**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS**

**COMMISSION ON COLLEGES**

**SUBSTANTIVE CHANGE PROSPECTUS**

**UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE**

**Graduate Certificate in Languages and Culture Studies: Translating**

**(with Concentrations in the Following Language Pairs: English-Japanese and English-Russian)**

|  |
| --- |
| Name of Institution: University of North Carolina at Charlotte |
| Location: 9201 University City Blvd., Charlotte, NC 28223 |
| Name and Title of Individual Completing the Prospectus:Dr. Joan Lorden, Provost and Vice Chancellor of Academic AffairsDr. Christine Robinson, Executive Director, Office of Assessment and Accreditation Dr. Ann B. Gonzalez, Chair, Department of Languages and Culture Studies | Telephone: (704) 687-5962 (704) 687-5385(704) 687-5032 |
| Internet Address:jflorden@uncc.educrobinson@uncc.eduabgozal@uncc.edu |
| Fax Number:(704) 687-6912(704) 687-0966 |
| Date Submitted: August 8, 2016 |

**List of Degrees**

This is the[list of graduate degrees](file:///%5C%5Cfiler02%5Cdvol1%5CAAFR%5CSHARED%5CSACS%20Approvals%5C10-2013%20SACS%20Notifications%5CDoc_BA%5Csupporting%20pdf%20docs%5C2015-2016-GRAD-Catalog%20List%20of%20Degrees.pdf) that the institution is authorized to grant.

**List of Programs related to the Proposed Program**

No institution in the University of North Carolina system offers a consolidated Graduate Certificate in Languages and Culture Studies: Translating, with options in the following language pairs: English-French, English-German, English-Japanese, English-Russian, and English-Spanish. This certificate will be referred to from now on as GCLCS: Translating.

**List of Institutional Strengths Supporting the Proposed Program**

The Department of Languages and Culture Studies, College of Liberal Arts and Sciences, has many institutional strengths that facilitate the offering of GCLCS: Translating, including the following:

* Graduate Certificate in Translating and Translation Studies (English-Spanish) offered since 2003;
* Master of Arts in Spanish, Concentration in Translating and Translation Studies (English-Spanish) offered since 2001;
* Undergraduate Certificates in Translating (English-French, English-German, and English-Spanish) offered since 1979, and English-Russian offered since 2009;
* Faculty with expertise and experience in teaching the history, theory, methodology, and practice of translation, and with scholarly research and publication records in the field;
* Strong partnerships with the Charlotte translation community via numerous and regular graduate internships over the years;
* Strong partnerships with the North Carolina and South Carolina translation communities via active participation in the Carolinas Association of Translators and Interpreters (CATI, [www.catiweb.org](http://www.catiweb.org)), including hosting the annual CATI conference three times, most recently in March of 2016;
* Faculty membership and participation in national organizations such as the American Translators Association (ATA: <https://www.atanet.org/>) , the American Translation and Interpreting Studies Association (ATISA: <http://www.atisa.org/>), and the American Literary Translators Association (ALTA: <http://www.literarytranslators.org/>);
* Proven track record of developing and sustaining rigorous graduate programs.

**List of Existing Approved Off-campus Sites and Addresses**

This is the list of [approved off-campus sites](Supporting%20Docs/SACSCOCApprDistEdSchSites%208-3-16.pdf).

**Abstract**

In 1965, the North Carolina legislature approved bills creating the University of North Carolina at Charlotte (UNC Charlotte), the fourth campus of the statewide university system. In 1969, the University began offering programs leading to master’s degrees. In 1992, it was authorized to offer programs leading to doctoral degrees.

UNC Charlotte serves as North Carolina’s urban research university and the only doctoral research university in the Charlotte area. It is the fourth largest of the 16 institutions within the University of North Carolina system. The University comprises seven professional colleges and currently offers 22 doctoral programs, 61 master’s degree programs, and 78 bachelor’s degrees. More than 1000 full-time faculty members comprise the University’s academic departments and the 2015 fall enrollment exceeded 27,900 students. UNC Charlotte is committed to expanding graduate education options to serve the greater Charlotte region.

The GCLCS: Translating will serve individuals interested in a career in professional translation or in enhancing their career or work opportunities as language and intercultural communications specialists. Students in programs such as French, German, Japanese, Russian, Spanish, Latin American Studies, International Studies, International Business, Communication Studies, or History may increase their academic credentials and their employment marketability by adding a GCLCS: Translating. Members of the community who have completed a BA may enroll at UNC Charlotte to obtain the GCLCS: Translating and therefore increase their academic credentials and their marketability. It also provides preparation for those who may wish to pursue a graduate degree in fields such as French, German, Japanese, Russian, Spanish, linguistics, translating and translation studies, intercultural communication, or international studies.

The Department of Languages and Culture Studies (LACS) proposes a Graduate Certificate in Languages and Culture Studies (GCLCS): Translating that will:

1. Include five language pairs: English-French (F), English-German (G), English-Japanese (J), English-Russian (R), and English-Spanish (S)
2. Add twelve (12) new graduate courses: TRAN 5402 F01, 5403 F01 and 5404 F01; TRAN 5402 G01, 5403 G01 and 5404 G01; TRAN 5402 J01, 5403 J01 and 5404 J01; and TRAN 5402 R01, 5403 R01 and 5404 R01.

Since students receive a graduate certificate in Languages and Culture Studies (GCLCS): Translating, the prospectus is written from the program rather than the concentration perspective. While the University is approved to offer graduate-level courses in English, French, German and Spanish, it is not currently approved to offer graduate-level courses in Russian and Japanese and hence, is requesting approval to offer the world language pairs of English-Japanese and English-Russian.

