program currently is housed as part of the MALLT program. The MALLT office houses the program assistant and the assistant to the coordinator (Curtin Hall 8th floor). Faculty members currently are housed in offices on the 7th and 8th floors of Curtin Hall.

The proposed unit has a number of needs with regard to space, including (for example):
- an office/reception area with access to a conference room, for the DLB’s program assistant.
- 1 administrative office for the Internships Coordinator for the Translation and Interpreting program
- (4) contiguous faculty offices (faculty moves to these offices will open other offices). As the program grows, the number of offices needed will as well.

Ideally, the unit’s administrative and faculty offices should be proximate to other programs with which the unit regularly collaborates, including FICL, FLL and Spanish and Portuguese (Curtin Hall). As other programs are moved to the Northwest Quadrant, contiguous space for the Translation DLB will become available in Curtin Hall.
B. **Computer/Capital Equipment Available/Needs:**
Each core member of the proposed unit currently has capital equipment including a computer, an office desk and chair, file cabinets and book shelves. These same pieces of capital equipment will be needed for each new member of the proposed unit. The College purchases a computer for each new faculty member. Furnishings may come from surplus storage. Additionally, the College will offer each new faculty member a temporary allotment of $2000 per year for two years, funds that can be used for furniture, equipment, or other expenses needed to set up an office that will support teaching and research.

C. **Supplies and Expenses Available/Needs:**
Each core faculty member of the proposed unit currently receives supplies and has expenses paid through their current departments. Supplies include paper, file folders, pens, pencils, and other office supply equipment. (Four) core faculty members also have a travel budget of approximately $400 for travel to conferences or other related expenses. These travel funds and an appropriate share of department/center S&E will be transferred to the new unit. In addition, the College will provide additional funds to bring the S&E total budget to $8000 per year.

See Appendix D for a summary of resource reallocations.

**VII. Other Implementation Matters:**

A. **Curricular Area:**
The unit currently has a Translation (TRNSLTN) curricular area that is housed under the MALLT program. Ownership of this curricular area will be transferred to the department-like body.

B. **Courses Currently Taught by Individuals who Move to the New Unit:**
Courses approved under curricular areas outside the new unit that currently are taught by faculty members who move their tenure home to Translation and Interpreting will remain in their current curricular area. Virtually all translation courses housed within existing departments already have been set up as jointly offered courses under the home department curricular area and the Translation curricular area. If necessary, Translation will make specific commitments for its faculty members to continue to teach those courses on a regular basis for a defined period of time, determined in each individual case. New methods of crediting course enrollments to the unit providing the instructor make it more attractive for individuals to teach outside their departments/schools.

Relevant courses for the new unit include:

Trnsltn/French 415: Introduction to Translation: French to English
Trnsltn/Spanish 348: Introduction to Translation: English to Spanish
Trnsltn/Spanish 707: Introduction to Translation: Spanish to English
Trnsltn/German 425: Introduction to German Translation
Trnsltn/Polish XXX: Polish to English Introduction to Translation,
Trnsltn/ScndvSt XXX: Swedish to English Introduction to Translation: Swedish to English
Trnsltn/Japan 416: Introduction to Translation: Japanese to English
Trnsltn/French 515 Seminar in Advanced Translation: French to English
Trnsltn/Spanish 448 Seminar in Advanced Translation: English to Spanish
Trnsltn/Spanish 717 Seminar in Advanced Translation: Spanish to English
Trnsltn/German 525: Seminar in Advanced Translation: German to English
Trnsltn/Polish XXX: Seminar in Advanced Translation: Polish to English
Trnsltn/ScndvSt XXX: Seminar in Advanced Translation: Swedish to English
Trnsltn/Japan 516: Seminar in Advanced Translation: Japanese to English
Trnsltn/Spanish 349: Introduction to Interpreting
Trnsltn/Spanish 449: Advanced Court Interpreting
Trnsltn 530: Business and Professional Aspects of Translation
Trnsltn/MALLT 709: Seminar in Literary and Cultural Translation
Trnsltn 710: Comparative Systems for Translation
Trnsltn 720: Topics in Translation: “Editing for the Translation Industry;” “Project Management for Translation;” other subtitles as approved
Trnsltn 726: Computer-Assisted Translation
Trnsltn 730: Internship in Translation
Trnsltn/CompLit 820: Translation Theory

VIII. Timetable:

September, 2011 Proposal will be complete and approved by L&S Dean; submission to L&S Academic Planning and Governance Committee (L&S)

October, 2011 Approval by L&S AP&GC; submission to L&S Faculty

December, 2011 Approval by L&S Faculty; Dean’s office finalizes a plan for movement of resources to support Translation; submission to Provost who requests advice of campus APBC and circulates the proposal to the other schools/colleges.
February, 2012  APBC and other schools/colleges report to Provost; assuming all is well, Provost submits proposal to Faculty Senate

April, 2012  Faculty Senate approval

May, 2012  Campus approval

September, 2012  Implementation matters: transfer faculty, identify space, negotiate agreements with language departments, recruit faculty, etc.

