

## Program Proposal for a Minor

1. Name of the proposed minor.

Spanish Translation and Interpretation Studies

2. Name of the department(s) involved.

World Languages and Cultures

3. Name of contact person(s).

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4. General description of the minor.

The new undergraduate minor in Spanish Translation and Interpretation Studies is designed for intermediate-high to advanced-mid learners of Spanish who seek specialized training leading to a credential for professional work in the field of translation and interpretation. A minor in Translation and Interpretation will develop students' analytical skills, linguistic competence, cultural literacy, and knowledge of professional cultures in the Spanish-speaking world. Given the increased presence of Spanish-speaking populations in the U.S. and the needs of Iowa businesses to communicate and collaborate with these audiences, students minoring in translation and interpretation would be well positioned for excellent employment in the U.S. Since no major or minor in Spanish translation and interpretation exists in any of the Iowa Regents universities and there is no state-wide licensure in translation and/or interpretation, this minor responds to student demand and meets workforce needs. The minor also aligns with the Department of World Languages and Cultures initiatives related to the marquee Languages and Cultures for Professions (LCP) program. The minor offers a comprehensive, systematic, and in-depth study on topics in translation and interpretation studies, concentrating on both the theoretical and practical aspects. Courses furthermore study and perform translation and interpretation in the context of Spanish-speaking professional cultures. Students choosing this minor learn about cultural heritage, business, science and technological fields, and social transformations, while also developing critical thinking skills, advanced linguistic competence, and cultural awareness. All courses in the minor will be offered completely in Spanish and concentrate on the technical and specialized aspects of language within various Hispanic cultures.

5. Need for the proposed minor.

Over the last decade, ISU has seen a significant increase in Spanish students interested in applied language, professional topics, and contemporary culture. While enrollment in traditional language majors and minors declines, interest in Spanish for Special Purposes (SSP) programs such as LCP continue to grow. As a result, a majority of language majors in the Department of World Languages and Cultures have chosen applied language coursework that is offered under the LCP umbrella over traditional literary and culture courses. Along with the LCP growth, the department has intentionally steered resources to new professions-based courses, and whereas many of these historically had only one section per year, today such courses as "Spanish Conversation and Composition: for Professionals" (Span 303B), Spanish for Global Professionals (Span 304), Spain Today (Span 323), Latin America Today (Span 324), and Introduction to Spanish-English Translation (Span 351) are offered each semester, often with multiple sections and both face-to-face and online. Others, like Contrastive Analysis (Span 462) and Contemporary Spanish Linguistics (Span 463), have been revived and redeveloped to capitalize on student interest. The largest enrollments among all of these are currently in Span 304 and Span 351 (each with 4+ sections each year, 120 students), indicating again strong student demand and satisfaction. These courses as well as Span 303B and 323 are also offered on popular WLC study abroad options such as the ISU on the Mediterranean – Summer in Valencia, Spain or semester program in Cáceres, Spain.

At the same time, a minor in translation and interpretation aligns not only with current departmental teaching strengths, but also with our stated goal of expanding SPP options that align with LCP. Along these lines, in recent years, we have redeveloped courses related to LCP (Spanish Conversation and Composition: for Professionals), developed new offerings (Span 302: Mini-Modules for Professionals), added coursework in interpretation (Span 354: Introduction to Spanish-English Interpretation) while also expanding study abroad and international internships related to translation and interpretation. The proposed minor fits nicely with these recent developments, draws entirely on existing coursework and therefore does not require any additional resources, and further strengthens the LCP option.

Over the years, the WLC has improved the content of our courses and we have added more courses to our curriculum. One of the suggestions from a Modern Language Association (MLA) 2007 report is to transform the language curriculum for our graduates to be better prepared for their professions. The report recommended that universities prepare students to have “translingual and transcultural competence” (page 4) to be able to work with two languages with some fluency rather than expecting students to reach native speakers’ competence. Today, our students are better prepared for the workplace because they have the opportunity for a variety of experiential learning opportunities, from fieldwork options and international internships in the target language, to improving language abilities through community-based projects.

