THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

• Please submit the signed form to: Office of the Associate Provost for Academic Planning & Programs, 1119 Main Administration Building, CAMPUS.
• Please email the rest of the proposal as an MSWord attachment to pcc-submission@umd.edu.

DATE SUBMITTED: ___________________________ PCC LOG NO.

COLLEGE/SCHOOL: College/School Unit Code—First 8 digits: _ARHU/01202700__________________________
Unit Codes can be found at https://hypprod.umd.edu/Html_Reports/units.htm

DEPARTMENT/PROGRAM: Department/Program Unit code—Last 7 digits:  _ARHU/1271501_____________________

TYPE OF ACTION (choose one):
☐ Curriculum change (including information specializations)
☐ Renaming of program or formal Area of Concentration
☐ Addition/deletion of formal Area of Concentration
☐ Suspend/delete program

 Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

SUMMARY OF PROPOSED ACTION:
The Department of Communication submits this proposal to create a Professional Studies program in translation (written word) and interpreting (spoken word) that offers Graduate Certificates in Professional Studies and Master of Professional Studies degrees in two areas:
1) a Graduate Certificate in Professional Studies in Translation that leads to Master of Professional Studies degrees in either Translation or Translation and Localization Project Management; and
2) a Graduate Certificate in Professional Studies in Consecutive Interpreting that leads to Master of Professional Studies degrees in either Conference Interpreting or Public Service Interpreting.

APPROVAL SIGNATURES: Please print name, sign, and date

1. Department Committee Chair: __________________________________________________________________
2. Department Chair: _____________________________________________________________________________
3. College/School PCC Chair: _____________________________________________________________________
4. Dean: ______________________________________________________________________________________
5. Dean of the Graduate School (if required): _______________________________________________________________________
6. Chair, Senate PCC: ____________________________________________________________________________
7. Chair of University Senate (if required): ______________________________________________________________________
8. Vice President of Academic Affairs & Provost: ____________________________________________________________________

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PROPOSAL FOR

NEW INSTRUCTIONAL PROGRAM

UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND

Department of Communication

Graduate Certificates in Professional Studies

and

Master of Professional Studies degrees

in two areas:

Translation

Graduate Certificate in Professional Studies in Translation
Master of Professional Studies in Translation
Master of Professional Studies in Translation and Localization Project Management

Interpreting

Graduate Certificate in Professional Studies in Consecutive Interpreting
Master of Professional Studies in Conference Interpreting
Master of Professional Studies in Public Service Interpreting

PROPOSED INITIATION DATE: Fall 2013
I. OVERVIEW and RATIONALE

A. Briefly describe the nature of the proposed program and explain why the institution should offer it.

The Department of Communication at the University of Maryland proposes to create a Professional Studies program in translation (written word) and interpreting (spoken word) that offers Graduate Certificates in Professional Studies and Master of Professional Studies degrees in two areas:
1) a Graduate Certificate in Professional Studies in Translation that leads to Master of Professional Studies degrees in either Translation or Translation and Localization Project Management; and
2) a Graduate Certificate in Professional Studies in Consecutive Interpreting that leads to Master of Professional Studies degrees in either Conference Interpreting or Public Service Interpreting.

The Department of Communication is uniquely positioned to offer this program, given its focus on intercultural, health, legal, and political communication. It will provide the theoretical context that is needed for the master’s level training to be achieved. Also, a world-class translation and interpreting program would contribute to the portfolio of language programs and research centers of the University of Maryland at College Park in general and the College of Arts and Humanities in particular, complementing the activities of the members of the language science community (LanguageScience.umd.edu), such as the National Foreign Language Center, Center for the Advanced Study of Language, and the School of Languages, Literatures, and Cultures, among others. The Confucius Institute and the Director of the China Initiative are actively and enthusiastically supporting this T/I proposal. With its emphasis on providing the next generation of translators and interpreters for the local community, state and federal agencies, and international organizations, the proposed T/I program supports the vision of President Loh to make the University of Maryland an even more globally networked, innovative, and entrepreneurial university in service to Maryland and the nation.

The Graduate Certificates in Professional Studies will require 21 credit hours, and the Master of Professional Studies degrees will require 41 credit hours for a specialization in translation and 44 credit hours for a specialization in interpreting. The main languages of interest for the program include Arabic, Chinese, English, French, Spanish, German, Korean, Persian, Portuguese, and Russian. At the outset, Chinese will be offered as a full language program and other languages will be offered in a multilingual track to ensure financial viability through a higher student/instructor ratio in the event of low student numbers.

This new program addresses the lack of available education for current and future translation and interpreting professionals in the United States and the lack of available education in English-language universities worldwide for such professionals pursuing careers in other countries. The program will target domestic and international students who possess native or native-like fluency in English and at least one other language and wish to acquire the knowledge and skills to work as language mediation specialists in local, state, national and international settings requiring intercultural and interlingual expertise in health, legal, and political communication. Students, who may study either part- or full-time, will include newcomers to the field and practitioners seeking formal training opportunities in a growing area that is vastly underserved.

The lack of high-quality education and training programs for translation and interpreting (T/I) in the United States is remarkable. Although there are many universities and colleges that offer individual courses at an introductory level, there is currently only one higher education institution offering the comprehensive education and training in T/I proposed by the Department of Communication. Since the closure of the certificate program in conference interpreting and translation at Georgetown University over 10 years ago, there has been no training on this scale offered anywhere in the eastern half of the United States.\(^1\) If this program is established, nearly all peer institutions

\(^1\) The Monterey Institute of International Studies in California offers the only educational and training program in both conference interpreting and translation at the graduate level in the United States.
will be in other countries, and many will be seeking collaboration with a U.S.-based program where English is the primary language of the educational institution and society in general.

The demand for T/I services is rising rapidly, due to the globalization of the U.S. economy, demographic developments, and mandates set by the federal and by state governments. Common Sense Advisory, a language services research firm, projects the value of the market for outsourced language services at US$31.438 billion for 2011, with 49.25 percent of the market in North America. The Bureau of Labor Statistics (BLS) of the U.S. Department of Labor projects the demand for translation and interpretation to rise by 22 percent over the 2008–18 decade, with employment increasing from 50,900 positions in 2008 to 62,200 in 2018, which is much faster than the average for all occupations. Actual employment is projected to be much higher, as these figures do not include part-time or sporadic work. According to BLS data from May 2010, the Washington DC metropolitan area also has the highest annual mean wage for translators and interpreters in the United States, which is $92,360.

Against this backdrop of surging demand, national and international employers of translators and interpreters are concerned by the lack of young professionals who can ably replace highly qualified professionals approaching retirement in the coming years. In a 2005 survey of 11 international organizations employing staff interpreters at the conference level, for example, the International Association of Conference Interpreters (AIIC) found that in 2003 the average age of staff interpreters ranged from 42.9 to 57 years and the proportion of staff interpreters over 50 ranged from 23 percent to 100 percent. The average retirement age at many of these institutions is 55.

The demand among employers for this particular program at the University of Maryland is well documented. Two focus group sessions were held at the National Foreign Language Center (NFLC) in fall 2010, and the Office of Extended Studies conducted an online survey in spring 2011. The focus groups held on November 16 and December 7, 2010, assessed the need for interpreter training and were attended by representatives of roughly 10 organizations, including the European Commission, European Parliament, United Nations New York, International Monetary Fund, U.S. Department of State, Department of Defense, Department of Justice, National Virtual Translation Center under the Office of the Director of National Intelligence, the Federal Bureau of Investigation, National Center for State Courts, and the U.S. District Court for the District of Columbia. The prospect of an interpreter and translator education program in the Washington DC area received an enthusiastic response, including pledges of pedagogical assistance and participation in international consortia of universities training conference interpreters and translators at the European Union and United Nations. Representatives of Bell Multicultural High School in the Columbia Heights neighborhood also attended a focus group meeting, eager to seek career opportunities for their students, who speak many of the over 96 languages represented in the schools of Washington DC and the surrounding area. In its online survey of over 215 contacts at dozens of agencies and organizations, the Office of Extended Studies confirmed the demand for training, ascertained highly sought-after content, and determined appropriate tuition and credit levels for the Certificate and Master of Professional Studies degrees.