July 1, 2012  Translation and Interpreting DLB begins functioning
APPENDICES

A. Administrative Structure

B. Initial Translation and Interpreting Faculty and Academic Staff Members

C. Affiliated Faculty and Academic Staff Members

D. Budget and Resource Reallocation Summary

E. Translation Certificate and Degree Track Requirements

F. Requirements for Proposed Interpreting Certificate and Degree Track
APPENDIX A

Translation and Interpreting DLB
Administrative Organization

The Translation and Interpreting DLB is an interdisciplinary unit within the College of Letters and Science at the University of Wisconsin-Milwaukee with programs of instruction, research, and outreach and community engagement that focus on training professionals and researchers in translation and interpreting, and researching issues related to translation and interpreting.

I. Mission and Goals

A. Mission Statement

It is the mission of the Translation and Interpreting DLB to meet the diverse needs of the community, state and region for outstanding researchers and practitioners in translation and interpreting. The unit will offer an array of programs that educate individuals to be effective researchers, scholars, educators, and practitioners, including on-going professional development.

B. Goals

To carry out its mission, the Translation and Interpreting DLB has established the following goals:

- Assembling and supporting a faculty composed of individuals from varied disciplines with common interests related to translation and interpreting;

- Organizing teams of researchers/scholars with shared interest who will engage in multidisciplinary research focused on translation and interpreting issues;

- Delivering high quality academic programs in translation and interpreting;

- Equipping graduate students with the methodological skills appropriate to their professional fields of interest;

- Providing opportunities for graduate students to engage in experiential learning and the application of scholarly knowledge through such vehicles as internships and applied research projects;

- Engaging in outreach with the appropriate communities and stakeholders to share knowledge and learning for community benefit;
• Meeting the growing demand for professionally trained graduate level translators and interpreters in the workforce.

C. Program Reviews and Assessment

The Executive Committee of the DLB, on a biennial basis, will conduct a review of its mission and goals and an assessment of its success in meeting its goals. Faculty, equipment, supply, expense, and other needs will be identified. Assessment of individual academic programs will be undertaken. A detailed assessment plan will be developed by the unit faculty as one of its first orders of business. The following assessment tools may be utilized:

1. Data on faculty and student involvement in the unit and its programs: The size of the unit’s faculty, the number of associate faculty, and the enrollment of students in the unit’s programs will be tracked. This information will be used to identify areas of need in terms of faculty strengths and in disseminating information about the unit’s programs to potential students.

2. Exit survey: Graduating students will be required to answer questions in an exit questionnaire. These questions will be aimed at determining the strengths and weaknesses of the students’ programs. Specifically students will be asked to comment on how well prepared they feel at this point in their development to enter the workplace or to pursue further study at the professional/graduate school level. Some of those completing the exit questionnaire will be interviewed informally to determine if the questionnaire needs improvements.

3. Preparation for professional and graduate work: The success of recently graduated majors will be tracked by determining acceptance rates for students entering professional/graduate schools.

4. Alumni surveys: Surveys of graduates will be conducted at regular intervals to determine views of alumni over time concerning how well their programs prepared them for employment or for post-baccalaureate education. In these surveys, alumni will be asked to evaluate the strengths and weaknesses of their program and to recommend improvements.

5. Assessment reports of individual program: Each academic program will conduct its own assessment each year. Information from those assessment reports, particularly related to the learning goals common to all programs in the unit will be collected and evaluated.

II. Academic Programs

Instructional programs administered through the unit are offered by the College of Letters and Science. The unit has primary responsibility for the academic content of the program, for
advising students the programs, and for recommending candidates for degree or certificate. Currently, the only academic program housed solely in the Translation and Interpreting unit is the graduate certificate in Translation. The Unit also cooperates with the MALLT program to offer a translation track within the MALLT degree.

III. Administrative Structure

A. Faculty

1. Faculty Membership: The unit’s faculty is composed of all individuals with tenure homes in the unit and other faculty members with appointments in the unit. Unit members may have tenure homes that are in other university units but maintain intellectual, research, instructional, and/or outreach interests that are consistent with the mission of the Translation unit. These individuals, who hold joint appointments of 50% or less in Translation and Interpreting, are approved for faculty status by the members of the core faculty, and they are granted faculty voting rights in the unit. The level of appointment of faculty members to the unit must be approved by the individual, the core faculty, the individual’s home department, and the dean. Faculty members whose tenure homes are not in Translation are expected to be involved with and contribute to the research, instructional, and outreach objectives of the unit through such activities as:

   a. teaching core or elective courses in the Translation and Interpreting instructional programs (i.e., Translation certificate and MALLT track, or other programs that may be developed);
   b. participating in research projects conducted by faculty members and/or centers/institutes associated with Translation and Interpreting;
   c. participating in and supporting forums, conferences, colloquia, and other events organized by Translation and Interpreting;
   d. advising students enrolled in the instructional programs offered by Translation and Interpreting;
   e. serving on graduate committees of students enrolled in the MALLT translation track and any future graduate program(s) that may be developed;
   f. supporting efforts to generate extramural funding to support the research, instructional, and outreach efforts of Translation and Interpreting;
   g. supporting graduate students enrolled in Translation and Interpreting’s instructional programs through graduate project and research assistantships;
   h. supporting the outreach and community engagement efforts of Translation.