The department routinely fields requests from students for a minor in translation and interpretation, further demonstrating demand. And while students could carve out a minor in translation and interpretation from among the already-offered courses, this would not carry the valuable credential that a minor in these areas would, which is clearly recognizable to students and employers. In fact, it should also be noted that U.S. business and industry demands increased language and culture proficiency of their employees, and many are seeking employees with the technical and specialized skills that translation and interpretation affords. A [recent survey](#) conducted by one of our leading associations, the American Council on the Teaching of Foreign Languages (ACTFL), noted that:

- 9 out of 10 employers in the United States rely on employees with skills other than English and Spanish has the highest demand among these.
- 90% of companies need people with skills other than English, and one third report a “high dependency” on employees with these skills, and almost 70% of employer demand is to meet needs that are either “domestic only” or “mostly domestic.”
- 56% of employers say that their foreign language demand both increased over the past 5 years and will continue to increase over the next 5 years.
- 1 in 3 language-dependent businesses reported a language skills gap, and 1 in 4 U.S. employers lost business because their employees lacked the necessary language skills.

The ACTFL 2019 annual [report](#) makes it very clear that the lack of “foreign language skills [has an] impact on the bottom line,” page 4. WLC continues to seek to fill the employment and skills gap through the LCP program, but for those students who are unable to complete an entire major in applied language, a minor in translation and interpretation will still make them competitive for great jobs both in the U.S. and abroad. The Department of World Languages and Cultures therefore addresses these issues and makes students more socio-culturally aware and more competitive in the job market through in-depth and informed study of Spanish language and Hispanic cultures.

## **6. Objectives of the proposed minor including the student learning outcomes and how the learning outcomes will be assessed.**

The minor is designed to provide an excellent background for translation and interpretation careers which include nearly all business and industry areas as well as education, health, hospitality management, and others. Some students, after completing the program, may consider continuing into graduate programs in translation and interpretation or seek licensure in another state (since Iowa does not offer one). After completing the minor in Translation and Interpretation, students will be able to:

- Describe the relationship between language, individuals, and society, in the context of the characteristics of Spanish in contact with English, and explain how language use impacts that relationship.
- Distinguish between the dialects of Spanish and explain the cultural significance of terminology
- Recognize various professional fields relevant to the Spanish-speaking world and the cultural differences connected to these fields, and effectively produce relevant and specialized translations and/or interpretations.
- Develop advanced-level Spanish oral and written skills that will facilitate the proper use of linguistic, lexical, formal, and stylistic differences of the language.
- Identify, describe, and critically assess the theoretical and practical implications of translation and/or interpreting, both as disciplines and as professional activities.

To ensure that the minor is meeting these learning outcomes, the Spanish section will annually:

- conduct a language needs analysis to identify strengths and weaknesses of our courses and learn about our student needs. The Spanish faculty will gather specific information (e.g., via anonymous surveys) about the language needs of learners and the results of this information will help us with language syllabus design.
- continue applying different linguistic approaches (trial-and-error, teacher scaffolding, process-and-product, etc.) to promote language awareness within the context of natural language processing.
- review the aforementioned outcomes and adjust as courses are added, changed, or deleted from the minor;
- review the outcomes of all courses offered in the minor program and seek to align them with the programmatic learning outcomes mentioned above;
- carefully examine the findings of the Continuous Improvement Plans for all courses eligible for credit in the minor each year and adjust learning outcomes accordingly;
- conduct regular surveys of students who complete the minor to determine their learning vis-à-vis the program outcomes.

#### **7. Relationship of the minor to other programs at Iowa State University.**

Coursework taught predominantly in Spanish remains the purview of the Department of World Languages and Cultures. As a result, currently, there is no program of study involving the Spanish-English translation and interpretation at ISU nor is there a mechanism for building an individualized program through any cross-disciplinary program or particular department.