Employer demand is also strong at the state level. In April of this year, the Office of the Attorney General and the Department of Juvenile Services of the State of Maryland approached the National Foreign Language Center and Department of Communication seeking collaboration in the area of interpretation and translation services. The T/I program thus holds the promise of serving agencies of the State of Maryland that provide interpretation and translation services to individuals with Limited English Proficiency (LEP), as mandated by federal and state law (Title VI of the Civil Rights Act of 1964, Presidential Executive Order 13166, Annotated Code of Maryland, State Government Article §§ 10-1101 through 10-1105).

Although there is no statistically reliable source of information, application and enrollment figures at peer institutions, which are generally members of the International Permanent Conference of University Institutes of Translators and Interpreters (CIUTI), indicate that over 300 applications are received annually—many more than there are spaces available—by institutions such as the Monterey Institute of International Studies in California, l’École Supérieure d’Interprètes et de Traducteurs (ESIT) of Sorbonne University in Paris, and the School of
Translation and Interpretation of the University of Geneva. Such programs regularly admit more than 50 students annually into their translation and interpretation tracks.

**B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Estimated Enrollment</th>
<th>Description of Potential Audience and Market Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>48</td>
<td>These enrollments are based on a target audience which include employees from organization such as European Commission, European Parliament, United Nations New York, International Monetary Fund, federal employees U.S. Department of State, Department of Defense, Department of Justice, National Virtual Translation Center under the Office of the Director of National Intelligence, the Federal Bureau of Investigation, National Center for State Courts, and the U.S. District Court for the District of Columbia. In addition, the College of Arts &amp; Humanities has held numerous conversations with experts on potential Chinese students. The University of Business and Economics in Beijing, for example, contacted the National Foreign Language Center in October 2011 and inquired during a meeting whether the new T/I program would be able to accept 200 students from its program. Other China experts have offered to facilitate contact with other sources. Given the strong demand among Chinese institutions for a T/I program in the United States, the first-year cohort is to be screened and recruited on location in China.</td>
</tr>
<tr>
<td>Year 2</td>
<td>60</td>
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<tr>
<td>Year 3</td>
<td>60</td>
<td></td>
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</tbody>
</table>

The program aims to develop sustained enrollment in Arabic, Chinese, English, French, Spanish, German, Korean, Persian, Portuguese, and Russian over time. The program will be launched with a focus on Chinese/English as part of the University of Maryland’s China Initiative. It is likely that initial enrollment will be strongest in this language combination, given the University’s extensive network in China, campus entities such as the Confucius Institute, and the strong presence of Chinese-speaking students on the College Park campus. It will be important for the success of the initiative, however, that the program not be perceived in the professional community of interpreters and translators as Chinese-only and advertising will include all languages from the beginning in order to avoid these perceptions.

At the outset, languages other than Chinese will be offered in a multilingual track to ensure financial viability through a viable student/instructor ratio in the event of low student numbers. As enrollment grows and finances allow, languages will be moved from the multilingual track to full language programs. In contrast to the full language programs, approximately two-thirds of translation and interpreting instruction in the multilingual track will be conducted in a language-neutral environment. One third of instruction will be language specific. Although the amount of language-specific instruction will thus be lower than in the full language programs, the instructor/student ratio in these sessions will ensure that students receive adequate attention. Enrollment in the multilingual track is likely to be strongest in Arabic, French, Portuguese, Spanish, and Russian at the beginning. If the number of languages in the first and second multilingual track cohort must be limited to ensure adequate language-specific instruction, the decision to include or exclude languages will be based on the number of prospective students submitting applications in given language combinations and the feasibility of hiring instructors to cover these language combinations in the multilingual classroom.

Students will study in either one or two language combinations consisting of a native tongue (A) into and out of which the student translates or interprets, an acquired language (B) into and out of which the student translates or
interprets, and an acquired language out of which the student translates or interprets into his/her native tongue (C). All students will study with English as their mother tongue or primary acquired language. Depending on instructor availability in various language combinations, the student’s additional language pairs need not include English. A table providing a sample overview of language combinations and definitions of “A”, “B”, and “C” languages is attached.

II. Curriculum
A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

The Department of Communication has developed a curriculum that it believes will provide the requisite skills and knowledge base for careers in translation and interpreting.

As forms of intercultural and interlingual mediation, interpretation (spoken word) and translation (written word) represent communication activities situated within specialized domestic and international contexts of health or politics and law. The Graduate Certificates in Professional Studies and Master of Professional Studies degrees provide opportunities to build the basic and advanced skills required of professional linguists wishing to serve as communication specialists in multilingual, multicultural settings characterized by the strategic use of discourse in the public sphere. Providing a world-class center of excellence in interpreter and translator education, the Department will prepare experts with advanced knowledge of intercultural communication in these fields; its graduates will enable communication in diplomatic and international relations, promote access to justice, and contribute to the health and welfare of individuals within local communities.

At the Graduate Certificate level, instruction includes training in the fundamental skills of interpreting or translation in at least one language combination, the theoretical fields of interpreting and translation studies, the interpreting or translation professions, intercultural communication, and communication in either political and legal or health care settings. Students begin to develop high-level skills in consecutive interpretation (oral rendering after the speaker pauses) or translation in specific domains (specialized written texts). At the Master of Professional Studies level, students build upon these fundamental skills and may learn simultaneous interpreting (oral rendering while the principal speaks, using equipment), while specializing in conference interpreting, often in multiple language combinations for governmental and international organizations, or public service interpreting for health, legal, and community settings. Similarly, Master of Professional Studies students in translation specialize in written communication in these and other domains and may develop advanced knowledge of the role of technology in translation processes. Students acquire the competencies required to work as staff and freelance interpreters and translators for international organizations, government agencies and ministries, international courts, and other public and private sector institutions in one or more areas of specialization. Alternatively, they may focus on acquiring a general skill set in translation or interpreting and on managing communication and language services programs.

The required courses for each Graduate Certificate and Master of Professional Studies degree are listed in the following pages for students studying in two languages. For degrees in three languages, the required credit hours in translation or interpreting skills courses (*) will increase by one half. Students will earn these required credits in their additional language combination through COMM 798: Independent Study. The total course load is the same for two- and three-language students in a given Graduate Certificate or Master of Professional Studies’ degree track, however, as two-language students select additional credits from a range of electives rather than enrolling in additional language-specific translation or interpretation courses in their third language.
Graduate Certificate in Professional Studies in Translation (21 Credit Hours)

ONE YEAR PROGRAM (21 credits)

Core Courses (14 credits for two languages/18 credits for three languages):

COMM 639  Fundamentals of Translation, 4 or 6* credit hours
COMM 649  Translation for Specific Domains, 4 or 6* credit hours
COMM 610  Introduction to Translation and Interpreting Studies, 3 credit hours
COMM 683  Intercultural Communication Theory, 3 credit hours

Communication Theory and Practice (select one of the following 3 credit courses):

COMM 730  Seminar in Health Communication, 3 credit hours
COMM 762  The Rhetoric of Political Institutions, 3 credit hours

Students with two languages select electives for 4 credit hours. See list of electives.

Graduate Certificate in Professional Studies in Consecutive Interpreting (21 Credit Hours)

ONE YEAR PROGRAM (21 credits)

Core Courses (14 credits for two languages/18 credits for three languages):

COMM 609  Fundamentals of Interpreting, 4 or 6* credit hours
COMM 619  Consecutive Interpretation, 4 or 6* credit hours
COMM 610  Introduction to Translation and Interpreting Studies, 3 credit hours
COMM 683  Intercultural Communication Theory, 3 credit hours

Communication Theory and Practice (select one of the following 3 credit courses):

COMM 730  Seminar in Health Communication, 3 credit hours
COMM 762  The Rhetoric of Political Institutions, 3 credit hours

Students with two languages select electives for 4 credit hours. See list of electives.