The Executive Committee reviews the appointment of faculty every three years for the purpose of removing those individuals who are not engaged with the unit in the manner described above.

2. Duties: The Faculty has primary responsibility for the immediate governance of the unit, including development and oversight of the unit’s academic, research, and
outreach programs. The Faculty shall carry out the academic planning process on a regular basis, including, but not limited to, the preparation of the unit’s academic program plans and program assessment. Admissions, program reviews, and appeals will be the responsibility of the unit’s faculty, and any related committees, assigned to these responsibilities for the Translation program(s).

3. **Meetings:** The Faculty will meet at least once a semester to conduct its business, and minutes reflecting all formal actions taken shall be recorded.

**B. Unit Committees**

1. **General:** The Translation and Interpreting department-like body may utilize committees to conduct its business.

2. **Standing Committees**
   
   a. **Executive**
      
      i. **Membership** - The executive committee shall consist of tenured individuals holding professor or associate professor rank in the unit’s core faculty and faculty members at the professor or associate professor rank with tenure homes in other departments who are appointed to the executive committee. The executive committee, by a two-thirds vote, may grant membership on the executive committee to a tenured assistant professor or instructor. Such membership, once granted, may not be revoked. Individuals may serve simultaneously as members of the executive committees of Translation and Interpreting and of another UWM academic unit.
      
      ii. **Duties** – The executive committee makes recommendations concerning appointment, dismissals, promotions, salaries, merit allocations, and other personnel and budget matters, which are transmitted through the director to the dean. The executive committee, by annual vote, may delegate to a smaller committee or to the director the authority to make recommendations with respect to any or all of the following: salaries, non-tenure appointments, appointment or promotion of classified personnel, appointment of assistants, equipment and supplies.
   
   b. **Other Committees** – Additional standing and/or ad hoc committees may be appointed by the unit’s faculty as necessary to carry out the responsibilities of the faculty.

**C. Chair**

1. **Eligibility** – Any member of the Translation and Interpreting Executive Committee may serve as the chair.

2. **Appointment Process** – All members of the core faculty shall be given an opportunity to register an individual preference for the chair. These preferences shall be communicated to the dean at the time of the dean’s request for this information.
3. **Duties** – The chair is responsible for the day-to-day administration of Translation and Interpreting, which includes, but is not limited to, the following:

   a. serves as the official channel of communication for all matters affecting the unit as a whole between the unit and the President, Chancellor, dean, and other University officials or departments;

   b. calls meetings of the unit’s faculty and executive committee, presides over those meetings, and transmits minutes of the meetings to appropriate individuals and offices;

   c. has charge of all official correspondence of the unit and of all announcements in the Undergraduate Catalog, Graduate Bulletin, or other University publications, as appropriate;

   d. has responsibility for all unit supplies and records;

   e. submits course and academic program requests for action by appropriate committees and the dean;

   f. reports to the dean regarding the activities and needs of the unit;

   g. acts for the unit in emergencies, pending a meeting of the executive committee;

   h. serves as liaison to the directors and advisory committees of member academic programs.

**IV. Amendment of Administrative Organization**

Any provision of this administrative organization document may be amended by a two-thirds vote of all faculty members holding voting rights in Translation and Interpreting, as long as the proposed changes are in accord with UWM Policies and Procedures Chapters 2 and 4.
APPENDIX B
Initial Translation and Interpreting Faculty, Academic Staff, and Staff Members

Associate Professors
  Bolduc, Michelle, Ph.D., University of Oregon (Comparative Literature) – .80 FTE
  Terando, Lorena, Ph.D., SUNY Binghamton (Comparative Literature and Translation) – 1.0 FTE (currently 75% administration).

Assistant Professor
  Wright, Chantal, Ph.D., University of East Anglia (Literary Translation) – .50 FTE

Academic Staff
  Leone, Leah, Ph.D., University of Iowa (expected 2011) – 1.0 FTE (to be replaced by tenure-track position)
  Schleicher, Amy, M.A., UWM (Translation) – .50 FTE
  Scholz, Kate, M.A., University of Minnesota (English) – 1.0 FTE

Administrative Assistant
  Jody Hoks, .50 FTE
APPENDIX C
Associated Faculty and Academic Staff Members

Professors
  Pickering-Iazzi, Robin, Ph.D., University of Washington (FICL)
  Schwertfeger, Ruth, Ph.D. Somerville College, Oxford University (FLL)
  Verdier, Gabrielle, Ph.D., Yale University (FICL)

Associate Professors
  Alkhas, Anita, Ph.D., Michigan State University (FICL)
  Davies Cordova, Sarah, Ph.D., University of California – Los Angeles (FICL)
  Pucci, Sandra, Ph.D., University of Southern California (Linguistics)
  Seymour Jorn, Caroline, Ph.D., University of Chicago (FICL)
  Watson, Jennifer, Ph.D., University of Illinois (FLL)