It is anticipated that the GCLCS: Translating will enroll 10 students in the first year and a half. The program graduation targets are to award five graduate certificates during the second year, seven in the third and nine in the fourth, with an expectation of reaching a steady-state enrollment of about 12-15 students within four years.

The proposed date to enroll the first students in the GCLCS: Translating is January, 2017. The projected life of the program is ongoing. The program will be offered on the UNC Charlotte campus. There are no plans to offer the program in any other locations or online.

**Background Information**

The University of North Carolina at Charlotte (UNC Charlotte) has been a constituent institution of the University of North Carolina since the North Carolina General Assembly initially established the state [University system in 1965.](file:///C%3A%5CUsers%5Ccrobi112%5CDesktop%5CEvidence%5CNCGA%201965.pdf) [Section 116-4](Supporting%20Docs/General%20Statute%20116-4%20Composition%20of%20University%20of%20NC.pdf)of the General Statutes of North Carolina establishes UNC Charlotte as one of 16 baccalaureate degree-granting institutions that, along with the North Carolina School of Science and Math, a high school for gifted students, comprise the University of North Carolina (UNC). The authority to plan and develop a coordinated system of higher education in North Carolina is vested in the UNC Board of Governors (the trustees of the University of North Carolina). [Section 116-11](Supporting%20Docs/General%20Statute%20116-11%20Powers%20and%20Duties%20of%20BOG.pdf) of the General Statutes authorizes the UNC Board of Governors to determine the functions, educational activities, and academic programs of the constituent institutions and to determine the types of degrees to be awarded. UNC Charlotte is authorized by the UNC Board of Governors to offer baccalaureate, masters, and doctoral degrees and post-baccalaureate and post-master’s certificates.

*Institutional Mission*

The GCLCS: Translating is consistent with the Mission Statement of UNC Charlotte, as North Carolina's urban research university. It will provide graduate-level education and training in translating and intercultural communication skills in support of the institution’s mission “to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives.” Translating and intercultural communication, which the department mission statement identifies among its program strengths, are at the hub of effective international understanding and involvement, and support the institution’s “commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region,” which is increasingly multi-cultural and multi-lingual.

The program will be offered on the UNC Charlotte campus. There are no plans to offer the certificates at any other locations.

**Assessment of Need and Program Planning/Approval**

As North Carolina’s urban research university, UNC Charlotte’s mission is to address the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.

*Assessment of Need*

*Strategic Plan*

The Department of Languages and Culture Studies plays a fundamental role in the internationalization mission of the University and the College of Liberal Arts and Sciences. The department’s emphasis on language proficiency and intercultural competence prepares students to use their language skills in multiple professions and to engage productively with the greater international community both within the state of North Carolina and beyond. This supports the Academic Affairs’ goal of expanding the frontiers of knowledge for the public benefit through innovative programs and the University’s goal of delivering a high-quality and integrated academic experience that produces responsible citizens and a competitive workforce.

*Student Demand*

The GCLCS: Translating will build upon successful undergraduate and graduate programs (in Spanish-English) in translating and translation studies. It will make it possible for undergraduate students to pursue studies this field at the graduate level. It will serve individuals interested in a career in professional translation or in enhancing their career or work opportunities as language and intercultural communications specialists. Students in programs such as French, German, Japanese, Russian, Spanish, Latin American Studies, International Studies, International Business, Communication Studies, or History may increase their academic credentials and their employment marketability by adding a GCLCS: Translating. This will help the department to meet its strategic goal of expanding “access to graduate education programs beyond Spanish to students of other languages” through its efforts “to reframe and restructure the existing graduate certificate program (currently limited to Spanish) into a multi-language certificate in translation/interpretation.” As an example of the demand for such a graduate certificate, which we wish to extend to include other languages, 63 of the 100 M.A. in Spanish degrees have been awarded in the English-Spanish translation concentration, and the department has awarded 28 graduate certificates in English-Spanish translation. Members of the community who have completed a BA may also enroll at UNC Charlotte to obtain the GCLCS: Translating and therefore increase their academic credentials and their marketability in translating and intercultural communication. It also provides preparation for those who may wish to pursue a graduate degree in fields such as translation studies, linguistics, French, German, Japanese, Russian, Spanish, Latin American Studies, International Studies, International Business, Communication Studies, or History.

*Societal Demand*

Societal demand for graduates with the GCLCS: Translating is strong. In its seminal 2007 report, titled “Foreign Languages and Higher Education: New Structures for a Changed World,” the Modern Language Association of America issued a compelling call to “[d]evelop programs in translation and interpretation” because “[t]here is a great unmet demand for educated translators and interpreters, and translation is an ideal context for developing translingual and transcultural abilities as an organizing principle of the language curriculum.” Such demand is supported by the U.S. Department of Labor *Occupational Outlook Handbook, 2016-17 Edition* forecast:

Employment of interpreters and translators is ***projected to grow 29 percent from 2014 to 2024, much faster than the average for all occupations***. Employment growth will be driven by increasing globalization and by large increases in the number of non-English-speaking people in the United States (...). The median annual wage for interpreters and translators was $43,590 in May 2014 [$20.96 per hour]. (Emphasis added.) (<http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>).

The *Occupational Outlook Handbook, 2016-17 Edition* also reports that “Job prospects should be best for those who have at least a bachelor’s degree and for those who have professional certification. Those with a master’s degree in interpreting and/or translation also should have an advantage.” The GCLCS: Translating will provide graduate-level certification.