The required courses for the Master of Professional Studies degrees include the required courses for the Graduate Certificates in Professional Studies in the same track, either translation or interpreting, and the additional courses in year two:

*For degrees in three languages, the required credit hours in translation or interpreting skills courses increase by one half.
Master of Professional Studies in Translation (41 Credit Hours)

YEAR ONE (21 credits)

Core Courses (14 credits for two languages/18 credits for three languages):

COMM 639   Fundamentals of Translation, 4 or 6* credit hours
COMM 649   Translation for Specific Domains, 4 or 6* credit hours
COMM 610   Introduction to Translation and Interpreting Studies, 3 credit hours
COMM 683   Intercultural Communication Theory, 3 credit hours

Communication Theory and Practice (select one of the following 3 credit courses):

COMM 730   Seminar in Health Communication, 3 credit hours
COMM 762   The Rhetoric of Political Institutions, 3 credit hours

Students with two languages select electives for 4 credit hours. See list of electives.

YEAR TWO (20 credits)

Core Courses (14 credits for two languages/17 credits for three languages)

COMM 659   Translation for Language-Specific Markets, 4 or 6* credit hours
COMM 713   Translation Technology, 3 credit hours
COMM 669   Professional Practice Forum in Translation: Practicum, 2 - 3* credit hours
COMM 679   Professional Practice Forum in Translation: Workplace Processes and Procedures, 1 credit hour
COMM 637   Professional Practice Forum in Translation: Career Portfolio and Exams, 1 credit hour
COMM 789   Special Topics: Advanced Intercultural Communication/Negotiations, 3 credit hours

Communication Theory and Practice (select one of the following 3 credit courses):

COMM 789   Special Topics: Advanced Political and Legal Communication, 3 credit hours
COMM 789   Special Topics: Advanced Health Communication, 3 credit hours

Students with two languages select electives for 3 credit hours. See list of electives.

* Three-language students
Master of Professional Studies in Translation and Localization Project Management (41 Credit Hours)

**YEAR ONE (21 credits)**

Core Courses (14 credits for two languages/18 credits for three languages):

- COMM 639 Fundamentals of Translation, 4 or 6* credit hours
- COMM 649 Translation for Specific Domains, 4 or 6* credit hours
- COMM 610 Introduction to Translation and Interpreting Studies, 3 credit hours
- COMM 683 Intercultural Communication Theory, 3 credit hours

Communication Theory and Practice (select one of the following 3 credit courses):

- COMM 730 Seminar in Health Communication, 3 credit hours
- COMM 762 The Rhetoric of Political Institutions, 3 credit hours

Students with two languages select electives for 4 credit hours. See list of electives.

**YEAR TWO (20 credits)**

Core Courses (15 credits for two languages/17 credits for three languages):

- COMM 659 Translation for Language-Specific Markets, 2 or 4* credit hours
- COMM 713 Translation Technology, 3 credit hours
- COMM 710 Translation and Localization Project Management, 3 credit hours
- COMM 669 Professional Practice Forum in Translation: Practicum, 2 credit hours
- COMM 679 Professional Practice Forum in Translation: Workplace Processes and Procedures, 1 credit hour
- COMM 637 Professional Practice Forum in Translation: Career Portfolio and Exams, 1 credit hour
- COMM 789 Special Topics: Advanced Intercultural Communication/Negotiations, 3 credit hours

Communication Theory and Practice (select one of the following 3 credit courses):

- COMM 789 Special Topics: Advanced Political and Legal Communication, 3 credit hours
- COMM 789 Special Topics: Advanced Health Communication, 3 credit hours

Students with two languages select electives for 2 credit hours. See list of electives.

*Three-language students
Master of Professional Studies in Conference Interpreting (44 Credit Hours)

YEAR ONE (21 credits)

Core Courses (14 credits for two languages/18 credits for three languages):

COMM 609  Fundamentals of Interpreting, 4 or 6* credit hours
COMM 619  Consecutive Interpretation, 4 or 6* credit hours
COMM 610  Introduction to Translation and Interpreting Studies, 3 credit hours
COMM 683  Intercultural Communication Theory, 3 credit hours

Communication Theory and Practice (select one of the following 3 credit courses):

COMM 730  Seminar in Health Communication, 3 credit hours
COMM 762  The Rhetoric of Political Institutions, 3 credit hours

Students with two languages select electives for 4 credit hours. See list of electives.

YEAR TWO (23 credits)

Core Courses (15 credits for two languages/20 credits for three languages)

COMM 719  Advanced Consecutive Interpretation, 4 - 6* credit hours
COMM 729  Simultaneous Interpreting, 2 - 3* credit hours
COMM 749  Advanced Simultaneous Interpretation, 2 - 3* credit hours
COMM 759  Professional Practice Forum in Interpreting: Practicum, 2 or 3* credit hours
COMM 769  Professional Practice Forum in Interpreting: Workplace Processes and Procedures, 1 credit hour
COMM 657  Professional Practice Forum in Interpreting: Career Portfolio and Exams, 1 credit hour
COMM 789  Special Topics: Advanced Intercultural Communication/Negotiations, 3 credit hours

Communication Theory and Practice (select one of the following 3 credit courses):

COMM 789  Special Topics: Advanced Political and Legal Communication, 3 credit hours
COMM 789  Special Topics: Advanced Health Communication, 3 credit hours

Students with two languages select electives for 5 credit hours. See list of electives.

* Three-language students
Master of Professional Studies in Public Service Interpreting (44 Credit Hours)

YEAR ONE (21 credits)

Core Courses (14 credits for two languages/18 credits for three languages):

- COMM 609 Fundamentals of Interpreting, 4 or 6* credit hours
- COMM 619 Consecutive Interpretation, 4 or 6* credit hours
- COMM 610 Introduction to Translation and Interpreting Studies, 3 credit hours
- COMM 683 Intercultural Communication Theory, 3 credit hours

Communication Theory and Practice (select one of the following 3 credit courses):

- COMM 730 Seminar in Health Communication, 3 credit hours
- COMM 762 The Rhetoric of Political Institutions, 3 credit hours

Students with two languages select electives for 4 credit hours. See list of electives.

YEAR TWO (23 credits)

Core Courses (14 credits for two languages/17 credits for three languages)

- COMM 606 Communication Management, 3 credit hours
- COMM 719 Advanced Consecutive Interpretation, 4 - 6* credit hours
- COMM 759 Professional Practice Forum in Interpreting: Practicum, 2 or 3* credit hours
- COMM 769 Professional Practice Forum in Interpreting: Workplace Processes and Procedures, 1 credit hour
- COMM 657 Professional Practice Forum in Interpreting: Career Portfolio and Exams, 1 credit hour
- COMM 789 Special Topics: Advanced Intercultural Communication/Negotiations, 3 credit hours

Communication Theory and Practice (select one of the following 3 credit courses)

- COMM 789 Special Topics: Advanced Political and Legal Communication, 3 credit hours
- COMM 789 Special Topics: Advanced Health Communication, 3 credit hours

Students with two languages select electives for 6 credit hours. See list of electives.

