Response to Graduate PCC’s questions

1. How will specialized content and settings, e.g., legal/justice issues, educational settings, medical settings, and some political settings (public service interpreting), be addressed in the curriculum?

As referred to in section II (A) (Curriculum) of the proposal, public service interpreting subsumes interpreting in health, legal, and community settings. It is understood that community settings include educational and social services settings. Provision has been made to provide instruction in all content areas of public service interpreting.

Specialized content is addressed in both translation and interpreting skills courses and content courses. In skills-based courses, interpreting and translation exercises are structured around such specialized content; for example, students will study material covered in health settings (medical procedures, anatomy, medical terminology) when preparing for interpreting exercises conducted in class. Thus, preparatory and follow-up work for these exercises include the acquisition of such specialized content, including terminology. In the content courses on health, political and legal communication, specialized content is also part and parcel of coursework. In the second-year practicum courses, students will learn about interpreting and translating in workplace settings involving such specialized content, for example through the discussion of case studies on ethics and guest lectures by specialists in the field. Students will have the option of participating in translation projects and interpreting at events that are driven by such content. During internships, students will gain experience working with specialized content and terminology while being monitored and supervised in real world settings.

Specialized content and the discussion and simulation of specialized settings is embedded in the curriculum. It will be reflected in the students’ portfolio work throughout the program. It will not be possible for students to perform satisfactorily in finals and degree track examinations and the professional portfolio review without demonstrating the ability and knowledge required to perform in settings driven by specialized subject matter, terminology, and workplace-specific.

The following text will be added to the syllabi for COMM 619, COMM 719, COMM 729, COMM 749, COMM 759, and COMM 657:

*Interpreting exercises will require the preparation of specialized content and terminology as well as the familiarization with workplace procedures characteristic of domain-specific settings, such as those encountered by interpreters working in hospitals, schools, social services agencies, and international meetings and conferences.*

COMM 769 addresses workplace processes and procedures in the domains of both conference and public service interpreting.
2. Number of programs, staggered start time for language programs, and administrative coordination

There are no longer six programs or degrees listed in the proposal. There are two degrees with two specializations each. Completion first-year curriculum in the translation degree tracks may lead to the awarding of a graduate certificate in translation. Completion of the first-year curriculum in the interpreting degree track may lead to the awarding of a graduate certificate in interpreting. As stated in the proposal (see pp. 5-6), the college is proposing to launch the program with these two degrees in the fall of 2013 in the Mandarin-English language combination. A multilingual track is to be launched the following year, resulting in staggered implementation. As enrollments grow in the multilingual track, separate language programs will be established in each language. Although the administration of a multilingual program may appear complex for institutions that do not currently have similarly structured programs in their portfolios, institutions of higher education with existing programs do not report an undue burden. While much of the administrative coordination will be provided by the Office of Extended Studies, the role of the program director is of crucial importance, particularly regarding the vetting of applications, scheduling of classes, coordination of instructor hiring and scheduling, student counseling, curriculum implementation, and other tasks specific to translator and interpreter education. Positions for graduate assistants are also included in the budget and will be able to provide administrative support. A range of instructors with various language combinations will be required to teach in these degree programs. Some instructors will also have expertise in multiple language combinations that may be present in the multilingual section. The director will play a central role in coordinating this instruction. For the multilingual classroom, there is one professor of record, but additional instructors will be hired on a part-time basis to address any language-specific concerns that the instructor of record cannot address. The admissions process also allows ample opportunity to determine the best combination of languages for the multilingual track in a given year. This is a typical structure in leading T/I programs, including multilingual classes at the Monterey Institute of International Studies and the *regime special* at Sorbonne University in Paris. Provisions for this type of instruction have been made in the budget.

It should be noted that a truly multilingual offering is required for a world-class program that is able to attract and prepare students for employment in a range of settings at the international, national, state, and local levels. Furthermore, the multilingual classroom provides an opportunity for students of different backgrounds to learn from one another, thus helping the university meet its diversity requirement.

3. Similarity of curriculum in different degree tracks
While the requirements for the specializations in translation (translation vs. translation and localization project management) appear to be nearly the same at first blush, the requirements in terms of language combinations and administrative content are substantially different and reflect the realities of the translation profession. The specialization in translation (11054) requires the completion of translation coursework in at least one language combination, and possibly more, both into and out of English, while developing translation specializations in multiple domains. The specialization in project management (11055) requires the completion of coursework only into the mother tongue. In addition, the project management coursework equips students with a complementary administrative skill set that is not required at all in the translation specialization and expertise is software localization. These specializations are also separate tracks in the same degree, not separate degrees. These specializations are also recognized in the marketplace and to conflate them would be to misrepresent them.