



**ESTABLISHING GRADUATE CERTIFICATES  
ARIZONA STATE UNIVERSITY  
GRADUATE EDUCATION**

**This form should be used by programs seeking to establish a new graduate certificate. All sections should be completed. Current graduate certificate guidelines may be found at [http://graduate.asu.edu/faculty\\_staff/policies/other\\_opportunities](http://graduate.asu.edu/faculty_staff/policies/other_opportunities).**

The graduate certificate is a programmatic or linked series of courses in a single field or one that crosses disciplinary boundaries. The graduate certificate facilitates professional growth for people who already hold the baccalaureate degree and may be freestanding or linked to a degree program. The virtue of the graduate certificate is that it enables the university to respond to societal needs and promotes university interaction with corporate, industrial, and professional communities.

Submit the completed and signed (chairs, unit deans) proposal to the **Office of Graduate Academic Programs** in the Graduate Education office. Mail code: 1003 and electronic copies to [eric.wertheimer@asu.edu](mailto:eric.wertheimer@asu.edu) or [Amanda.Morales-Calderon@asu.edu](mailto:Amanda.Morales-Calderon@asu.edu)

**Please type.**

<b>Contact Name(s):</b> Cynthia Hogue (ENG); Cynthia Tompkins (SILC)	<b>Contact Phone(s): ENG 480-965-2826 (o)</b> SILC (480)727-7275
<b>College: College of Liberal Arts and Sciences (CLAS)</b>	
<b>Department/School: Department of English/School of International Letters and Cultures</b>	
<b>Name of proposed Certificate: Certificate in Literary Translation Studies</b> <b>(Was approved on the academic plan as Certificate in Translation)</b>	
<b>Requested Effective Term and Year: Fall 2014</b> <i>(e.g. Spring 2012)</i>	
<b>Do Not Fill in this information: Office Use Only</b>	
<b>CIP Code:</b>	

**1. OVERVIEW.** Below, please provide a brief overview of the certificate, including the rationale and need for the program, potential size and nature of the target audience, information on comparable programs (at ASU and/or peer institutions), how this program would relate to existing programs at ASU, and any additional appropriate information.

As the second decade of the twenty-first century opens, among the most striking realities now obvious about the century's first decade was the urgent need for those skilled in the craft of translation. The field of translation has a new relevance not only as a literary art, but also as a vital instrument of diplomacy and international business. A five-course, trans-disciplinary graduate certificate program in Literary Translation Studies (LTS), proposed jointly by The Department of English and the School of International Letters and Cultures (SILC), would complement at the graduate level already existing undergraduate certificate programs in SILC and English in Translation (Spanish-specific), European Union Studies, and TESOL. It would provide the opportunity for CLAS to offer graduate students advanced language training as a prerequisite for qualifying for a Certificate in Literary Translation Studies, with existing faculty expertise in professional translation, language and linguistic theory, and literary translation. Most of ASU's peer institutions (University of Illinois/Champaign, for example, University of Rochester, and University of Wisconsin/Milwaukee) and aspirational peer institutions (University of Chicago, NYU) have already well-established and successful graduate programs (MA, MFA, and Graduate Certificates) in Translation Studies, with solid track records in professionalizing students in the field. The Department of English and SILC, together with the Schools of Transborder Studies and Theatre and Film and the Masters of Liberal Studies, have a distinguished roster of faculty with expertise in the field of translation in theory and practice who propose to develop a trans- and interdisciplinary graduate certificate. Such a certificate would offer interested students advanced training and mentorship in what is one of the most globally relevant fields in the twenty-first century.

## 2. ADMINISTRATION AND RESOURCES

- A. How will the proposed certificate be administered (including recommendations for admissions, student advisement, retention etc.)? Describe the administering body in detail, especially if the proposed certificate is part of a larger interdisciplinary agenda. How will the graduate support staff for this proposed certificate program be met?

Although this certificate program may be the first step toward establishing an MA in translation studies in the future, it is not proposed as part of any larger interdisciplinary agenda at this time, and admissions and administration of the program have therefore been simplified to facilitate its running.

The admissions process will be based on verification that all requisites for pursuing the program have been met: applicants who have proficiency in a language other than English (for a description of assessment please see 3.A.), who have a 3.0 GPA, and who have an undergraduate degree from an accredited college or university, or are a current ASU graduate student or a graduate non-degree seeking applicant with demonstrated language proficiency may apply.

To facilitate administration of the program, one unit, SILC, will house and administer the program, maintain the website, and oversee academic progress of all students. The program website will be linked to English (much like English currently provides a link to the Piper Center's website).

Faculty from English and SILC will take turns coordinating the program in concert with the Academic Success Specialist. Cynthia Tompkins from SILC, where the certificate program will be housed, will coordinate the first year, and Cynthia Hogue from English, where the program initiative was spearheaded and developed will coordinate the second year. The coordinators will advise students and work closely with Barbara Tibbets, in SILC, who will process applications for admission, and ensure that admitted students advance in the program, meet course requirements, and file required paperwork in a timely manner.