* Three-language students
Elective Courses

The following electives may be offered to first-year students as remedial and enhancement courses in preparation for entry examinations for the second-year Master of Professional Studies programs:

COMM 629  Introduction to Simultaneous Interpretation, 1 credit hour  
COMM 641  Introduction to Computer-Assisted Translation, 1 credit hour  
COMM 670  Seminar in Listening, 3 credit hours  
COMM 798  Independent Study: Intensive Writing in English, 1-3 credit hours  
COMM 798  Independent Study, 1-3 credit hours

Options for second-year electives include shared courses such as those under the COMM 789 Special Topics heading; Independent Study is also possible:

COMM 789  Special Topics, 3 credit hours  
COMM 798  Independent Study, 1-3 credit hours  
COMM 688  Communication Field Experience, 1-6 credit hours

In both the first and second years, students may also select courses from other degree tracks as electives, if they meet the course prerequisites and the desired elective is not a required course for the certificate or degree they are pursuing. For example, students may opt to take additional credits of the Professional Practice Forum courses or enroll in COMM 606 Communication Management or COMM 701 Translation and Localization Project Management. Such cross-training will broaden and enhance students’ professional qualifications and increase their career options and employability.

See degree track sheets for all elective options for each Graduate Certificate in Professional Studies and Master of Professional Studies degree. Electives that are not from other degree tracks and thus already part of the regular overall program curriculum will be offered only on an as-needed basis when funds are available.

Existing Courses:

COMM 670: Seminar in Listening Behavior (3 credit hours)  
COMM 683: Intercultural Communication Theory (3 credit hours)  
COMM 730: Seminar in Health Communication (3 credit hours)  
COMM 762: The Rhetoric of Political Institutions (3 credit hours)  
COMM 789: Special Topics in Intercultural Communication (3 credit hours)  
COMM 798: Independent Study (1-3 credit hours)

New and Revised Courses:

COMM 609: Fundamentals of Interpreting (2 – 6 credits)  
Develops a systematic, reflective approach to interpreting tasks in real-world settings and outlines the use of different modes of interpreting under professional working conditions. Provides an overview of interpreting skills with exercises to develop them, including focus on active listening and analysis, effective use of memory, and delivery of the target message. Interpreting strategies and techniques in both dialogue and formal consecutive settings are discussed in a range of interpreting domains and practiced in the context of authentic exercises, enabling the development of strategies to identify, analyze and resolve difficulties and challenges in professional practice contexts. Emphasis is placed on communication strategies and the need to focus on underlying meaning in order to convey the speaker’s message and intent. The support role of note-taking in formal consecutive is introduced, and guidance is provided on developing a personal system. Good public speaking skills for the interpreter are identified,
discussed, and practiced during interpreting exercises, emphasizing clarity of expression, correct style and grammar, proper diction, and polished presentation. Sight translation exercises introduce strategies for working from the written to the spoken word in domain-specific settings, to address vocabulary and structural challenges to be resolved both with and without preparation. Introduces concepts of quality assessment based upon correspondence of meaning in the source and target messages, language use, and style of delivery for the intended audience. Constructive feedback is practiced through exercises involving instructor and peer critique.

You will develop a reflective practice portfolio consisting of recordings of interpretation and sight translation work, commented transcripts, and reflective statements documenting the development of interpreting skills and demonstrating awareness of progress made throughout the course.

Structuring of course activities: group lectures, discussions, and practice (settings, composite and component skill sets, note-taking, public speaking), interpreting from A into B, interpreting from B into A

COMM 610: Introduction to Translation and Interpreting Studies (3 credits)
Provides an overview of the interdisciplinary fields of Translation and Interpreting Studies and establishes relationships between the scholarly study of translation and interpreting phenomena and the professional practice of the translator and interpreter. The theoretical developments of these fields are outlined through lectures, readings and discussions, and major theories and concepts of each field are introduced. Research purposes in translation and interpreting studies are discussed with the aim of situating the translation and interpreting work of the individual in a broader community of reflective practitioners aware of the history and development of the profession. We examine how these theories and concepts can inform our practice, guide us to a higher level of competence, and address issues of interlingual, intercultural mediation in authentic, real-world settings both past and present.

COMM 619: Consecutive Interpretation (2 – 6 credits)
Builds upon the systematic, reflective approach to interpreting in real-world settings introduced in Fundamentals of Interpreting. Consecutive interpreting skills are consolidated through individual and group practice, and any remaining challenges related to consecutive interpreting sub-skills are identified and addressed. The ability to perceive essential meaning is reinforced, as note-taking skills are refined. We expand our active vocabulary, as exercises grounded in authentic, domain-specific settings are prepared and completed. Practice continues to cover dialogue interpreting, albeit with increasingly complex material. Emphasis on formal consecutive interpretation of longer passages grows as interpreting processes become increasingly automatic. Voice work for the interpreter is introduced, with stress on habits allowing the effective use of the voice throughout the career of the interpreter. Continued work on sight translation supports the internalization of strategies that enable interpretation with greater fluency and ease when referring to the written word, laying a foundation for a future introduction to simultaneous interpreting with text. Student performance is discussed based upon concepts of quality assessment introduced in Fundamentals of Interpreting. Constructive feedback is practiced through exercises involving peer critique. Prepares participants for the M.A. entrance test.

You will develop a reflective practice portfolio consisting of recordings of interpretation and sight translation work, commented transcripts, and reflective statements documenting the development of interpreting skills and demonstrating awareness of progress made throughout the course.

Structuring of course activities: group lectures, discussions, and exercises (interpreting domains, note-taking, public speaking), interpreting from A into B, interpreting from B into A

COMM 639: Fundamentals of Translation (2 – 6 credits)
Develops a systematic, reflective approach to translation involving both the written and spoken word. Provides an overview of domains of translation, associated text categories and translation tasks. Develops strategies to identify, analyze and resolve translation challenges in specific, authentic, real-world contexts. Working with a series of current
texts, we explore general concepts such as structural analysis, text typology, and language usage and register, as well as language-specific translation strategies grounded in comparative stylistics. We work through all stages of the translation process from receiving the translation brief, conducting analysis and research, to producing first drafts and final versions resulting in polished copy. Sight translation exercises introduce strategies for working from the written to the spoken word in domain-specific settings, to address vocabulary and structural challenges to be resolved both with and without preparation. Develops awareness of translation resources and tools required for high levels of productivity in the translator’s workplace. Introduces concepts of translation quality assessment based upon text type, purpose, and intended audience, as well as approaches to providing constructive editorial feedback through exercises involving instructor and peer critique.

You will develop a reflective practice portfolio consisting of written translations, recordings of sight translation work, and reflective statements documenting the development of translation skills and demonstrating awareness of progress made in translation processes undertaken to complete draft and polished versions of assignments throughout the course.

Structuring of course activities: group lectures and discussions, translation from A into B, translation from B into A

COMM 649: Translation for Specific Domains (2 – 6 credits)
Builds upon the systematic, reflective approach to translation introduced in Fundamentals of Translation by addressing the development of translation skills required for specialization in specific domains. In written and sight translation exercises, we develop approaches to researching specialized subject material, such as locating and assessing source and target language resources, developing and maintaining domain-specific terminology, and consulting experts in the field. We complete authentic, real-world translation tasks and projects. We learn to work in a translation team and are introduced to computer-assisted translation tools that enable the completion of large-scale projects. Continued work on sight translation supports the internalization of translation strategies that enable us to achieve higher levels of productivity and accomplish translation tasks under time constraints. Prepares students for M.A. entrance examination.

You will develop a portfolio consisting of written translations, recordings of sight translation work, and reflective statements documenting the development of translation skills and demonstrating awareness of progress made in translation processes undertaken to complete draft and polished versions of assignments throughout the course.

Structuring of course activities: lectures and discussions, translation from A into B, translation from B into A, sight translation, timed translation exercises

COMM 659: Translation for Language-Specific Markets (1 – 3 credits)
Builds upon the systematic, reflective approach to translation introduced in Fundamentals of Translation by addressing the development of translation skills required for specialization in specific domains. In written and sight translation exercises, we develop approaches to researching specialized subject material, such as locating and assessing source and target language resources, developing and maintaining domain-specific terminology, and consulting experts in the field. We complete authentic, real-world translation tasks and projects. We learn to work in a translation team and are introduced to computer-assisted translation tools that enable the completion of large-scale projects. Continued work on sight translation supports the internalization of translation strategies that enable us to achieve higher levels of productivity and accomplish translation tasks under time constraints. Prepares students for M.A. entrance examination.