*Program Planning*

Within Academic Affairs, all departments complete [five-year strategic plans](Supporting%20Docs/LCS%20Strategic%20Plan%202015-2020%20follow%20up%202016.pdf) that address outcomes based on strategic goals linked to institutional goals (Section III of departmental Strategic Plans entitled “New Strategic Goals, Action Plans, and Performance Outcomes”). These reports include action plans to achieve goals (Section C), effectiveness measures and methods to assess outcomes and goal attainment (Section D), assessment schedules (Section E), and performance outcomes (Section G). Progress is annually reported toward the accomplishment of each strategic plan by completing the annual progress and assessment of performance outcomes (Section I) and follow-up plans to make changes as a result of assessment findings (Section J). In addition to the strategic plan, colleges and departments submit an [Annual Report](Supporting%20Docs/2015-16%20Annual%20Report%20LACS%20rev.pdf) which highlights the major accomplishments for the year.

The proposed GCLCS: Translating program contributes to several of the goals of the Department of Languages and Culture Studies 2010-2015 Strategic Plan but in particular, the proposed program contributes to Goal 2 of the Department’s strategic plan, which is to add/develop graduate level programs. The GCLCS: Translating also supports the Academic Affairs goal of “offering a portfolio of educational programs” and the University goal of “delivering high quality, affordable, and effective educational programs that produce educated and responsible citizens and a competitive workforce”. The strategic plan and its goals were also reviewed and endorsed by the program’s stakeholders, including faculty in French, German, Japanese, Russian, and Spanish as well as the entire Department of Languages and Culture Studies.

*Program Approval*

The approval process for graduate courses establishes the review procedures for all new and modified courses. This process begins with review and approval at the departmental level, proceeds through collegiate curriculum committees and deans before reaching the Graduate Council; this is a subcommittee of the Faculty Council and consists entirely of faculty. The Graduate Council is also responsible for ensuring the quality and content of the curriculum, as well as the resulting course and [curriculum approvals.](Supporting%20Docs/LACS%2002-08-2016%20Establishment%20Grad%20Cert%20in%20LACS%20GC%20Revisions.pdf) Finally, any proposals to establish new courses or programs (or modification of existing courses or programs) are reviewed by the Faculty Executive Committee and the Faculty Council for approval and implementation consideration. The UNC Charlotte [Graduate Council approved](file:///G%3A%5CPhD%20PHS%20Supporting%20Documentation%5CPh.D.%20in%20PHS%20Grad%20Council%20approval.pdf) the GCLCS: Translating on 4/5/16.

In summary, the approval process for this proposal included formal review and input from the faculty governance and campus review groups. Copies of faculty committee involvement and approval of the GCLCS: Translating proposal development is addressed in the curriculum approval document.

**Description of the Change**

The GCLCS: Translating addition of four language pairs—English-French, English-German, English-Japanese, and English-Russian—to that of English-Spanish will improve the quality

of the graduate certificate offering by involving and exposing learners and instructors to a

greater variety of methodological considerations in translation, i.e., critical thinking and

problem solving in cross-cultural communication will no longer be limited to just English-Spanish. The GCLCS: Translating will serve individuals interested in a career in professional translation or in enhancing their career or work opportunities as language and intercultural communications specialists.

*Educational Objectives*

Students in the GCLCS: Translating study the history, theory, methodology, and profession of translation; work intensively in the analysis and translation of different types of discourse (e.g., legal, health care, technical and scientific, governmental) including non-literary and literary texts; become familiar with computer-assisted translation and project management; and develop advanced post-editing skills. Graduate level coursework may also include special topics courses in translation and up to three credit hours of professional internship credit in Translating. Translating skills are developed in both directions of a given language pair: English ↔ French, English ↔ German, English ↔ Japanese, English ↔ Russian, English ↔ Spanish. The GCLCS: Translating serves individuals interested in a career in professional translation or in enhancing their career or work opportunities as language and intercultural communications specialists.

*Course Information*

List of courses by title and number (F = French, G = German, J = Japanese, R = Russian), 6 credit

hours required:

* TRAN 5402 F01/G01/J01/R01: Practicum in Translating I (3)
* TRAN 5403 F01/G01/J01/R01: Practicum in Translating II (3)
* TRAN 5404 F01/G01/J01/R01: Practicum in Translating III (3)

List of Core courses by title and number (to be taught in English, from already existing M.A. in Spanish courses, six credit hours are required):

* TRAN 6001: History, Theory, and Method of Translation (3)
* TRAN 6002: Linguistics for Translators (3)
* TRAN 6003: Translating and the Computer (3)
* TRAN 6900: Special Topics in Translation Studies (3)

The Student Learning Outcomes (SLOs) for the program are that those receiving the Graduate Certificate in Translating and Translation Studies will be able to carry out an accurate translation in one of the following language pairs: English ↔ French, English ↔ German, English ↔ Japanese, English ↔ Russian, and English ↔ Spanish. They will also develop translation expertise in a range of specific areas (business, legal, governmental translation) and will have a working knowledge of the main translation theories and methodologies. The SLO assessment plan for the program is attached.

*Course Schedule*

This 12-credit hour graduate certificate program consists of a 6-credit-hour common core. The core of the program will provide competencies in the history, theory, method, and technologies of translation. Elective courses may be selected from a broad range of topics from among: linguistics for translators, translating and the computer (translation technologies), translation project management, and workshops in translating business, legal, governmental, medical, technical, literary and cultural documents. Table 1 below indicates course offerings for the new program. Courses indicated with an asterisk constitute the Graduate Certificate in Languages and Culture Studies (GCLCS): Translating core requirement options (students must take two).