#### **8. Relationship of the minor to the strategic plans of the university, of the college, and of department or program.**

This minor builds on the core educational mission and strengths of the College of Liberal Arts and Sciences within the LAS signature theme of *Global Citizens, Education, and Technology*. The proposal will contribute to one of the LAS goals to help students “thrive in a global, rapidly changing world” and prepare “culturally literate individuals who are able to live and work effectively in diverse communities” such as those found in both the Spanish-speaking world including the U.S.

The minor also encompasses the LAS Strategic Plan goals for 2017-2022 since it will enhance the education of students by helping them “be successful in the world and in addressing global challenges” and by maximizing their impact and competitiveness. Moreover, it will contribute to the goal of increasing “the effectiveness of LAS communication and outreach programs” by cultivating and expanding relationships around the world, in this case, the Spanish-speaking cultures of the U.S., Europe, Africa, and Latin America. In sum, the minor fits into the LAS commitment to “diversity, inclusion, and cultural competency” as it prepares students to “work successfully in a diverse, globally connected world.”

With respect to the ISU strategic plan, given that the minor being proposed serves to educate and culturally-inform ISU students who may work globally, most of the goals of the ISU Strategic Plan are relevant. In

particular, we cite Sub goal 1.3, “Provide learning opportunities to prepare students for lives and careers in a dynamic, global community.” In courses on interpretation and/or translation, there is an implicit emphasis placed on Hispanic populations in the U.S. Because of its geopolitical importance, the U.S. has been a site of intersection for Spanish-speaking cultures throughout history, and migrations from—and within—the country have enormous consequences on the world. In particular, Spanish-speaking groups who have migrated to the U.S. have contributed to the nation’s ever-growing demographic diversity which has concurrently yielded a need for cultural understanding of these groups by ISU students. Similarly, the countries and regions that constitute Latin America are a focus for specific socio-political, cultural, and economic issues that face the rest of the world—and the U.S. in particular. As such, ISU will benefit in its leadership role by providing skills such as critical thinking and communication on topics that are often considered challenging to students from the U.S. while providing a solid foundation and knowledge on which to build a successful career in the global workplace.

## 9. Comparison of the proposed minor with similar programs at other universities, including the Regent’s universities.

No Iowa Regents university currently offers a minor in Spanish to English translation. However, the University of Iowa does have a minor in [Translation for Global Literacy](#) which includes a theory and practice course taught in English, 2 translation courses that the student chooses based on their language interest (French, German, Japanese, Spanish, etc.) and 2 courses in language, linguistics, literature and culture. It should be noted, however, that some of the course options are taught in English rather than Spanish and most options are related to literary topics. This minor requires completion of coursework entirely in Spanish and focuses on professions.

Des Moines Community College offers a fully online certificate in Interpretation and Translation, but the flexibility in their curriculum is minimal and they do not regularly offer the required courses. In the past, we have tried to collaborate with DMACC, but our requests have gone unanswered.

## 10. Program requirements and procedures, including:

The minor in Translation and Interpretation requires 15 credits from the following three categories. Enough flexibility is built into the minor to allow substitutions based on individual student needs. Required and elective courses are all offered annually.

### **Choose one of the following courses (3 cr.):**

Span 303B: Spanish Conversation for Professionals (3 cr.)

Span 304: Spanish for Global Professionals (3 cr.)

### **The following two required courses (6 cr.):**

Span 351: Introduction to Spanish-English Translation (3)

Span 354: Introduction to Spanish-English Interpretation (3)

### **Choose two of the following courses (6 cr.):**

Span 352: Introduction to Spanish Phonology (3)

Span 462: Contrastive Analysis of Spanish-English for Translators (3)

Span 463: Contemporary Spanish Linguistics (3)

Transfer credit accepted at ISU or credit earned on an ISU-approved study abroad program can apply toward the minor. The minor is intended for students pursuing or holding a baccalaureate degree at ISU and open to any student with proficiency in Spanish that would place them into the 300-level.