You will develop a portfolio consisting of written translations, recordings of sight translation work, and reflective statements documenting the development of translation skills and demonstrating awareness of progress made in translation processes undertaken to complete draft and polished versions of assignments throughout the course.
Structuring of course activities: lectures and discussions, translation from A into B, translation from B into A, sight translation, timed translation exercises

COMM 629: Introduction to Simultaneous Interpretation (1 credit)
Builds upon the discussion of the simultaneous mode and exercises introduced in Fundamentals of Interpreting by reviewing the relationship between consecutive and simultaneous skills and introducing work in the booth in a series of progressive exercises. Challenges of simultaneous interpreting, including split attention, ear-voice span, and voice and microphone technique are identified and addressed in context. Participants become familiar with the booth setting and exercises required to build simultaneous skills while working with material at the introductory level of the Fundamentals of Interpreting course. Recommended as preparation for the M.A. entrance examination.

COMM 641: Introduction to Computer-Assisted Translation (1 credit)
Introduces the use of computer-assisted translation tools to support large-scale translation projects and streamline translation processes. Focuses on industry software products that utilize translation memory and terminology management systems. Discusses the role of tools in the entire translation process from pre- to post-editing.

COMM 719: Advanced Consecutive Interpretation (1 - 3 credits)
Builds consecutive interpreting skills to a highly professional level by sharpening listening, processing, memory, note-taking, and delivery skills, enabling you to interpret highly complex material requiring particular attention to nuance, tone, and style. Through instructor and peer feedback, you will enhance your overall understanding of factors influencing your skill development in consecutive interpretation and develop appropriate practice strategies. You will develop the concentration ability required to interpret extended passages of up to ten minutes and long exchanges of up to 20 minutes accurately and completely, while maintaining appropriate style, register, and delivery. Exercises include dialogue (conversation, interview) and monologue (speeches) settings. Subject matter and terminology preparation skills are enhanced through the preparation of specialized topics and glossaries. Student performance is discussed based upon concepts of quality assessment introduced in Fundamentals of Interpreting. Constructive feedback is practiced through exercises involving peer critique. Participants emerge from the course as reflective practitioners with the consecutive interpreting skills required to perform competently in real-world settings.

You will develop a reflective practice portfolio consisting of recordings of interpretation, commented transcripts, study material such as terminological glossaries, and reflective statements documenting the development of interpreting skills and demonstrating awareness of progress made throughout the course.

Structuring of course activities: Simulations of real-world monologue and dialogue settings, interpreting from A into B, interpreting from B into A

COMM 729: Simultaneous Interpretation (1- 3 credits)
Builds upon the discussion of the simultaneous mode and exercises introduced in Introduction to Simultaneous Interpreting by reviewing the relationship between consecutive and simultaneous skills and introducing work in the booth in a series of progressive exercises. Challenges of simultaneous interpreting, including split attention, ear-voice span, and voice and microphone technique are identified and addressed in context. Simultaneous interpreting skills are consolidated through individual and group practice, sharpening listening, processing, memory, and delivery skills. Through instructor and peer feedback, you will begin to understand the factors influencing your skill development in simultaneous interpretation and develop appropriate practice strategies. You will develop the concentration ability required to interpret passages of up 15 minutes accurately and completely, while maintaining appropriate style, register, and delivery. Guiding principles of collegial teamwork and microphone technique are introduced and reinforced in the booth. Subject matter and terminology preparation skills are enhanced through the preparation of topics, glossaries, and written speeches. Student performance is discussed based upon concepts of quality assessment introduced in Fundamentals of Interpreting. Constructive feedback is practiced through exercises involving peer critique.
You will develop a reflective practice portfolio consisting of recordings of interpretation, commented transcripts, study material such as terminological glossaries, and reflective statements documenting the development of interpreting skills and demonstrating awareness of progress made throughout the course.

Structuring of course activities: Exercises in practice settings, simulations of real-world settings, interpreting from A into B, interpreting from B into A

**COMM 749: Advanced Simultaneous Interpretation (1 - 3 credits)**
Builds simultaneous interpreting skills to a highly professional level by sharpening listening, processing, memory, and delivery skills, enabling you to interpret highly complex material requiring particular attention to nuance, tone, and style. Introduces simultaneous interpretation with text. Through instructor and peer feedback, you will enhance your overall understanding of factors influencing your skill development in simultaneous interpretation with and without text and develop appropriate practice strategies. You will develop the concentration ability required to interpret extended passages of up 30 minutes accurately and completely, while maintaining appropriate style, register, and delivery. Particular attention is paid to teamwork and microphone technique in the booth. Subject matter and terminology preparation skills are enhanced through the preparation of specialized topics, glossaries, and written speeches. Student performance is discussed based upon concepts of quality assessment introduced in Fundamentals of Interpreting. Constructive feedback is practiced through exercises involving peer critique. Participants emerge from the course as reflective practitioners with the simultaneous interpreting skills required to perform competently in real-world settings.

You will develop a reflective practice portfolio consisting of recordings of interpretation, commented transcripts, study material such as terminological glossaries, and reflective statements documenting the development of interpreting skills and demonstrating awareness of progress made throughout the course.

Structuring of course activities: Exercises with and without text, simulations of real-world settings, interpreting from A into B, interpreting from B into A

**COMM 759: Professional Practice Forum in Interpreting: Practicum (1-3 credits)**
Provides opportunities to interpret consecutively and simultaneously in real-world settings on campus and in the public service, legal, business, and political communities. Team leader skills are introduced, practiced, and discussed in authentic contexts. Participants also apply their knowledge by organizing and convening an event or series of events (conference, debate, or negotiation), selecting topics and delegates, and preparing speeches and arguments to deliver and interpret. Collaboration with participants in M.A. translation courses is sought. Complements Advanced Consecutive and Advanced Simultaneous courses, and experiences from interpreted events are included in course and career reflective practice portfolios. Requires independent study plan agreed with course instructor.

**COMM 769: Professional Practice Forum in Interpreting: Workplace Processes and Procedures (1-2 credits)**
Provides in-depth exploration of processes and procedures in public service, legal, and political settings where interpreting services are commonplace. Prepares for interpreting in real-world settings by discussing aspects of work that are not directly related to procedural skill building but are essential for a successful career in interpreting, including familiarization with interpreting procedures across sectors and institutions, enabling students to make informed career plans and choices. Ethics and professional conduct are discussed as well as business practices for freelance interpreters working as sole proprietors. Empowers participants by helping to establish and reinforce identity as a professional interpreter, develop specializations, and pursue professional and career development opportunities through interaction with members of the profession, professional organizations, and institutions in the language industry.
COMM 657: Professional Practice Forum in Interpreting: Career Portfolio and Exams (1 credit)
Serves as final preparation for entry into the profession at a distinguished level through development of career portfolio to meet summative degree requirement and development of strategies for gaining work as a professional interpreter. Prepares participants for degree examinations and employer tests through the review of previous exam material and employer testing requirements. Serves as venue for degree examinations, career goal setting and planning for future employment. Participants present and defend career portfolio as summative requirement for degree.

You will develop and defend a comprehensive professional practice portfolio consisting of degree examinations, a summative reflective statement, materials from course portfolios, a research paper completed in another course, and a strategic plan to identify, prepare and apply for work with specific employers of interpretation services.

COMM 713: Translation Technology (3 credits)
Builds upon the principles outlined in Introduction to Computer-Assisted Translation to develop comprehensive knowledge of the current and future roles of technology in translation processes involving both the spoken and the written word, including use of widely available software tools and systems for terminology management, translation memory, and machine translation. Students carry out projects using translation technology, enabling them to apply newly acquired knowledge in applied contexts. Examination of case studies highlights how translation technology is leveraged across public and private sector organizations and the latest developments in the field.