Assistant Professors
  Jones, Jason, Ph.D., Osaka University (FLL)
  Milli Konewko, Simonetta, Ph.D., University of Wisconsin – Milwaukee (FICL)
  Peschio, Joe, Ph.D., University of Michigan (FLL)
  Vyleta, Daniel, Ph.D., King’s College, University of Cambridge (FLL)

Academic Staff
  Borgmann, Atsuko Suga, M.A., University of Illinois (FLL)
  Lundback, Veronica, M.A. University of Wisconsin – Milwaukee (FLL)
  Zeise, Magaly, M.A. (Spanish and Portuguese)
## APPENDIX D

Budget and Summary of Resource Reallocation

**TRANSLATION and INTERPRETING UNIT BUDGET**  
Estimated Total Costs and Income

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## TOTAL RESOURCES

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1. FTE includes 1 full- and 3 part-time faculty members, and 1 full-time and 2 part-time instructional academic staff members.
2. Salary cost calculated on 2010-2011 salaries, including fringe benefits (faculty/staff: 38.5%), assuming 1% increase in 2011-2012 and 2% increase per year thereafter.
3. FTE includes 1 half-time academic staff member and 1 half-time classified staff member.
4. Salary cost calculated on 2010-2011 salary rate, including fringe benefits (academic staff 38.5%; classified staff 50.5%), assuming 1% increase in 2011-2012 and 2% increase per year thereafter.
5. Transfer of proportional amount of existing S&E from current departments (FICL $2848; FLL 854) for faculty/staff who transfer to the new unit. Assumes no increase each year.
6. Based on starting salary of $60,000 for new assistant professors, with 2% increase each year for continuing aPs.
7. Includes $4,298 permanent increase to bring total S&E to $8,000 plus $2,000 each year for two years as a temporary expense for each new professor.
8. $2,500 for new computer equipment for each new professor.
9. Moving expenses run from $3,000 to $5,000, depending on location; an average of $4,000 is used.
Resources Reallocation

I. Faculty/instructional staff salaries: Funds for the salaries and benefits of those members of the faculty and instructional academic staff who move their positions into the Translation and Interpreting Unit will be reallocated to the new unit. Funds for one new faculty member in year 1 will come from a vacant faculty line and partial funding for the second will come from eliminating a full-time academic staff member. The Program will seek a commitment from the College of Letters and Science for the additional funds to hire the second faculty member. The Program will request one additional faculty members in each of the next two years through the annual recruitment planning process.

II. Non-instructional staff: No additional non-instructional staff are planned.

III. S&E funds: We anticipate that the unit will need $8000 in S&E per year. Additional temporary S&E will be assigned to the unit to provide each new faculty members with $2000 per year for two years.

IV. Space: The administrative functions of the program currently occupy two offices, and the faculty and staff members who will be moving also currently have office space. Ideally, we will trade office space so that the individuals who are part of the unit may be located in a contiguous area. Depending upon the configuration of the space that the new unit occupies, there may be need for additional space for new faculty members. Anticipated moves from Curtin Hall to the Northwest Quadrant will free space for new faculty members.

V. One-time start-up: At the present time, we do not anticipate the need for any one-time start-up funds beyond the temporary S&E allocations for new faculty members.
APPENDIX E
Curriculum for Master of Arts in Language, Literature and Translation
(Taken from Graduate School Bulletin)

School/College: College of Letters and Science

Degree Conferred:
- MA in Language, Literature, and Translation

Overview

The Departments of Foreign Languages and Literature, of French, Italian and Comparative Literature, and of Spanish and Portuguese — under the guidance of a Coordinating Committee — cooperate in offering an interdepartmental, interdisciplinary master's program designed for the student who wishes to focus on language and literature as areas of study broader than national or linguistic borders and to study language, literature, and translation on a cross-cultural basis. Students may complete one of the following concentrations: Classical Greek; Classics; Comparative Literature; French and Francophone Language, Literature, and Culture; German Language, Literature, and Culture; Latin; Linguistics; Spanish and Hispanophone Language, Literature, and Culture; and Translation. In addition to these specific concentrations, students may pursue course work in Hebrew Studies, Italian Studies, and Slavic Languages.

Inquiries concerning this program should be directed to the Coordinator of the Language, Literature, and Translation program.

Graduate Faculty

Master of Arts in Language, Literature, and Translation

Admission

An applicant must meet Graduate School requirements plus these program requirements to be considered for admission to the program:

1. Knowledge of a language other than English. Entrance competencies for specific concentrations are as follows:

   o **Language concentrations:** an undergraduate major in the language, or comparable background, such as coursework, a significant immersion experience, or native fluency combined with appropriate academic training.

   o **Translation concentration:** competence on a qualifying examination.

   o **Comparative Literature concentration:** an undergraduate major in comparative literature, including advanced study of a language other than English, or equivalent literary and language preparation.

   o **Linguistics concentration:** an undergraduate major in linguistics or in a related field, such as English, a foreign language, psychology, philosophy, or
anthropology; and at least a basic-level familiarity with a language other than English, as evidenced by coursework, immersion experience or native fluency.

2. Submission to the MALLT Program of three letters of recommendation, at least two of which should be from instructors acquainted with the student's academic work.