Although the certificate is not a terminal graduate degree, student progress through the program will be monitored by the Academic Success Specialist as per all graduate degree programs in SILC. Students will be expected to make systematic progress toward completion of their certificate program (they will be encouraged to finish in three years, but they will have up to six years in which to complete the certificate program). Students must maintain a minimum of 3.00 GPA on both the iPOS and Graduate GPAs. If either GPA falls below 3.00, the student will develop, with one of the co-coordinators as their advisor, an academic performance improvement plan that includes the conditions and timeframes for making satisfactory academic progress in the certificate program. Students must satisfy all requirements of the certificate program to be awarded the certificate, including the culminating experience. Not meeting the requirements will result simply in not qualifying to receive the certificate. There will be no formal probationary procedure.

We expect to begin the Literary Translation Studies certificate program with 5 students, and plan to increase the number over the next five years incrementally as follows: Year 1 = 5 students; Year 2 = 7 students; Year 3 = 10 students; Year 4 = 12 students; Year 5 = 15 students. With these are conservative figures, the cycle of ongoing and admission numbers would be the following:  
1st year = 5 admitted;  
2nd year = 7, 2 admitted + 5 ongoing;  
3rd year = 10, 3 admitted + 7 ongoing but 5 graduating;  
4th year = 12, 5 admitted + 5 ongoing but 2 graduating;  
5th year = 15, 5 admitted + 10 ongoing but 3 graduating  
However, some students may graduate in two years, especially those who might have taken courses listed in their respective languages prior to enrollment in the Certificate.

One new course in SILC has been required to implement the Certificate, and that has been submitted to the curriculum changemaker online course proposal submission system. The co-coordinators of the program will meet as advisors with students in their units at least once a semester to ensure that they are on track to meet the requisites of the certificate, and if not, address the problem.

- B. What are the resource implications for the proposed certificate, including any projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this certificate, please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate program.

No extra resources will be needed. Already existing courses will serve as electives offering seats to the Literary Translation Studies certificate students. The program co-coordinators will receive credit for service, but will otherwise not be remunerated. That arrangement will be reviewed once program success can be evaluated, and if an MA in translation studies is at some point established in the future.

### 3. ADMISSIONS PROCEDURES AND CRITERIA

- A. **Admission criteria** – Applicants must meet the admissions criteria for Graduate Education office. Please also include any other additional admission requirements, e.g. type of undergraduate degree, minimum GPA, tests and/or entry-level skills that are required for this certificate program. ([http://graduate.asu.edu/faculty\\_staff/policies/admissions](http://graduate.asu.edu/faculty_staff/policies/admissions))

Students eligible for admission into the Literary Translation Studies Certificate Program will be both degree seeking students as well as non-degree seeking students at ASU.

Students eligible for admission into the Literary Translation Studies Certificate Program will meet the following eligibility requirements:

- Have an undergraduate degree from an accredited college or university, or be a current ASU graduate student or non-degree seeking applicant with demonstrated language proficiency. Because this is a certificate program in *literary* translation, it is to be expected that the majority of students applying for admission may be drawn from a discipline in the humanities or the fine arts (for example, English, History, Theatre, or modern or classical languages taught in SILC). However, prospective students from any discipline who would find intensive study of literary translation of use and interest, and who meet the required criteria, may apply.
- Have a minimum cumulative GPA of 3.00 or higher (scale is 4.0=A) in the last 60 hours of a student's first bachelor's degree program. Minimum of 3.00 cumulative GPA (scale is 4.0 = A) in the applicable Master's degree.
- Non-CLAS students must fulfill the requisite language requirements for admission, but the language requirements can have been fulfilled at the undergraduate level at ASU or another accredited institution.
- Have knowledge of a language other than English, a minimum of 6 semesters of a second language, or the equivalent (for example, Advanced Placement [AP] in high school).

OR

- Have passed a language proficiency exam achieving advanced level in the target language. The language proficiency test in reading and writing will be administered by the relevant language program (i.e. French, German, Italian, Spanish, etc.).
- All students must attain advanced level (equivalent of advanced ACTFL- approximately equivalent to 6 semesters of undergraduate study), in reading and writing as measured by a written exam in the target language (i.e. French, German, Italian, Spanish) as a prerequisite for taking SLC 551. See ACTFL (<http://actflproficiencyguidelines2012.org/>)

English Proficiency Requirement for International Applicants: **(See Graduate Education policies and procedures)** ([http://graduate.asu.edu/admissions/international/english\\_proficiency](http://graduate.asu.edu/admissions/international/english_proficiency))

Required Admission Examinations:  GRE  GMAT  Millers Analogies  None required

## B. Application Review Terms

Indicate all terms for which applications for admissions are accepted and the corresponding application deadline dates, if any:

**To select desired box**, place cursor on the left side of the box, right click mouse, select **Properties**, under **Default Value** select **Checked**, press **OK** and the desired box will be checked

Fall      Deadline (month/year): rolling deadline

Spring      Deadline (month/year): rolling deadline

## C. Projected annual admission/enrollment

How many students will be admitted immediately following final approval of the certificate? What are enrollment projections for the next three years?