COMM 710: Translation and Localization Project Management (3 credits)
Introduces basic principles of project management in the translation industry based upon globalization and localization processes for software, websites, and other translation-driven products. Focuses on information technology and workflow in large-scale multilingual projects. Examines planning, execution, and evaluation processes grounded in best practices and standards of the translation and localization industry.

COMM 669: Professional Practice Forum in Translation: Practicum (1-3 credits)
Provides opportunities to complete real-world translation projects on campus and in the public service, legal, business, and political communities as translators, project managers and translators/reviewers working on group projects. Collaboration with participants in the interpreting practicum is also sought to prepare multilingual texts for practicum events and familiarize participants with conference translation. Complements Translation for Specific Markets, and practicum projects are included in course and career reflective practice portfolios. Requires independent study plan agreed with course instructor.

COMM 679: Professional Practice Forum in Translation: Workplace Processes and Procedures (1-2 credit)
Provides in-depth exploration of processes and procedures in public service, legal, and political settings where multilingual translation services are commonplace. Prepares for translation in real-world settings by discussing aspects of work that are not directly related to procedural skill building but are essential for a successful career in translation, including familiarization with translation procedures across sectors and institutions, enabling students to make informed career plans and choices. Ethics and professional conduct are discussed as well as business practices for freelance translators working as sole proprietors. Empowers participants by helping to establish and reinforce identity as a professional translator, develop specializations, and pursue professional and career development opportunities through interaction with members of the profession, professional organizations, and institutions in the language industry.

COMM637: Professional Practice Forum in Translation: Career Portfolio and Exams (1 credit)
Serves as final preparation for entry into the profession at a distinguished level through development of career portfolio to meet summative degree requirement and development of strategies for gaining work as a professional translator. Prepares participants for degree examinations and employer tests through the review of previous exam material and employer testing requirements. Serves as venue for degree examinations, career goal setting and
planning for future employment. Participants present and defend career portfolio as summative requirement for degree.

You will develop and defend a comprehensive professional practice portfolio consisting of degree examinations, a summative reflective statement, materials from course portfolios, a research paper completed in another course, and a strategic plan to identify, prepare and apply for work with specific employers of translation services.

B. Describe any selective admissions policy of special criteria for students selecting this field of study.

Applicants must meet the **Graduate School's** minimum admission criteria:

- Applicants must have earned a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution.
- Applicants must have earned a 3.0 GPA (on a 4.0 scale) in all prior undergraduate and graduate coursework.
- Applicants must provide an official copy of a transcript for all of their post-secondary work.
- International applicants must fulfill all requirements relating to international academic credentials, evidence of English proficiency, financial certification, and visa documentation. A brief description is as follows:
  - International Academic Credentials: Official copy of all previous degrees/diplomas and transcripts issued in the original language with a literal English translation.
  - Evidence of English Proficiency: Options for providing evidence include either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS)
  - Financial Certification: Proof of liquid finances to cover one year’s worth of expenses (tuition, fees, books, insurance, and living expenses) is required to be issued an Immigration document (I-20/DS-2019).

In addition, applicants must fulfill the **Department of Communication's** minimum admission requirements:

- The TOEFL or IELTS is required of all international applicants (except applicants from the United Kingdom, Commonwealth Caribbean, Ireland, Canada, Australia, or New Zealand whose first language is English).
- Applicants must submit a statement of goals and research interests.
- Applicants must submit a statement of experiences.
- Applicants must submit a writing sample.
- Applicants must submit three letters of recommendation.
- Applicants must have a minimum of six months residency in a country where English is spoken or attend the Department of Communication summer intensive preparation program.

Applicants to the Graduate Certificate in Professional Studies programs are required to complete the following:

- An admissions test assessing language proficiency and analytical ability in the languages of study.

Applicants to the Master of Professional Studies programs are required to complete the following:

- An admissions test assessing language proficiency and analytical ability in the languages of study; and
- An admissions test assessing basic ability in the area of study, either translation or consecutive interpreting.
- Applicants wishing to study in the Conference Interpreting track must also demonstrate basic ability in simultaneous interpreting.

The program is designed to provide maximum flexibility in admissions throughout the curriculum model and thus generate enrollment through transfer students and students applying for advanced standing. Students granted advanced standing will be able to complete a Master of Professional Studies in one year.

Applicants requesting **advanced standing** must submit or complete the following:

- All items required for admission to the Graduate Certificate in Professional Studies;
• Transcripts showing coursework equivalent to the Certificate at a peer institution;
• Credit by examination for the Graduate Certificate in Professional Studies courses;
• A professional portfolio following the guidelines of the Graduate Certificate program; and
• The entrance examinations for the second-year Master of Professional Studies courses.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

The purpose of this assessment plan is to set clear guidelines, identify articulated outcomes, and ensure avenues for continuous improvement for each graduate certificate program managed by the Program Oversight Committee and housed in the Graduate School. It is our mission to provide programs that meet UMD’s institutional goals and objectives for educational activities.

Students who complete a Graduate Certificate in Professional Studies in Translation or Consecutive Interpreting will have the knowledge and skills required for entry-level work in the translation or interpretation profession. For the Graduate Certificate in Translation, examples of such work include serving as translators of general texts for information purposes and specialized texts in subject matter areas in which the Graduate Certificate holder has advanced qualifications, such as a Master of Arts degree and/or significant professional expertise. For the Graduate Certificate in Consecutive Interpreting, examples of such work include serving as dialogue interpreters for non-specialized content in community, health, legal, and political settings. Graduate Certificate holders will be thoroughly grounded in the tenets of the profession, including professional conduct and ethics, and aware of their strengths and weaknesses and steps needed to continue to build their professional skill set.

Students who complete a Master of Professional Studies will have the knowledge and skills required to compete successfully for work as specialized translators, interpreters, and project managers or administrators of language services. For Translation, examples of such work include the translation of specialized texts in health, legal and political settings, including documents and websites for major corporations, international organizations, and government ministries. For Translation and Localization Project Management, examples include the administration of large-scale translation projects in these settings, as well as projects involving cutting-edge translation technology and terminology work. For Conference Interpreting, examples include specialized work in both the consecutive and simultaneous modes in health, legal and political settings, for major corporations, international organizations, government ministries, and international, federal, and state courts requiring simultaneous capability. For Public Service Interpreting, examples include consecutive work in dialogue settings involving specialized health and legal content, and the administration of public service interpreting services, such as those mandated in hospitals, courts, and community settings. At the Master of Professional Studies level, the aims and goals of the curriculum are the following:

A statement of the aims and goals of the Graduate Certificate in Professional Studies and Master of Professional Studies curriculum, with target proficiency levels in translation and interpreting and program outcomes, is attached. A statement of the outcomes for each course in the Graduate Certificate in Professional Studies and Master of Professional Studies program is also attached.

The attainment of these outcomes will be assessed through learning portfolios that include documentation of summative tests at the program and course levels. All summative tests will be incorporated into coursework, including the career exams that will be required for completion of the Career Portfolio and Exams section of the Professional Practice Forum and thus for graduation. Performance in the career exams will be subject to the review of representatives of major employers, including international organizations, federal agencies, and private-sector entities employing staff translators and interpreters.

Given the high level of language proficiency and the specific skill set required for translation and interpreting, other T/I programs have found a summer preparatory program to be highly useful if not necessary for some incoming students. For this reason, the Department of Communication will launch a summer preparatory course for
international students wishing to improve their proficiency levels in English. Graduate Certificate program applicants who are unsuccessful due to insufficient proficiency levels in English may be admitted upon completion of the summer course with a grade of B or higher.