3. Submission to the MALLT Program of a well-developed statement of approximately 500 words outlining the applicant's academic background and interests, reasons for graduate study in the MALLT program, intended concentration and professional goals.

Applicants who meet general Graduate School requirements (an undergraduate grade point average of at least 2.75) and the above program requirements may be admitted in good standing.

Upon recommendation of the Coordinating Committee, an applicant lacking in course background may be admitted with specified deficiencies in the above on the condition that the deficiencies be made up by the end of the first full semester (9-12 credits). Credits earned in making up deficiencies do not count toward the degree. If an applicant furnishes substantial evidence of capacity to do satisfactory graduate work despite a deficiency in GPA on admission, probationary admission may be recommended.

Transfer of Credits

Any course submitted for transfer must be no more than five years old at the time of the student's admission to the MALLT Program, must have been taken at the graduate level in a recognized institution, and must have been completed with a grade of B or better. Since Graduate School regulations allow the transfer of only 12 non-degree graduate credits to a master's program, students are advised to apply for degree candidacy in the MALLT program before completion of 12 credits of course work.

Major Professor as Advisor

The student must have a major professor to advise and supervise the student's studies as specified in Graduate School regulations.

The Coordinating Committee refers each incoming student to a temporary advisor, normally the Graduate Advisor in the student's chosen concentration, as stated in the application. The Graduate Advisor assists in assessing the student's competencies, interests, and future academic or professional needs. Normally, the Graduate Advisor recommends a Major Professor after his/her initial meeting with the student.

The Major Professor and the student establish a plan of study by the end of the student's first semester of graduate work. The plan will be reviewed by the Major Professor and the student after the successful completion of 12 credits and the removal of any deficiencies that may have been assessed at admission. At the time of the review, the student may request another Major Professor in the event that his/her programmatic needs have been modified or altered. Subsequent minor changes must be approved by the Major Professor.
The Major Professor evaluates and updates the student's progress after completion of every six (6) credits or every semester of subsequent work. The student may not register for any courses without this advisor's prior approval.

**Credits and Courses**

No credits carrying a grade below B- may be counted toward meeting the MALLT degree requirement of 30 credits.

The MALLT degree offers two tracks: the Standard Track within which students may complete one of eight concentrations and the Translation track, which will be designated as a concentration on the student's transcript. Students are not obligated to elect a concentration, but many will find it beneficial to do so. They also have the option of completing two concentrations, but, in doing so, students must complete all requirements for each concentration and a minimum of 36 credits for the degree.

**Standard Track**

Thirty graduate credits are required, 6 of which must be in core seminars in the language, literature, and linguistics areas. The student develops a program of study in consultation with the Major Professor, normally including the following:

1. Two core seminars as a foundation in basic aspects of languages, literatures, and linguistics.
2. Five to eight courses in a language, literature, or linguistics area to permit concentration in the student's major area of interest.
3. Up to three courses in related areas to give the program breadth.

The following are the minimum course requirements for a concentration within the Standard Track:

**Translation Track**

Students must earn thirty graduate credits, as indicated below; they may not count undergraduate credits earned in the Translation Certificate Program. Admission is based in part on a qualifying examination that consists of a 300-word translation from the source to the target language and one 150-word essay in the target language.

**Required Courses**

- CompLit/Trnsltn 820 Translation Theory, 3 cr
- MALLT/Trnsltn 709 Seminar in Literary and Cultural Translation, 3 cr
- Trnsltn 726 Computer-Assisted Translation, 3 cr
- Trnsltn 730 Translation Internship, 3 cr

**Language-Specific Courses (9 credits) - select one of the following concentrations:**

French to English
- French/Trnsltn 415 Introduction to Translation: French to English
French/Trnsltn 515 Seminar in Advanced Translation: French to English
Trnsltn 710 Comparative Systems for Translation

German to English
- German/Trnsltn 425 Introduction to German Translation
- German/Trnsltn 525 Seminar in Advanced German Translation
- German 672 German for Professional Purposes OR Trnsltn 710 Comparative Systems for Translation

Spanish to English
- Spanish/Trnsltn 707 Introduction to Translation: Spanish to English
- Spanish/Trnsltn 717 Seminar in Advanced Translation: Spanish
- Trnsltn 710 Comparative Systems for Translation

English to Spanish
- Spanish 348/Trnsltn Introduction to Translation: English to Spanish
- Spanish 448/Trnsltn Seminar in Advanced Translation: English to Spanish
- Trnsltn 710 Comparative Systems for Translation

Work in other languages may be possible with the approval of the coordinator, depending upon the availability of appropriate faculty members for language-specific independent study.

**Electives (9 credits)**

Select three courses from the following. Additional appropriate courses may be selected with the consent of the program coordinator.