Table 1. Schedule of Anticipated Course Offerings (F = French, G = German, J = Japanese, R = Russian; E = taught in English so that FGJRS can take the class together)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Number | Course Title | Fall | Spring | Summer | \*\*On Demand |
| TRAN 5402 F01/G01/J01/R01 | Practicum in Translating I | x |  |  |  |
| TRAN 5403 F01/G01/J01/R01 | Practicum in Translating II |  | x |  |  |
| TRAN 5404 F01/G01/J01/R01 | Practicum in Translating III |  | x |  |  |
| \*TRAN 6001E01 | History, Theory, and Method of Translation | in odd yrs. |  |  |  |
| \*TRAN 6002E01 | Linguistics for Translators |  | in odd yrs. |  |  |
| \*TRAN 6003E01 | Translating and the Computer | in even yrs. |  |  |  |
| \*TRAN 6900E01 | Special Topics in Translation Studies |  |  |  | x |
| TRAN 6004E01 | Translation Project Management |  | in even yrs. |  |  |
| TRAN 6472S01 | Workshop on Non-Literary Topics I (Business, Legal, Governmental) | in odd yrs. |  |  |  |
| TRAN 6474S01 | Workshop on Non-Literary Topics II (Medical and Technical) | in even yrs. |  |  |  |
| TRAN 6476S01 | Workshop on Literary and Cultural Topics |  |  |  | x |

*\*Required Core. Students must take two core courses.*

*\*\*Courses listed as On Demand will generally be offered every X semester on a rotating basis or less frequently based upon demand.*

*Program Admissions and Graduation*

Students who seek the GCLCS: Translating must apply for admission to the Graduate School and must have a minimum undergraduate GPA of 2.75. Applicants will generally have a baccalaureate degree in one Japanese Russian, or in a closely related area that requires sufficient upper-division coursework in that language (e.g., for International Studies or International Business), or an undergraduate degree, certificate, or minor in translation.  They will be required to submit:

* A current GRE or MAT score (international students have an additional requirement of submitting official scores on the Test of English as a Foreign Language [TOFEL]).
* A well-developed essay in English that addresses the applicant's motivation for enrolling in the Graduate Certificate.
* Three letters of reference (from professors, specialists in translation, and/or employers, preferably in the field).
* An oral interview with the Graduate Program Director or appropriate language designee.
* A sample of translations into or from the language pair selected (with original text to accompany each translation submitted).

Twelve (12) total hours are required for the GCLCS: Translating.

Generally, only graduate courses taken at UNC Charlotte count toward the Graduate Certificate. However, three credit hours of coursework may be considered for possible transfer into the certificate program if approved by the Department of Languages and Culture Studies. Nine of the 12 credit hours for the Graduate Certificate must be taken in residency.

*Definition of a Credit Hour*

The course and curriculum development process is governed by the [Standing Rules of the Faculty Council](Supporting%20Docs/Standing%20Rules%20of%20the%20Faculty.pdf). Faculty members in academic departments develop and complete the [short form](Supporting%20Docs/Short%20Form.pdf) for new courses and revisions to courses. As part of the proposal, faculty are asked to provide a [draft catalog copy](Supporting%20Docs/Faculty%20Governance%20-%20New%20Course%20Proposals.pdf) for the course which includes the amount of credit to be awarded. Graduate faculty must also submit a [draft course syllabus](Supporting%20Docs/Graduate%20School%20Syllabus%20Guidelines.pdf) that includes the number of credits. The departmental and collegiate curriculum committees are responsible for verifying the credit hours for new courses and revisions to courses based on documentation of the amount of work expected by faculty in the class.

Existing and new courses represent best practices of credit calculations nationwide by following the federal definition of Carnegie Units. It is recommended that faculty members include the [Suggested Standard Syllabus Policies](Supporting%20Docs/Suggested%20Standard%20Syllabus%20Policies.pdf) (p. 2). All departments are required to verify that the credit awarded for new courses conform to federal and Commission policy and will indicate such through a checkbox on the Short Form Course and Curriculum Proposal and [Long Form](Supporting%20Docs/Grad%20Cert%20in%20LACS%20GC%20Long%20form.pdf) Course and Curriculum Proposal.

*Program Oversight*

The GCLCS: Translating will be administered by the Department Chair in conjunction with the Graduate Director and participating faculty in the Department of Languages and Culture Studies, within the College of Liberal Arts and Sciences.

[**Organizational Chart**](Supporting%20Docs/LACS%20Org%20Chart%20March%202016.pdf) **for the GCLCS: Translating Certificate.**

Provost and Vice Chancellor for Academic Affairs

Dean of the College of Liberal Arts and Sciences

Dean of the Graduate School

Department Chair

GCLCS Program Director

The following describes a governance structure and processes of the GCLCS: Translating:

