

**ACADEMIC AFFAIRS COUNCIL**

**AGENDA ITEM: 2 – D (2)**

**DATE: July 13, 2017**

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**SUBJECT: New Certificate: USD Graduate Certificate in Spanish Translation**

The University of South Dakota (USD) requests authorization to offer a graduate certificate in Spanish Translation. The certificate will provide a credential to students with capacity for Spanish translation, and has students explore theory and ethics, in order to meet the region’s needs for professional translation services. The certificate requires 16 credit hours to complete. Four new courses will be developed that are specific to the practice of translation.

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**RECOMMENDED ACTION**

Move forward. Provide comments and concerns to Board office.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Certificate

<b>UNIVERSITY:</b>	<b>USD</b>
<b>TITLE OF PROPOSED CERTIFICATE:</b>	<b>Certificate in Spanish Translation</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2017</b>
<b>PROPOSED CIP CODE:</b>	<b>16.0103</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Modern Languages and Linguistics</b>
<b>UNIVERSITY DIVISION:</b>	<b>College of Arts and Sciences</b>

#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

*Elizabeth M. Freeburg*

7/11/2017

Institutional Approval Signature

Date

*President or Chief Academic Officer of the University*

**1. Is this a graduate-level certificate or undergraduate-level certificate (place an "X" in the appropriate box)?**

Undergraduate Certificate  Graduate Certificate

**2. What is the nature/purpose of the proposed certificate?**

The graduate certificate in Spanish Translation will help USD students meet the increasing regional, national, and international demand for certified Spanish translators. Students will explore the theory, ethics, and practice of Spanish-English translation and will develop into multilingual, interculturally competent professionals prepared to serve South Dakota and the world.

**3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.<sup>1</sup>**

The need for translation services is growing rapidly both in South Dakota and in neighboring states.<sup>2</sup> According to the US Census, the Hispanic population of South Dakota increased 102.9% between 2000 and 2010.<sup>3</sup> While English is the common language in the state of South Dakota, 6.54% of the population speaks languages other than English.<sup>4</sup> Of these, Spanish is the number

<sup>1</sup> For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

<sup>2</sup> <http://fusion.net/why-translation-is-the-fastest-growing-career-in-the-co-1793848252>

<sup>3</sup> <http://www.census.gov/prod/cen2010/briefs/c2010br-04.pdf>

<sup>4</sup> [http://legis.sd.gov/Statutes/Codified\\_Laws/DisplayStatute.aspx?Type=Statute&Statute=1-27-20](http://legis.sd.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=1-27-20)

one language with 2.06% followed by Dakota/Lakota at 1.39%.<sup>5</sup> As the Spanish-speaking population increases, translators will be needed to allow people with limited English proficiency to understand medical, legal, and commercial language, to fully assert their rights, and to participate in legal proceedings. According to Title VI of the U.S.C.:

“language for limited-English-proficiency individuals can be a barrier to accessing important benefits or services, understanding and exercising important rights, complying with applicable responsibilities, or understanding other information provided by programs and activities...In certain circumstances, failure to ensure that LEP persons can effectively participate in or benefit from federally assisted programs and activities may violate the prohibition under Title VI of the Civil Rights Act of 1964, 42 USC 2000d and Title VI regulations against national origin discrimination.”<sup>6</sup>

The department of Modern Languages and Linguistics at USD receives repeated requests for translation and interpretation services from the community. Currently, undergraduate students and faculty interpret annually for the Volunteer Income Tax Assistance program as part of an ongoing service-learning project. Additionally, an internship with the USD School of Law Immigration Clinic (SPAN 494) pairs advanced Spanish majors with student attorneys to assist with asylum and refugee cases from Latin America. We have also received many requests that we have not been able to satisfy from medical clinics in Sioux Falls, the Clay County Courthouse, and from individuals seeking professional translators via email. However, while faculty prepare and supervise students before and throughout participation in these programs, independent professional work in the field of translation requires study, training, and practice in the specific skill of translation--something that the current BA in Spanish at USD is not designed to do.

The potential benefits are numerous both to USD students and to the State of South Dakota. The USD Certificate in Spanish Translation will prepare students to pass the certification exam of the American Translators Association (ATA).<sup>7</sup> Since South Dakota is one of only seven states that does not yet require certification of translators for courtrooms or for other state functions, many clients are forced to seek qualified translators outside the state or rely on insufficiently trained friends or acquaintances. Furthermore, by focusing this certificate on Spanish translation (written) rather than on interpretation (oral), and by leveraging the Internet, graduates will be able to work locally, nationally, and internationally in the translation profession while maintaining their residence in South Dakota. Lastly, with this program, students will finally have the opportunity to pursue graduate work in Spanish in the state. The nearest graduate Spanish programs to USD focus expressly on language teaching, including the University of Nebraska, Omaha, and the University of Nebraska, Kearney. The University of Nebraska, Lincoln offers graduate degrees in Spanish with a focus on literature, as do the University of Wyoming and the University of Northern Iowa. The closest graduate program in Spanish translation is at the University of Iowa.