**MALLT/Translation Courses**
- Linguis/MALLT 708(701) Proseminar in Linguistics
- MALLT 790 Thesis (up to 6 cr)
- Spanish/Trnsltn 349 Introduction to Interpreting
- Spanish/Trnsltn 449 Advanced Court Interpreting
- Trnsltn 530 (FLL 525) Business and Professional Aspects of Translation
- Trnsltn 720 Topics in Translation: (Subtitle)
- A course in the student's area of translation specialization, 3 cr
- Translation course(s) in another language, 3-6 cr

**Other Approved Electives**
- English 434 Editing and Publishing
- English 439 Document Design
- English 708 Advanced Professional Writing
- English 709 Rhetoric, Writing and Information Technology

**Thesis**

Up to 6 graduate credits may be earned by presentation of a satisfactory thesis. The student's Major Professor, in consultation with the student, will recommend the names of a Thesis Director and two readers who, upon approval by the Coordinating Committee, will constitute the ad hoc Thesis Committee.

**Comprehensive Examination**
The student must pass both written and oral examinations, prepared and administered by an Examining Committee. The composition of the committee is approved by the Coordinating Committee. If the student fails the examination, s/he may repeat it once, but no sooner than three months from the date of the first examination.

Comparative Literature students must demonstrate a reading knowledge of a second language other than English prior to taking their Comprehensive Examinations. Reading knowledge may be demonstrated by coursework in the specific language program or by written examination, to be determined with the Major Professor.

**Time Limit**

The student must complete all degree requirements within five years of initial enrollment.

**MALLT/MLIS Coordinated Degree Program**

In cooperation with the School of Information Studies, the College of Letters and Science offers a MALLT/MLIS program to prepare students for specialized positions in libraries. Students enrolled in this program will concurrently pursue a MA degree in Language, Literature, and Translation and a MLIS degree. Candidates for the coordinated degree program will be expected to fulfill the degree requirements of both graduate programs. Degrees will be awarded simultaneously.

Students interested in the MALLT/MLIS program will be expected to follow all of the requirements and standards as described in this section of the Bulletin. Nine of the 30 credits normally required for a MALLT degree will be satisfied by courses taken in SOIS. In the coordinated degree program, MALLT thesis option credits will be in addition to the 21 required MALLT credits. Courses in related areas must be approved by the Coordinator of MALLT.

**Courses - Translation**

*Courses numbered 300-699 are Undergraduate/Graduate. Courses numbered 700 and above are Graduate only.*

348 Introduction to Translation: English to Spanish. 3 cr. U/G.
   Basic skills necessary for professional translation. Translation of texts from English into Spanish. Summarizing texts; sight translation. Spanish 348 and Translt 348 are jointly offered; they count as repeats of one another. Prereq: jr st; Spanish 308(P); grade of C or better in English 102(R) or score at level 4 on EPT recom.

349 Introduction to Interpreting. 3 cr. U/G.
   Spanish-English interpreting in legal, medical, social service, and education contexts. Consecutive interpreting with some attention to simultaneous interpreting. Spanish 349 and Translt 349 are jointly offered; they count as repeats of one another. Prereq: jr st; Spanish 318(P) or 319(P) or cons instr.

415 Introduction to Translation: French to English. 3 cr. U/G.
   Introduction to basic skills necessary to professional translation. Translation of texts form French into English. Summarizing texts. Sight translation. French 415(425) and Translt 415 are jointly offered; they count as repeats of one another. Prereq: jr st; grade of B of
better in French 325(P); French 324(327)(P) or (332)(P).

425 Introduction to German Translation. 3 cr. U/G.
Introduction to basic skills necessary to professional translation. Translation of texts from German into English and from English into German. Summarizing texts. Sight translation. German 425 and Transltn 425 are jointly offered; they count as repeats of one another. Prereq: jr st; German 332(426), 333(P), and 334(P).

448 Seminar in Advanced Translation: English to Spanish. 3 cr. U/G.
Comparative study of Spanish and English syntax; advanced translation (English to Spanish) of texts from the humanities, social and political sciences, technical writing, advertising. Spanish 448 and Transltn 448 are jointly offered; they count as repeats of one another. Prereq: jr st; Spanish 348(P) or writ cons dept; grade of C or better in English 102(R) or score at level 4 on EPT recom.

449 Advanced Court Interpreting. 3 cr. U/G.
Theory and practice of court interpreting; vocabulary building; development of skills necessary for consecutive and simultaneous interpretation and sight translation. Listening skills, note-taking, memory techniques. Spanish 449 and Transltn 449 are jointly offered; they count as repeats of one another. Prereq: jr st; Spanish 349(P) or cons instr.

465 Introduction to Translation: English to French. 3 cr. U/G.
Translation of texts from English into French. Comparative study of French and English syntax and comparative culture. French 465 and Transltn 465 are jointly offered; they count as repeats of one another. Counts as repeat of French 499 with "Intro to English to French Translation" topic. Prereq: jr st; grade of B or better in French 325(P); French 427(P) or cons instr.

515 Seminar in Advanced Translation: French to English. 3 cr. U/G.
Translation from French into English; advanced grammar; techniques of documentation. French 515(526) and Transltn 515 are jointly offered; they count as repeats of one another. Prereq: jr st; French 415(425)(P) or cons instr.

525 Seminar in Advanced German Translation. 3 cr. U/G.
Refinement of translation skills; concentration on specific types of texts. German 525 and Transltn 525 are jointly offered; they count as repeats of one another. Prereq: jr st; German/Transltn 425(P).