* *Graduate School*: The Graduate School is responsible for setting policy regarding the operation of all graduate programs of the University of North Carolina at Charlotte. These policies cover minimum admission standards and performance requirements for successful completion of graduate degree programs. The GCLCS: Translating will be subject to the rules and policies of the Graduate School. The Graduate School is responsible for collecting the material for applicants to the program and forwarding completed application packets to the Graduate Director.
* *Dean of the Graduate School*: At UNC Charlotte, the Dean of the Graduate School is the administrative officer with primary responsibility for the supervision of graduate programs. The Dean is responsible for the executive and administrative affairs of the Graduate School in accordance with policies determined by the UNC Charlotte Graduate Council, the Graduate Faculty, and the Faculty Council. It is anticipated that the Dean of the Graduate School will communicate with the Dean of the College of Liberal Arts and Sciences on important programmatic issues. The Graduate Dean’s primary duties include the following:
	+ Final admission of students;
	+ Final appointment of dissertation and doctoral committees;
	+ Approval of programs of study;
	+ Admission of students to candidacy; and
	+ Final approval of dissertations.
* *Dean of the College of Liberal Arts and Sciences*: The Dean of the College of Liberal Arts and Sciences has the administrative responsibility for supervision of all departments and programs housed within the College. The Dean of the College of Liberal Arts and Sciences has primary administrative responsibility for the GCLCS: Translating.
* *Department Chair*: The Department Chair, in conjunction with the Graduate Director, provides oversight of the GCLCS: Translating. The Chair provides academic leadership for the department. As such, one of the major responsibilities is the coordination of plans and implementation of effective academic programming.
* *Graduate Program Director*: The Program Director is appointed by the Chair of the Department of Languages and Culture Studies. The Program Director is a faculty member in the College of Liberal Arts and Sciences who oversees the curriculum and operations of the GCLCS: Translating. Responsibilities for the Program Director will include:
	+ Recommending operating budgets and supervising expenditures;
	+ Chairing meetings of the GCLCS: Translating faculty;
	+ Communicating assessment of the program and personnel to the Chair of LACS and the Dean of the Graduate School;
	+ Overseeing recruitment efforts for the program;
	+ Coordinating the scheduling of courses;
	+ Assuring proper maintenance of graduate student records;
	+ Representing the program to external constituencies.

**Faculty**

Initially, all faculty members directly involved in the program will be from the Department of Languages and Culture Studies in the College of Liberal Arts and Sciences. The Department of Languages and Culture Studies faculty for this program presents expertise in the history, theory, and method of translation; linguistics for translators, translation technologies, and translation project management; and in the following translation discourse domains: business, legal, governmental, medical, technical, literary and cultural.

The faculty personnel needed is already in place to begin this program. No new faculty members are anticipated in the area of translation during the first four years.

The GCLCS: Translating will be taught as part of a regular load, thus preventing conflicts between the GCLCS: Translating and other graduate programs with respect to faculty teaching resources. There will be no negative impact on faculty load with the initiation since most GCLCS: Translating faculty members are already teaching the courses at either the graduate or undergraduate level.

 Faculty who will be directly involved are already teaching the courses at either the graduate or undergraduate level, and are involved in public service activity such as supervising over 30 graduate student internships to date, hosting conferences such as the Annual Conference of the Carolinas Association of Translators and Interpreters (March 2016) and the international Translation versus Globalization Conference (February 2015), and serving as reviewers for translation studies grants awarded by the National Science Foundation Linguistics Program. Faculty are also involved in scholarly research and have published in professional translation studies journals such as *Translation Review*, *Hispania, Sendebar*, *The Interpreter and Translator Trainer, Translation and Interpreting Studies, Bridges:* *Translators and Interpreters’ Journal*, *EntreCulturas, The ATA Chronicle: A Publication of the American Translators Association*, *TRANS*. *Revista* *de* *Traductología*, and the *ADFL Bulletin* (Association of Departments of Foreign Languages, Modern Language Association of America), among numerous other professional journals in language studies, linguistics, and literary studies. The addition of the GCLCS: Translating will help to bolster the department’s capacity in scholarly research for several reasons: more faculty will be involved with graduate-level education, which requires a commitment to ongoing research and publication as graduate students expect faculty credibility, e.g., for their professors to be productive scholars in their fields of expertise; faculty will have additional opportunities for collaborative projects that leverage their collective expertise; and graduate programming generally raises a departmental level of expectations in terms of scholarly research and publication.

The Department of Languages and Culture Studies faculty is composed of 17 full-time faculty members listed. The faculty members expected to teach in the GCLCS: Translating program are identified in the [faculty roster](Supporting%20Docs/CLAS_Translating_FacultyRoster-2016_05_25.pdf). This demonstrates that faculty members possess the required credentials or demonstrated competencies and achievements to teach in in the GCLCS: Translating program certificates.

Overall, the percentage of translation courses taught by part-time faculty and graduate teaching assistants is 0%. No graduate assistants will teach in these program GCLCS courses certificates. This demonstrates that both the number and percentage of full-time faculty is adequate to perform the basic functions of the academic programs.

**Library and Learning Resources**

The primary library facility will be the [J. Murrey Atkins Library](Supporting%20Docs/J.%20Murrey%20Atkins%20Library.pdf) on the UNC Charlotte main campus. GCLCS students will have off-campus access to all of the resources provided on-campus through the Atkins Library’s homepage. They can request research assistance either in person, or by phone, chat, text or email from the Library’s homepage. They may contact a [research librarian](Supporting%20Docs/Find%20Your%20Subject%20Librarian%20_%20J.%20Murrey%20Atkins%20Library%20_%20UNC%20Charlotte.pdf) who has specialty knowledge of their discipline area(s) for assistance with research, or for help identifying and using the many electronic databases available. [Research Guides](Supporting%20Docs/Library%20Research%20Guides.pdf) are available electronically 24/7 for assistance with a specific course or particular subject area.

The Atkins Library facilities contain approximately 285,000 square feet, most of which is devoted to the Library’s million-volume collection. The Library’s main collections consist of materials in many formats, the most important of which include:

Books: 1,022,587

Serial titles: 86,331

Licensed databases 660

Ebooks 892,234

The Atkins library has 91 employees, including 35 faculty members and 56 support staff.