Through the Office of Extended Studies, the Department of Communication offered workshops in translation and interpreting in fall 2011. The target group for these workshops differed from that of the Graduate Certificate in Professional Studies and Master of Professional Studies program, in that the workshops introduced participants to the fields of translation and interpreting, prepared future students for academic certificate and degree programs, complemented programs of study at other institutions, and offered professional development opportunities for working professionals. The Department plans to offer these workshops again in fall 2012. It is hoped that these workshops will generate interest in the T/I program and lead to enrollment.

Both the summer program and the workshops are potential sources of additional tuition revenue.

IV. FACULTY AND ORGANIZATION

A. Who will provide academic direction and oversight for the program?

Program Oversight Committee

Graduate School Representative
Charles Caramello, Dean of the Graduate School

Graduate and Academic Director
Elizabeth L. Toth, Professor and Chair of the Department of Communication

Office of Extended Studies Administrative Support and Oversight
Terrie Hruzd, Director of Programs
Office of Extended Studies

B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure.

The Master of Professional Studies and Graduate Certificate in Professional Studies is will be academically housed in the Graduate School, which will be responsible for its oversight. The and administered by the Program Oversight Committee, or designates, (described above) will administer the program. A faculty member from the college will serves as the Graduate Director and will provides the academic leadership. The Office of for the team while Extended Studies will provides administrative oversight coordination.

Graduate and Academic Oversight

The T/I program will be overseen by the Chair of the Department of Communication, who Graduate Director will be advised by a panel consisting of the Department of Communication’s Standing Committee on Graduate Studies.

- The Department of Communication oversees all aspects of the program’s curriculum. In addition, instructor selection and appointments are made by the Department of Communication.
- A Director supported by administrative staff and graduate assistants will provide all academic oversight. These staff will be added according to the plan indicated in the budget.
- All faculty will must be full or adjunct members of the Graduate Faculty and approved by the Dean of the Graduate School to teach. Instructors in this self-support program may not teach on-load.

- Faculty likely to teach such courses include:
  - Dr. Brooke Fisher Liu, Professor of Communication
  - Dr. Sahar Mohamed Khamis, Professor of Communication
  - Dr. Meina Liu, Assistant Professor of Communication
  - Dr. Xiaoli Nan, Professor of Communication
  - Dr. Shawn Parry-Giles, Professor of Communication
  - Dr. Trevor Parry-Giles, Professor of Communication
  - Dr. Elizabeth Toth, Professor of Communication
  - Dr. Andrew Wolvin, Professor of Communication

- Adjunct instructors who are T/I practitioners will teach all skills-based courses in translation and interpretation and the Professional Practice Forum. Staff interpreters and translators at the U.S. Department of State, International Monetary Fund, and the United Nations New York have indicated a strong interest in teaching in the program, and the United Nations New York and the European Union Institutions have offered teaching assistance free-of-charge. Staff from these organizations taught workshops on translation and interpreting in fall 2011, and additional instructors eager to teach are waiting for the program to be approved.

- Teaching assistants will supervise practice sessions in a lab environment for the translation and interpreting skills and practicum classes.

**Administrative Oversight**

The Office of Extended Studies will provide administrative oversight for this self-support program. Extended Studies will provide program development support (including budget development and projections), program management that includes scheduling, marketing research, planning and management, financial management (including faculty contracting and faculty pay processing), and student services management (including support for admissions, registration, payment, financial aid, and other campus services).

**V. OFF-CAMPUS PROGRAMS (if necessary)**

A. If at Shady Grove—indicate how students will access student services.
   
   Not applicable

B. If on-line—describe the concerns in “Principles and Guidelines for Online Programs” are to be addressed.

The results of the needs analysis focus groups and survey indicate a strong interest in online instruction among potential applicants in the Washington DC area and beyond. Given the considerable costs and lead time for the development of online or blended courses, though, all program components will be offered initially in the traditional classroom setting. Blended learning formats will be explored and introduced as the program develops. The National Foreign Language Center (NFLC) has shown a strong interest in collaborating with the new T/I program to develop comprehensive blended learning options. Initial steps include conducting admissions testing at a distance, for example through the use of Skype for interviews. As the number of applications increase, the use of online text-based assessments will be developed through the repurposing of existing public domain NFLC materials.

The development of consolidated translation and interpreting skills requires many hours on task, as is the case with any procedural skill set. To increase the number of hours of deliberate practice, lab sessions with exercises supervised by teaching assistants will be added to the curriculum offering. Supervised lab sessions also offer the possibility of structured practice for deliberate, reflective skills development in the context of the regular translation and interpreting courses. These options for increasing the amount of time students can devote to the development
of their skills will be explored as the program develops as a means to complement and, if necessary, offset cost-intensive instructor time.

VI. OTHER ISSUES
A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

None

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

No

VII. COMMITMENT TO DIVERSITY

The University of Maryland is an equal opportunity institution with respect to both education and employment. The University does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities as required by federal (Title VI, Title IX, Section 504) and state laws and regulations.

The T/I program will continue to demonstrate the University of Maryland’s commitment to diversity by creating programs of study which explore the experiences, perspectives, and contributions of a wide variety of cultures, groups, and individuals; and as sought to create a campus environment which encourages tolerance and respect for individuals regardless of differences in age, race, ethnicity, sex, religion, disability, sexual orientation, class, political affiliation, and national origin.

VIII. REQUIRED PHYSICAL RESOURCES
A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.

See attached Library statement, Appendix III

No unique library or other information resource is required for this T/I program. A collection of translation and interpreting studies literature should be developed for the Introduction to Translation and Interpreting Studies course. Instructional source material for interpreting and translation exercises is available in abundance online and through the professional work of practitioners who will teach in the program. The European Union institutions have also offered access to a speech bank containing videos and transcripts of hundreds of speeches rated according to difficulty. This speech bank was designed and developed for teaching purposes.

B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.

Initially, all classes will be held on campus at College Park. As the program stabilizes and revenue grows, the possibility of holding some classes in downtown Washington DC will be explored.

To launch the program, one interpretation classroom equipped with eight booths is required for the interpretation classes and additional classroom space for other classes. Interpretation classroom space has been identified and an equipment provider has conducted a site visit and submitted a cost estimate at wholesale prices as a show of solidarity for this T/I initiative. The same equipment provider has indicated that this equipment could be donated for
an appropriate form of recognition through the university. Required items not included in the equipment quotation are the following:

1. Audio recording software / audio input card
2. Lamps and chairs for booths
3. Computer with audio output capability and minimum of Windows 7 or XP
4. Two large-screen television monitors

Over time, as enrollments grow, a second interpretation classroom will need to be added. It is also advisable to equip a large lecture hall with a small number of booths so that interpretation can be provided at international events as part of the interpretation practicum. A conference room, lecture hall, or conference center equipped for simultaneous interpretation also has the potential of generating additional revenue as a venue for international events hosted by entities from outside the university and would support the university’s globalization initiative.

The School of Languages, Literatures, and Cultures owns a small portable interpreting system and the possibility of a loan arrangement has been discussed. The Joint Institute for Food Safety and Applied Nutrition (JIFSAN) of the United States Food and Drug Administration and the University of Maryland has identified a need for a room equipped with booths in its new training center and is exploring equipment options.

C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

See above.

IX. RESOURCES NEEDS AND SOURCES
A. List new courses to be taught and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.

The attached budget and budget models were developed jointly by the Associate Dean of Academic Affairs, Department of Communication, and Office of Extended Studies.

The Office of Extended Studies will provide administrative oversight for this self-support program. Extended Studies provides program development support (including budget development and projections), program management that includes scheduling, marketing research, planning and management, financial management (including faculty contracting and faculty pay processing), and student services management (including support for admissions, registration, payment, financial aid, and other campus services).

The Department of Communication will hire for the following positions to ensure that this self-support program has no impact on advising and administrative resources for the unit’s traditional programs: Director (1); Graduate Assistants (2); and Audiovisual technician (1/3 position, 1). Tuition revenue will be used to support all salaries and benefits.