530 (FLL 525) Business and Professional Aspects of Translation. 3 cr. U/G.
Practical knowledge needed to succeed as free-lance or in-house translators; marketing, advertising, negotiating as well as legal and tax issues. Prereq: jr st; French 415(425)(P), or German 425(P), or Spanish 347(P) or 707(P), or Transltn 415(P), 425(P), or 707(P).

707 Introduction to Translation: Spanish to English. 3 cr. G.
Basic skills necessary for professional translation. Translation of texts from Spanish into English. Summarizing texts; sight translation. Spanish 707 and Transltn 707 are jointly offered; they count as repeats of one another. Not open for cr to students w/grad cr in Spanish 347. Prereq: grad st; Spanish 308(P) or equiv.

709 Seminar in Literary and Cultural Translation. 3 cr. G.
Study and practice of literary translation in its cultural setting. Discussion of essays, analysis of published translations, translation practice, and collegial discussion of students' work. MALLT 709 and Transltn 709 are jointly offered; they count as repeats of one another. Prereq: grad st.
710 Comparative Systems for Translation. 3 cr. G.
Comparative systems in society; how those systems relate to field of translation; how to make informed translation choices based on subtle differences in systems. MALLT 710 and Trnsltn 710 are jointly offered; they count as repeats of one another. Prereq: grad st.

710 (effective 01/24/2011) Comparative Systems for Translation. 3 cr. G.
Comparative systems in society; how those systems relate to field of translation; how to make informed translation choices based on subtle differences in systems. Prereq: grad st.

717 Seminar in Advanced Translation: Spanish to English. 3 cr. G.
Comparative study of Spanish and English syntax; advanced translation (Spanish to English) of texts from the humanities, social and political sciences, technical writing, advertising. Spanish 717 and Trnsltn 717 are jointly offered; they count as repeats of one another. Not open for cr to students w/grad cr in Spanish 447. Prereq: grad st; Spanish 707(P) or grad cr in Spanish 347(P), or writ cons Trnsltn coord.

720 Topics in Translation: (Subtitled). 1-3 cr. G.
Advanced and specialized translation skills courses targeting the translation industry. Retakable w/chg in topic to 9 cr max. Prereq: grad st; add'l prereqs depending on topic

725 Editing for Translation. 3 cr. G.
Translation industry standards and best practices for quality assurance. Students edit texts in English, applying style guides and implementing effective research techniques. Counts as repeat of Trnsltn 720 w/same title. Prereq: grad st; cons Trnsltn coord.

726 (MAFLL 726) Computer-Assisted Translation. 3 cr. G.
Terminology and database management for translators. Students should know D2L, Microsoft Office Suite and Explorer, how to compress files, view invisibles, format, navigate file structures. Prereq: grad st; Trnsltn/French 415, Trnsltn/French 465, Trnsltn/Spanish 707, Trnsltn/Spanish 348, Trnsltn/German 425, or cons instr.

730 (MAFLL 730) Internship in Translation. 3 cr. G.
Internship offering on-the-job experience to students in the graduate certificate program in translation. Retakable to 6 cr max. Prereq: Trnsltn (MAFLL) 726(P); French 515(526)(P), German 525(P), Spanish447(P), or Spanish 448(P).

820 Translation Theory. 3 cr. G.
The role of translation in development of languages, cultures, and societies; cultural and ideological forces shaping translations; contemporary theories of translation. CompLit 820 and Trnsltn 820 are jointly offered; they count as repeats of one another. Prereq: grad st.
APPENDIX F
Curriculum for Graduate Certificate in Translation
(Taken from Graduate School Bulletin)

The Certificate in Translation offers professional training to students in French, German and Spanish who wish to pursue careers in translation or in areas of government or business requiring professional use of a language other than English.

Applicants to the Certificate Program must hold a bachelor's degree with an overall GPA of 2.75 or must provide substantial evidence of ability to succeed in graduate level work. They may apply to the Graduate School as candidates for the Translation Certificate in non-degree status or pursue the Certificate while enrolled in another graduate program.

A degree in the foreign language of concentration, or advanced study in that area, is desirable. In addition, admission to the program is based in part on a proficiency examination administered by the Program coordinator and an appropriate member of the Advisory Committee. The two-hour exam consists of a 300-word translation from the source to the target language and one 150-word essay in the target language.

Certificate coursework at the graduate level may be applied toward an MA degree in the MALLT Program. A maximum of 12 credits of the certificate coursework may be taken at the undergraduate level, but only credits earned at the graduate level may count toward the MA degree. Required courses completed as part of the undergraduate degree will not count toward the certificate requirements; in such cases, students, in consultation with the certificate program coordinator, will select additional appropriate elective courses to complete a minimum of 24 certificate program credits after the baccalaureate degree has been awarded.