Information about the GCLCS: Translating certificates was shared with a subject librarian, Ms. Dona Gunter. As confirmed in her 12/9/15 email, the GCLCS: Translating will make use of the current holdings. The library provides access to approximately 6820 monograph and 38 journal subscriptions for students in the GCLCS: Translating.

|  |
| --- |
| **Library of Congress Subject Headings** |
|  | **Monographs** | **Print Books** | **eBooks** | **<5 yrs.** |
| **Translating and Interpreting** | 893 | 683 | 247 | 140 |
| **Translating** | 6820 | 5132 | 1874 | 570 |
| **Translating Into English** **(subdivision)** | 5521 | 4297 | 1390 | 281 |
| **Translations From Foreign Languages (subdivision)** | 6 | 4 | 2 |  |
| **Translations Into French (subdivision)** | 77 | 35 | 43 |  |
| **Translations Into Spanish (subdivision)** | 39 | 36 | 3 |  |
| **Translations Into German (subdivision)** | 31 | 27 | 5 |  |
| **Translations Into Chinese (subdivision)** | 5 | 3 | 2 |  |
| **Translations Into Japanese (subdivision)** | 1 | 1 | 0 |  |
| **Translations Into Russian (subdivision)** | 8 | 7 | 1 |  |

|  |
| --- |
| **Keyword Searches** |
|  | **Monographs** | **Print Books** | **eBooks** | **<5 yrs.** |
| **Translation Studies** | 123 | 104 | 20 | 53 |
| **Translation Theory** | 66 | 58 | 13 | 15 |

*Use of Technology*

Multiple UNC Charlotte departments are involved in fostering, training, and supporting the use of technology to enhance student learning. The primary mission of the Center for Teaching and Learning (CTL) is to help faculty develop meaningful and pedagogically sound approaches to their teaching. The Center provides professional development workshops, software, and support to allow faculty to teach effectively with technology. Working in conjunction with the Center are the [Information and Technology Services Departments (ITS)](Supporting%20Docs/Information%20and%20Technology%20Services%20Department%20List.pdf), the Atkins Library and IT departments in each of the colleges.

ITS provides both the [software](Supporting%20Docs/Information%20and%20Technology%20Services%20Lab%20Software.pdf) and the [training](Supporting%20Docs/Information%20and%20Technology%20Services%20Online%20Training.pdf) for students to make the best use of the extensive technology resources available on campus. In addition, a wide variety of professionally developed training courses are provided through the [Skillport System](Supporting%20Docs/Information%20and%20Technology%20Services%20Skillport%20System.pdf). The Atkins Library Information Commons (IC) staff provides online resources and classes for students in the Library. The curriculum ranges from foundational instruction for the first-year writing program to differentiated instruction in upper-level and graduate courses. The college IT groups provide dedicated local support for faculty and students to help them make the best use of the technology in discipline-specific ways. Assistance provided by the college IT groups includes helping faculty find pedagogically appropriate technologies for their classroom instruction, tailoring computer labs to specific instructional needs, and assisting students with their needs.

The [Office of Classroom Support](Supporting%20Docs/Information%20and%20Technology%20Services%20Classroom%20Support.pdf) provides support for the video conferencing and teleclass facilities that support both traditional educational programs and distance learning programs, and state-of-the-art technology for the classrooms on campus and ensures that faculty have access to modern tools such as smartboards and video capture.

ITS and the Center for Teaching and Learning provide a comprehensive suite of online technology resources that support instruction on campus, online, and through distance education. The principle vehicle for this delivery is our Learning Management System (LMS). This integrated platform (Moodle) is the center point for the delivery of technology in support of teaching. Every student enrolled at the University automatically has access to Moodle. In addition, the LMS is the single point of entry for other important learning tools such as Video Content Management, Document Collaboration, Secure Testing, Synchronous Learning (Wimba), integrated response systems (clickers) and plagiarism detection.

**Student Support Services**

The [Graduate School’s](Supporting%20Docs/Graduate%20School%20Website.pdf) role is to foster excellence in all dimensions of post-baccalaureate studies as the primary advocate for graduate education and for graduate students at the University. It administers student admissions, financial aid, orientation, professional development, student mentoring, peer advising, funding support, and training for Teaching Assistants.

* The Graduate School strategically plans, implements, and evaluates services and programs to facilitate student enrollment and success. This unit collaborates with many offices in Academic Affairs, such as Financial Aid, Residency Determination and the Registrar’s Office, to facilitate seamless services for graduate students. The Graduate School also coordinates with graduate program directors in each program to ensure that admitted students receive the faculty support needed to be successful.
* The [Center for Graduate Life](Supporting%20Docs/Center%20for%20Graduate%20Life%20Website.pdf) provides graduate students with centralized space dedicated to their needs and creates a stronger graduate community by promoting shared experiences, discourse, and activities designed to support interdisciplinary learning. Professional development courses and workshops which are provided support the development of “core competencies” in teaching, research, writing, leadership and ethics of graduate students. Mentoring support, teaching assistant training, and personal development programs are also offered through the Center.
* Consistent with the institution’s mission of promoting student learning and development of its students, the [Graduate and Professional Student Government](Supporting%20Docs/Graduate%20and%20Professional%20Student%20Government.pdf) works closely with the Assistant Dean for Student Affairs in the Graduate School to promote student self-governance and student leadership.