Advising for the minor will be handled by existing advisors assigned to the Department of World Languages and Cultures and supported by the advising team in the College of Liberal Arts and Sciences. They currently advise majors in Anthropology, French, German, and Spanish as well as minors in those disciplines as well

as Chinese and Russian. Additionally, the WLC advisers support the LAS Cross Disciplinary Studies programs in American Indian Studies (minor), Classical Studies (major and minor), and U.S. Latino/a Studies (minor) and consult on the International Studies (major and minor). Moreover, they provide support to the other areas taught in WLC: world film studies (minor), Arabic, American Sign Language, Greek, Italian, Latin, Portuguese, and Swahili. As one can see, the WLC advisers are well positioned to advise for the Translation and Interpretation minor as they are well versed on a wide array of offerings, policies, and procedures at Iowa State.

**11. General description of the resources currently available and future resource needs, in terms of:**

No new resources (facilities, collections, student or administrative support, faculty hires, new courses) are needed for this minor. All coursework is currently in place and offered regularly. Most faculty in Spanish would contribute to the minor by either offering the required and elective courses, recruiting students and promoting the program, or by reviewing outcomes and measures on a regular basis. In short, the minor relies on everyone in Spanish for support.

**12. Describe the needs for new resources and/or reallocated resources. Attach to the program proposal memos from the department chair(s), the college dean(s), and other appropriate persons, agreeing to the allocation of new resources and/or the reallocation of resources.**

No new resources are being requested and no reallocations are needed. All of the courses that will comprise the minor concentrations are currently in place and are regularly taught. No new faculty hires are required. At the time of writing, no new courses eligible for inclusion in the minor are being planned separately and this proposal is therefore not dependent upon their ratification. Moreover, sufficient flexibility is built into the minor such that if any existing course cannot be offered, other approved options exist. Administration and advising for the minor will be assumed by the LAS advising team assigned to the Department of World Languages and Cultures as part of its existing portfolio of majors and minors.

**13. Attach to the program proposal, letters of support, recommendations, and statements when appropriate, from programs and departments at ISU which are associated with the proposed program or have an interest in the proposed program.**

Given that all coursework for the minor is taught in Spanish and the curricular focus of the minor is entirely within the Department of World Languages and Cultures, no competing program or even coursework exists at Iowa State.

**14. If the new program is interdisciplinary, a governance document should be created and submitted to the Associate Provost for Academic Programs. Indicate here that it has been completed.**

The proposed minor is not an interdisciplinary (or inter-collegiate) program. Like other programs administered through WLC, responsibility for overseeing the curriculum for the minor will belong to WLC. Any changes to the minor including new courses will be proposed by the Spanish section faculty and will be approved by the WLC Curriculum Committee, followed by the Department Chair.

## Academic Program Approval Voting Record

This document is to be appended as the last page of the proposal for any new or revised academic program to record the successive votes of approval as the proposal moves through its required review and approval steps. Consult Faculty Handbook Section 10.8 or the Faculty Senate Curriculum Committee website for information regarding Committee review and voting requirements for each action.

Curricular Action: (check appropriate boxes below)

1.  New Program     Name Change         Discontinuation     Concurrent Degree for:
2.  Undergraduate Major    Graduate Major     Undergraduate Minor    Graduate Minor  
 Undergraduate Certificate     Graduate Certificate     Other: \_\_\_\_\_
3. Name of Proposed Change: Spanish Translation and Interpretation Studies \_\_\_\_\_
4. Name of Contact Person: Christina Pardo/Chad Gasta e-mail: cpardo@ /gasta@iastate.edu
5. Primary College: LAS \_\_\_\_\_ Secondary College: \_\_\_\_\_
6. Involved Department(s): WLC \_\_\_\_\_  
\_\_\_\_\_

**Voting record for this curricular action:**

Voting Body	Votes			Date of Vote
	For	Against	Abstain	
Dept. or Program Committee	38	0	0	December 16, 2021
LAS College Curriculum Committee	7	0	0	January 21, 2022
College Approval Vote:				
--Faculty Representative Assembly	20	0	0	January 25, 2022
Graduate Council	N/A	N/A	N/A	N/A
Faculty Senate Curriculum Committee	6	0	0	May 4, 2022
Faculty Senate Academic Affairs Council	8	0	0	September 21, 2022
Faculty Senate				