According to the US Bureau of Labor Statistics’s Occupational Outlook Handbook (BLS), “translators generally need specialized training on how to do their work. Formal programs in interpreting and translating are available at colleges and universities nationwide and through non-university training programs, conferences, and courses. Many people who work as interpreters

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<sup>5</sup> [https://apps.mla.org/cgi-shl/docstudio/docs.pl?map\\_data\\_results](https://apps.mla.org/cgi-shl/docstudio/docs.pl?map_data_results)

<sup>6</sup> <https://www.archives.gov/eo/laws/title-vi.html>

<sup>7</sup> <https://www.atanet.org/>

or translators in more technical areas—such as software localization, engineering, or finance—have a master’s degree. Those working in the community as court or medical interpreters or translators are more likely to complete job-specific training programs or certificates.”<sup>8</sup> The BLS predicts that the national job outlook for interpreters and translators is “much faster than average” with a growth rate of 29%.<sup>9</sup> The annual mean wage of interpreters and translators in South Dakota is between \$39,610 - \$45,700.<sup>10</sup> The annual median wage for translators nationally is \$43,590.<sup>11</sup>

**4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?**

Any bilingual (Spanish-English) college graduate with excellent writing skills, or students graduating with a BA in Spanish from any SDBOR school (USD, SDSU, NSU, and BHSU) are ideal candidates for this program, as are students from nearby parts of many of the neighboring states, including ND, IA, NE, and MN. Since many Spanish majors double major in other disciplines, including Business, Medical Biology, Criminal Justice, International Studies, Communication Sciences and Disorders, Nursing, and Psychology, many will be interested in stacking their Spanish BA with a graduate translation certificate.

**5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):<sup>12</sup>**

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b> <i>(add or delete rows as needed)</i>	<b>Credit Hours</b>	<b>New (yes, no)</b>
LING	508*	Translation Practice and Ethics	1	Yes
SPAN	543	Linguistics	3	No
SPAN	560*	Applied Translation in Spanish	3	Yes
SPAN	790	Seminar: Advanced Spanish Translation Seminar	2	Yes
SPAN	794	Internship: Spanish Translation Internship	1	Yes
LING	592	Topics	6	No
Subtotal			16	

\*New course proposals on May 2017 AAC agenda.

In order to prepare students sufficiently for the ATA certification exam, we are requesting a 16 credit certificate instead of the usual 12. In addition to 9 credits of work in Spanish and Spanish Translation, 7 credits of LING at the graduate level is advised in order for students to gain a deep understanding of how languages and dialects work, the structures of languages, and the relationship between language and culture. Potential Topics in LING which are relevant to translation include:

<sup>8</sup> <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm#tab-4>

<sup>9</sup> <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

<sup>10</sup> <https://www.bls.gov/oes/current/oes273091.htm#st>

<sup>11</sup> <https://www.bls.gov/oes/current/oes273091.htm#st>

<sup>12</sup> Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

- i. Cross-Cultural Communication
- ii. Sociolinguistics
- iii. Morphosyntax
- iv. Spanish Phonetics/Dialectology
- v. History and Development of the Spanish Language

## 6. Student Outcome and Demonstration of Individual Achievement.<sup>13</sup>

- A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.***

Graduates of the graduate certificate in Spanish Translation will:

- A. Translate according to the ethical principles outlined by the American Translators Association (ATA).
- B. Translate between English and Spanish with sufficient proficiency to pass the ATA certification exam.
- C. Demonstrate understanding of the phonetic, phonological, morphological, syntactical, and semantic structures of Spanish.

- B. Complete Appendix A – Outcomes using the system form. *Outcomes discussed below should be the same as those in Appendix A.***

*See Appendix A*

## 7. On-line and Off-campus Delivery.<sup>14</sup>

- A. Complete the following charts to indicate if the university seeks authorization to deliver the entire certificate at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or seeks authorization to deliver the entire certificate through distance technology (e.g., as an on-line program)?**

	Yes/No	<i>If Yes, list location(s), including the physical address</i>	<i>Intended Start Date</i>
<b>Off-campus</b>	No		Fall 2018

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
<b>Distance Delivery</b>	No		

<sup>13</sup> Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

<sup>14</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)?**

	<b>Yes/No</b>	<b><i>If Yes, identify delivery methods</i></b>	<b><i>Intended Start Date</i></b>
<b>Distance Delivery</b>	No		
<b>Delivery Method (if applicable)</b>	N/A		

- 8. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

A. Appendix A

B. Spanish Translation Certificate Staffing Plan

1. Faculty
2. Two-semester plan
3. Staffing plan
4. Course Numbers, New Courses, Authorizations
5. Potential applicants

C. Letters of Support

1. Center for Siouxland
2. USD School of Law, Immigration Clinic
3. USD programs for Physicians' Assistants and Physical Therapy
4. Sample translation request