The Graduate School partners with many units on campus to offer services that enrich and support the graduate student community. Working with offices in the Division of Academic Affairs and the Division of Student Affairs, students have access to a broad range of services that support their educational experience and success. Examples of university level student support programs, services, and activities that support student learning and success include, but are not limited to:

* The [Counseling Center](Supporting%20Docs/Counseling%20Center%20Website.pdf) provides individual, couples, and group counseling services, consultation, and outreach to all students. Periodic support groups for doctoral or master’s students working on terminal papers is also offered. Psychiatric services are available through referrals to the Student Health Center.
* [Dean of Students Office](Supporting%20Docs/Dean%20of%20Students%20Office%20Website.pdf) manages a variety of activities such as women’s programs, new student programs, volunteer outreach, student conduct, off-campus student services, SAFE mentoring program, sorority and fraternity life, Niner Nation Family program, and veteran students outreach.
* [Disability Services](Supporting%20Docs/Disability%20Services%20Website.pdf) ensures access to academic programs and campus facilities by providing verification of medical documentation, academic accommodations, counseling, testing, note-taking, and scholarships.
* [Office of International Programs](Supporting%20Docs/International%20Programs%20Website.pdf) works with international students and scholars, and organizes activities related to acclimating to an American model of higher education. International graduate students benefit from specialized orientations and trainings, coordinated through this office.
* [Multicultural Academic Services Office](Supporting%20Docs/Multicultural%20Academic%20Services%20Website.pdf) is committed to assisting traditionally underrepresented populations in the awareness and availability of academic support services.
* [Residency Determination Office](Supporting%20Docs/Residency%20Determination%20Office%20Website.pdf) assigns residency classifications and responds to student inquiries.
* [University Career Center](Supporting%20Docs/University%20Career%20Center%20Website.pdf) offers career assessment, internships, co-ops, service-learning, job preparation, and job interview opportunities. This center connects industry and community partners with graduate students in a variety of ways.
* [University Center for Academic Excellence](Supporting%20Docs/University%20Center%20for%20Academic%20Excellence%20Website.pdf) offers activities such as tutoring, supplemental instruction, academic success workshops, peer mentoring, academic success seminars, a learning lab, and individual consultations, all to support the effort to retain and graduate students.
* [Writing Resources Center](Supporting%20Docs/University%20Writing%20Program%20Website.pdf) offers one-to-one writing instruction in writing across the disciplines from first-year to graduate, presentations, and workshops. Consultations, on-line services, and a library of writing-related instructional materials are also available. The WRC hires graduate students as tutors, helping to meet the need for advanced writing assistance.

**Physical Resources**

Facilities at both the UNC Charlotte main campus in the Department of Languages and Culture Studies and the [Language Resource Center](Supporting%20Docs/Language%20Resource%20Center%20_%20UNC%20Charlotte.pdf) in the College of Education will be used for the GCLCS: Translating. The existing facilities, classrooms and computer labs will be adequate to support the new certificates. Therefore, no additional is space needed.

The Information and Technology Services (ITS) at UNC Charlotte, under the leadership of the Vice Chancellor and Chief Information Officer, is responsible for providing campus wide technology support and services for all of the colleges. The ITS systems and organization are designed to support the University’s goals and programs, including the GCLCS: Translating certificates. A common architecture serves as an enabler for excellent and cost effective services. Specifically ITS:

* Promotes the use of information systems for enhancing teaching, learning, and research;
* Provides access to secure, quality, and timely information and online services;
* Provides excellent support for campus-wide systems and technologies;
* Evaluates and recommends new technologies as to their capability to promote the University’s mission and goals; and
* Uses all campus information technology resources effectively to provide agreed on services and solutions.

A component of ITS, the Center for Teaching and Learning, provides support for instructional technology. These combined capabilities will be adequate to support the anticipated information technology needs for the new GCLCS: Translating certificates.

Computers and related technology will be supported through the significant tuition increment the GCLCS: Translating certificates will generate, enabling adequate support for technology and services both at the commencement of the certificates and over the course of the next decade.

**Financial Support**

The United States Department of Education has imposed no limitations, suspensions, or terminations with respect to the Title IV student financial aid programs.  UNC Charlotte operates on the electronic transfer/advance payment method with respect to its federal funds and has not been placed on the reimbursement method. It has not been obligated to post a letter of credit on behalf of the U.S. Department of Education or other financial regulatory agency. There have been no complaints filed with the Department of Education regarding UNC Charlotte, and there are no impending litigation issues with respect to financial aid activities. The University is not aware of any infractions to regulations that would jeopardize Title IV funding.

The North Carolina Legislature, as part of the overall State budget, allocates funding for the University of North Carolina system, including UNC Charlotte. Within the UNC Charlotte budget, the State allocates a building reserve fund to cover maintenance and operation of existing facilities (housekeeping, maintenance, information technology, utilities, security, etc.), administered by the UNC Charlotte Division of Business Affairs. Day-to-day operating costs (office supplies, phone service, student workers, etc.) are funded through the Division of Academic Affairs, under the direction of the Provost. The year one budget for the GCLCS: Translating program is included as Table 2.

It is estimated that in the first year of the new Graduate Certificate, start-up costs will need to cover the purchase of translation software and extensive advertising. Since the Certificate is designed to attract native and heritage speakers in all of the language pairs, we foresee that our program will attract students from out of state as well as from North Carolina. For this reason, we estimate the need for at least two out of state tuition waivers. As we begin, we foresee reallocating one of our graduate assistantships to the Certificate. We have requested that all assistantships be raised to $5000 from the current $4000. For the next budget cycle, we have requested funds to support this increase. We have also requested permission to recruit for a new Assistant Professor of Japanese who specializes in translation and who will be responsible for both the graduate and undergraduate certificates in translating for Japanese.

Since the Certificate Program is a major new initiative that for the first time incorporates faculty in other languages besides Spanish, we foresee that the Graduate Director will spend at least 50% of his time recruiting, advising, and monitoring students in the program. He will require both 25% of the Departmental Administrator's time and at least 20% of the Language Resource Director's time. The LRC Director will be responsible for researching, purchasing, and training faculty in the use of new translation software technologies. We have requested extra start-up funds for the new Assistant Professor of Japanese to cover the purchase of new software. Finally, we expect faculty from French, German, Japanese, and Russian to be involved for the first time in Graduate education. This means that undergraduate courses that they would normally teach will need to be taught by part-time replacement faculty. We estimate that two classes per semester in each of the four languages will require part time substitution: 8 classes times $3000 per class = $24,000 in part time funds. We will want to invite at least two translation specialists (one each semester) to speak in the department. These funds can usually be provided by the College Speaker Funds allocation. In addition, we would like to fund at least two students to attend the national annual ATA conference in addition to providing funds to send students to the regional annual CATI conference. We have requested an increase in our general operating budget for next year to cover these additional travel costs.