Students in the cohort are likely to be a mix of resident and non-resident. It is proposed that tuition be charged at a fixed rate for the program’s first year (anticipated 2013) of $579 per credit with an estimated increase of 5% per year. All students will pay all associated campus mandatory fees and the graduate application fee.

The attached budget includes financial models for Chinese (double sections of 24 students each language cohort) and a multilingual section (single section of 12 students in each cohort). The credit hours on both the revenue and the expense sides are based upon the student and instructor credit hours laid out in the attached study path sheets.
The cost of instructional materials is likely to be lower than in these budget projections, given offers of donations of materials and resources from international organizations, such as the European Union speech bank, and the general principle in T/I programs of professor responsibility for instructional materials developed from professional practice. Any unused instructional materials resources could be allocated to the development of blended learning offerings.

A plan for fund-raising is under development and can be implemented once the program proposal is in the initial approval stages, as an approved program is a prerequisite for most external funders.

**B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.**

University of Maryland faculty who teach in the program will be compensated using overloads. The faculty may include research faculty, retired faculty, and professionals in the field. The Department of Communication will hire for the following positions to ensure that this self-support program has no impact on advising and administrative resources for the unit’s traditional programs: Director (1); Graduate Assistants (2); and Audiovisual technician (1/3 position, 1). Tuition revenue will be used to support all salaries and benefits.

**C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.**

Approval of all faculty overloads for teaching and advising will be in accordance with University of Maryland policy and procedures. The Oversight Committee is responsible for the overall administrative management of the program.

**D. Identify the source to pay for the required physical resources identified in Section VIII. above.**

Tuition revenue will be used to cover the program expenses (see separate budget page).

**E. List any other required resources and the anticipated source for them.**

See above.

**F. Complete the additional proposal and financial tables as required by MHEC.**

See attached pdf.
### Department of Communication: T/I Programs Budget

[This program is self-support. Instructors may not teach on-load.]

#### Estimated Program Revenue & Support

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</thead>
<tbody>
<tr>
<td>I. Total Tuition Revenue</td>
<td>$889,344</td>
<td>$1,243,866</td>
<td>$1,286,502</td>
<td>$1,371,362</td>
<td>$1,439,930</td>
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<td>Total Revenue of Students in all 4 MA Tracks</td>
<td>$889,344</td>
<td>$933,811</td>
<td>$980,502</td>
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<td>$1,081,003</td>
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<td>II. Total Revenue of Students In all 4 MA Multilingual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. A. Total # of Students in All 4 MA Tracks--Chinese &amp; Advanced Entry</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>1. Total Interpreting MA’s: Conference &amp; Public Service 44 credits</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>a. Cohort: Admit into 2-year program (ie., successfully completes Certificate &amp; continues with MA 2nd year [44 credits])</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>b. Cohort: Advanced Entry (admit directly into MA 2nd Year [23 credits])</td>
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<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2. Total Translation MA’s: Translation &amp; Project Mgmt 41 credits</td>
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<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
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<tr>
<td>a. Cohort: Admit into 2-year program (ie., successfully completes Certificate &amp; continues with MA 2nd year [41 credits])</td>
<td>12</td>
<td>12</td>
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</tr>
<tr>
<td>b. Cohort: Advanced Entry (admit directly into MA 2nd Year [20 credits])</td>
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<td>12</td>
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<tr>
<td>B. Total # of Students in All 4 MA Tracks--Multilingual</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>1. Total Interpreting MA’s: Conference &amp; Public Service 44 credits [4 languages]</td>
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<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2. Total Translation MA’s: Translation &amp; Project Mgmt 41 credits [4 languages]</td>
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<td>6</td>
<td>6</td>
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<tr>
<td>C. Per credit rate; Assumes 5% increase</td>
<td>$579</td>
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<td>C. Other program support (grant/vendor)</td>
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#### Estimated Expenses

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### Estimated Expenses

#### b. Additional Language Instruction in 4 languages

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#### B. Academic Administration

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<td>2. Grad Asst #2</td>
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#### II. Equipment, Classroom Renovation, & Library Resources

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<td>D. Library resources</td>
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#### III. Assessment Procedures

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#### IV. Instructional Materials

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<tr>
<td>C. # of areas (Translation &amp; Interpreting)</td>
<td>2</td>
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</table>

#### V. Marketing

<table>
<thead>
<tr>
<th></th>
<th>$41,500</th>
<th>$20,000</th>
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<th>$20,000</th>
<th>$20,000</th>
<th>$20,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Development--Survey (spent spring 2010)</td>
<td>8,500</td>
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<tr>
<td>B. Development--Marketing Research</td>
<td>6,500</td>
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<tr>
<td>C. Development--Tactical Plan</td>
<td>6,500</td>
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</tbody>
</table>
### Estimated Expenses

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</thead>
<tbody>
<tr>
<td>D. Development--Implementation of tactical plan</td>
<td>20,000</td>
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<tr>
<td>E. Ongoing Marketing</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
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</tr>
<tr>
<td>VI. UM Overhead (4.1% of expenses)</td>
<td><strong>$25,297</strong></td>
<td><strong>$45,735</strong></td>
<td><strong>$45,896</strong></td>
<td><strong>$46,061</strong></td>
<td><strong>$46,230</strong></td>
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<tr>
<td>VII. Student Fees (100% returned to campus)</td>
<td><strong>$89,460</strong></td>
<td><strong>$92,009</strong></td>
<td><strong>$94,634</strong></td>
<td><strong>$97,338</strong></td>
<td><strong>$100,123</strong></td>
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</tr>
<tr>
<td>A. Campus Mandatory Fee</td>
<td>84,960</td>
<td>87,509</td>
<td>90,134</td>
<td>92,838</td>
<td>95,623</td>
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</tr>
<tr>
<td>B. Graduate School Application Fee</td>
<td>4,500</td>
<td>4,500</td>
<td>4,500</td>
<td>4,500</td>
<td>4,500</td>
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<tr>
<td>VIII. OES Administrative Fee</td>
<td><strong>$120,059</strong></td>
<td><strong>$93,381</strong></td>
<td><strong>$98,050</strong></td>
<td><strong>$102,953</strong></td>
<td><strong>$108,100</strong></td>
<td></td>
</tr>
<tr>
<td>A. 10% for OES administrative costs</td>
<td>88,934</td>
<td>93,381</td>
<td>98,050</td>
<td>102,953</td>
<td>108,100</td>
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<tr>
<td>B. 10% to repay OES development support</td>
<td>31,125</td>
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<tr>
<td>IX. Graduate School Administrative Fee</td>
<td>5,760</td>
<td>7,200</td>
<td>7,200</td>
<td>7,200</td>
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<tr>
<td>a. Fee assessed per each academic semester/term</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
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<tr>
<td>b. Total number of semesters/terms per year</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>c. Total # of Professional Students</td>
<td>48</td>
<td>60</td>
<td>60</td>
<td>60</td>
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<tr>
<td>X. Consultants: Program Planning</td>
<td>$100,000</td>
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</tr>
<tr>
<td>Total Estimated Expenses</td>
<td><strong>$389,517</strong></td>
<td><strong>$857,564</strong></td>
<td><strong>$1,335,800</strong></td>
<td><strong>$1,365,192</strong></td>
<td><strong>$1,376,991</strong></td>
<td><strong>$1,389,212</strong></td>
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<tr>
<td>Total Estimated Program Revenue &amp; Support</td>
<td><strong>$389,517</strong></td>
<td><strong>$978,804</strong></td>
<td><strong>$1,335,875</strong></td>
<td><strong>$1,381,136</strong></td>
<td><strong>$1,468,700</strong></td>
<td><strong>$1,540,053</strong></td>
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<td>Net</td>
<td>$0</td>
<td><strong>$121,240</strong></td>
<td><strong>-17,926</strong></td>
<td><strong>$15,944</strong></td>
<td><strong>$91,709</strong></td>
<td><strong>$150,842</strong></td>
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</tbody>
</table>