Program Requirements

Students must complete 24 credits of required courses, with a maximum of 12 credits taken at the undergraduate level, including the following:

MALLT/Trnsltn 709 Seminar in Literary and Cultural Translation, 3 cr
Trnsltn 726 Computer-Assisted Translation, 3 cr
Trnsltn 730 Translation Internship, 3 cr

Language Concentration

Students must select a language concentration and complete the three courses (9 cr) listed below for that concentration. Concentrations in languages other than French, German, and Spanish may be selected if faculty members who can teach independent study courses in the alternative language are available. An alternate concentration requires approval of the certificate program coordinator.

French to English
French/Trnsltn 415 Introduction to Translation: French to English, 3 cr
French/Trnsltn 515 Seminar in Advanced Translation: French to English, 3 cr
Trnsltn 710 Comparative Systems for Translation, 3 cr
German to English
  German/Trnsltn 425 Introduction to German Translation, 3 cr
  German/Trnsltn 525 Seminar in Advanced German Translation, 3 cr
  Trnsltn 710 Comparative Systems for Translation, 3 cr OR German 672 German for Professional Purposes, 3 cr
Spanish to English
  Spanish/Trnsltn 707 Introduction to Translation: Spanish to English, 3 cr
  Spanish/Trnsltn 717 Seminar in Advanced Translation: Spanish to English, 3 cr
English to Spanish
  Spanish/Trnsltn 348 Introduction to Translation: English to Spanish, 3 cr
  Spanish/Trnsltn 448 Seminar in Advanced Translation: English to Spanish, 3 cr
  Trnsltn 710 Comparative Systems for Translation, 3 cr

Electives

In consultation with the program coordinator, students must select 6 credits from the following courses. Additional appropriate courses may be counted toward the certificate with the consent of the coordinator.

MALLT/Translation Courses
  Linguis/MALLT 708 Proseminar in Linguistics, 3 cr
  MALLT 790 Thesis, 3 or 6 cr
  Spanish/Trnsltn 349 Introduction to Interpreting, 3 cr
  Spanish/Trnsltn 449 Advanced Court Interpreting, 3 cr
  Trnsltn 530 (FLL 525) Business and Professional Aspects of Translation, 3 cr
  Trnsltn 720 Topics in Translation: (Subtitle), 3 cr
  Trnsltn 820 Translation Theory
  One course in the student's area of translation specialization, 3 cr
  One translation course in another language, 3 cr

Other Approved Electives
  English 434 Editing and Publishing, 3 cr
  English 439 Document Design, 3 cr
  English 708 Advanced Professional Writing, 3 cr
  English 709 Rhetoric, Writing and Information Technology, 3 cr

Students must earn at least an average GPA of 3.0 in courses completed at the graduate level as well as a 3.0 GPA average on all credits (U and G) completed for the certificate.
APPENDIX F

Requirements for Proposed Interpreting Certificate and Degree Track

Certificate in Interpreting

The Certificate in Interpreting offers professional training to students who wish to pursue careers in interpreting for areas of law, medicine, government, business, and service industries requiring professional use of a language other than English. It provides students with skills in simultaneous and consecutive interpreting, note-taking for interpreters, and interpreting procedures and focuses in particular on medical and legal settings.

The program is open to post-baccalaureate students and graduate students in degree programs at UWM. Applicants to the Certificate Program must hold a bachelor's degree with an overall GPA of 2.75 or must provide substantial evidence of ability to succeed in graduate level work. They may apply to the Graduate School as candidates for the Interpreting Certificate in non-degree status or pursue the Certificate while enrolled in another graduate program. Certificate coursework may be applied toward an MA degree in the MAFLL Program. Some coursework in the certificate may be taken at the undergraduate level, but no work at that level may count toward that MA degree.

A degree in the foreign language of concentration or advanced study in that area is desirable. In addition, admission is based in part on a qualifying examination in the language, administered by the coordinator and an appropriate member of the interpreting program advisory committee. At the present time, the Interpreting Certificate is available only in the Spanish language. However, a number of classes are non-language specific and available to students with other language combinations.

Program Requirements

Students must earn a 3.0 average GPA in all courses taken for graduate credit as well as a 3.0 average GPA in all courses for the certificate, including any undergraduate courses. Students must complete all requirements for the certificate within five years of entry into the program. A maximum of 6 credits required for the certificate may be transferred from an institution other than UWM. None of the graduate-only courses may be taken as transfer credits.

Twenty-four graduate credits are required, distributed as indicated below.

- Spanish/Trnslttn 7XX Consecutive Interpreting, G
- Spanish/Trnslttn 7XX Introduction to Simultaneous Interpreting, G
- Spanish/Trnslttn 7XX Advanced Simultaneous Interpreting, G
- Spanish/Trnslttn 4XX Translation for Interpreters, U/G
- Trnslttn 6XX Communication and Culture Issues in Interpreting, U/G
Trnsltn 6XX Note-taking for Interpreters, U/G

Trnsltn 730 Internship in Translation/Interpreting, G

Elective (Spanish/Trnsltn 349, 449, 707 or 717; French/Trnsltn 415, 465 or 515; German/Trnsltn 425 or 525 or specialized terminology course)

Awarding of Certificate

Students concurrently enrolled in a graduate degree program who successfully complete the certificate program requirements will be awarded the certificate at the time of graduation. Post-baccalaureate students will receive the certificate upon completion of the program requirements.