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| --- |
| Projected budget for First Year of New Graduate Certificate in Translating  |
| **Expenses** | **Reallocation of Present Institutional Resources** | **New allocations** | **Total** | **Comments** |
| **Personnel** |  |  |  |  |
| .50 FTE Graduate Director Stipend ($5,000) | $2,500.00 | $0.00 | $2,500.00 |  |
| Graduate Director Stipend Fringe (50% of total Benefits) | $654.00 | $0.00 | $654.00 |  |
| .20 FTE LRC Director | $12,000.00 | $2,000.00 | $14,000.00 |  |
| LRC Director Fringe (20% Benefits) | $3,760.00 | $0.00 | $3,760.00 |  |
| 1 FTE Assistant Prof Japanese | $0.00 | $65,000.00 | $65,000.00 |  |
| Assistant Prof Japanese Fringe (100% Benefits) | $0.00 | $18,796.00 | $18,796.00 |  |
| .25 FTE Administrative Asst. | $10,000.00 | $0.00 | $10,000.00 |  |
| Administrative Assistant Fringe (25% Benefits) | $3,665.00 | $0.00 | $3,665.00 |  |
| 8 Part time faculty salary, replacement classes | $24,000.00 | $0.00 | $24,000.00 |  |
|  |  |  |  |  |
| **Graduate Stipends** |  |  |  |  |
| 2 @ $5000.00 | $8,000.00 | $2,000.00 | $10,000.00 |  |
|  |  |  |  |  |
| **Other Expenses** |  |  |  |  |
| Student Travel | $2,000.00 | $0.00 | $2,000.00 |  |
| Speaker honorariums | $2,000.00 | $0.00 | $2,000.00 | College Speaker Funds |
| Translation software | $5,000.00 | $5,000.00 | $10,000.00 | Requesting $5000 in start-up funds for Assistant Professor of Japanese |
| Student research support | $500.00 | $0.00 | $500.00 |  |
| Communications | $500.00 | $0.00 | $500.00 |  |
| Advertising | $0.00 | $1,000.00 | $1,000.00 |  |
| Printing and Binding | $500.00 | $0.00 | $500.00 |  |
|  |  |  |  |  |
| TOTALS | $75,079.00 | $93,796.00 | $168,875.00 |  |

No facility renovations are required to deliver this program. There will be no expenditures to external institutions or organizations for contractual or support services. Funding for equipment necessary to deliver the program has been expended and equipment is in place to deliver the program. Library resources have been budgeted / expended in advance of program initiation as part of the Energy Production and Infrastructure Center initiative. Ongoing library appropriations are sufficient to support the program.

**Evaluation and Assessment**

*Student Learning Outcomes*

As part of the Annual Report, departments must also submit an annual [Student Learning Outcomes Assessment Plan and Report.](Supporting%20Docs/SLOs%20Asst.%20Plan%20%26%20Report%202015%20Template.pdf) For each program this report documents student learning outcome assessment plans (which consist of student learning outcomes, effectiveness measures, assessment methodology, and performance outcomes), assessment data, changes made based on assessment data, and the impact of changes on student learning. Student learning outcomes for programs offered through the online delivery mode are the same as for programs offered face-to-face. Student Learning Outcomes Assessment Plans and Reports from all colleges at both the undergraduate and graduate levels and from online and face-to-face delivery modes are required to be completed. [A Student Learning Outcomes Assessment Plans for the Graduate Certificate in Languages and Culture Studies (GCLCS): Translating](Supporting%20Docs/GRAD_CERT_2017_SLOs%20Asst_Plan%26Report%26Scoring_Rubric.pdf)  is provided.

UNC Charlotte utilizes a decentralized model for student learning outcomes assessment.  Assessment Leads are appointed to oversee student learning outcomes assessment. Assessment Leads work with department chairs on the development of student learning outcomes assessment plans and evaluation rubrics, documentation of assessment data, and the use of assessment data for continuous improvement.  The Director of Assessment provides training and guidance to the Assessment Leads.  The Director also chairs the Academic Affairs Assessment Team (AAAT) which oversees the student learning outcomes assessment processes at UNC Charlotte.

*Planning*

Each year, each division develops expected outcomes and measurement plans to assess the accomplishment of its goals and objectives. Upon completion, the units subsumed in each division will align their plans with the division plans. At the division level, vice chancellors use [report templates](Supporting%20Docs/2015-20%20Strategic%20Plan%20Template.pdf) and scorecards to note the accomplishment of division goals and objectives and continuous improvement. The Institutional Effectiveness Oversight Committee (IEOC) uses these completed reports and scorecards to annually review and prepare a [University scorecard](Supporting%20Docs/University%20Scorecard%20%202011-2016.pdf) of findings to the Chancellor for discussion with his Cabinet.

As indicated previously, all colleges and departments within Academic Affairs complete five-year strategic plans. In addition, colleges and departments submit an Annual Report which highlights the major accomplishments for the year. A [strategic plan and report](Supporting%20Docs/LCS%20Strategic%20Plan%202015-2020%20follow%20up%202016.pdf) from the Department of Languages and Culture Studies is provided. These reports are used to complete the Academic Affairs Annual [Highlights](Supporting%20Docs/Highlight%202015-2016.pdf).