There is great demand for the undergraduate certificate in Technical Translation offered by SILC (Spanish-only), which is specific to professional and technical translation (the first class of students enrolling for that certificate was 20 and only 50% of current applicants qualify for acceptance). Therefore, we expect that there will be solid interest beginning with Year 1 for a translation certificate at the graduate level, but are estimating on the side of caution, in order that we have the time to do student outreach and build the program. Year 1 = 5 students; Year 2 = 7 students; Year 3 = 10 students

## 4. ACADEMIC REQUIREMENTS

A. Minimum credit hours required for certificate (15 credit hour minimum)

15 credit hours

B. Please describe the primary course delivery mode, (e.g., online, face-to-face, off-site etc.). Please note: If this proposed initiative will be offered completely online, clearly state that in this section.

All courses will be delivered *primarily* in face-to-face classes, although the core courses in theory and practice may lend themselves to being developed in on-line versions in time.

C. As applicable, please describe culminating experience required (e.g., internship, project, research paper, capstone course, etc.)

The culminating experience will be a high quality, polished project in literary translation of thirty pages of prose or twenty pages of poetry, in the student's field, prepared as if for publication (with a proposal that includes theoretical reflection), CV, and cover letter). This project will have prospects for publication in the future, and significant potential to contribute to the field of literary translation.

D. What knowledge, competencies, and skills (learning outcomes) should students have when they graduate from this proposed certificate program? Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

Graduates of the LTS certificate program will demonstrate skill, competence, fluency and knowledge by being able to translate works from a second language into English or from English into another language such as Chinese, French, Italian, German, Japanese, Spanish, etc. Graduates of the LTS certificate program will demonstrate advanced knowledge of translation theories and translation competence by being able to translate works from a

second language into English or from English into another language (as listed above) in a final project. The successful student will complete an applied project of thirty pages of prose or twenty pages of poetry. Graduates of the LTS certificate program will be prepared to publish their high quality, polished final project, because they have been trained to prepare the translation, CV, and cover letter, by their director. Some graduates, always depending on language proficiency, will be prepared to become professional commercial literary translators.

- E. How will students be assessed and evaluated in achieving the knowledge, competencies, and skills outlined in 4.D. above? Examples of assessment methods can be found at (<http://www.asu.edu/oue/assessment.html>).

Students graduating from the Literary Translation Studies certificate (LTS) program will demonstrate skill, competence, fluency and knowledge by being able to translate works from a second language into English or from English into another language.

Students graduating from the LTS program will be able to summarize/discuss/and critique significant theories of translation.

Students graduating from the LTS program will have undertaken an ambitious project in literary translation. The project consists of a translation from a source language into a native language. One of the languages (either source or native) must be English. Students register for ENG 593 or SLC 593 Applied Project. The student will work with one major faculty, one second reader (usually, one in the source language and one in the target language). The product should be “publishable-grade,” high quality, polished, prepared as if for publication (with a proposal that includes theoretical reflection), CV, and cover letter). This project will have prospects for publication in the future, and significant potential to contribute to the field of Literary Translation Studies.

- F. Please state the satisfactory student academic progress standards and guidelines (including any time limits for completion).

Students must maintain a 3.0 GPA in all course work, and should complete the course of study (15 credits) within 3 years but may not go over 6 years.

- G. Will this proposed certificate program allow sharing of credit hours from another ASU degree program to be used as part of this certificate program? (Please note that a maximum of 9 hours taken as a non-degree student at ASU, including as a part of a certificate program, may be used towards a future graduate degree at ASU).

Yes, up to 9 hours.

- H. Below, please list all required and elective courses in the appropriate boxes (you may attach additional pages if necessary).

Please ensure that all new core course proposals have been submitted to the Provost's office through the Curriculum ChangeMaker online course proposal submission system before this initiative is put on the University Graduate Council and CAPC agendas. Please note: a minimum of 2/3 of the courses required for a graduate certificate must be at the 500-level or above.

Required Courses			Credit Hours
(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total)  6

ENG 550	Translation	no	3
SLC 551	Global Approaches to Translation	yes	3
<b>Electives</b> <b>(students choose 2 courses from the list below)</b> <i>n.b. Although the following courses may be extended as new courses are developed in SILC, electives should come from two categories: a non-English language course and a Genre course.</i>			<b>Credit Hours</b>
<i>(Prefix &amp; Number)</i>	<i>(Course Title) n.b. The following sample elective course list is not exhaustive, and includes, but is not limited to the courses listed as follows:</i>	<i>(New Course?) Yes or No?</i>	<b>(Insert Section Sub-total)</b>  <b>6</b>
CHI 543	Chinese Language and Linguistics	no	3
CHI 691	Seminar Topic: Critical Perspectives on Modern Chinese Literature	no	3
LIN 510	Linguistics	no	3
FRE 421/598	Structure of French	no	3
FRE 598	Special Topic: Text and Performance in Medieval France	no	3
JPN 543	Japanese Language and Linguistics	no	3
THE 504	Studies in Dramatic Theory and Criticism	no	3
SLC 494/598	Special Topic: Interdisciplinary Approaches to Syntax	no	3
SLC 429/598	Topic: Politics and Culture in European Short Fiction	no	3
SPA 539	General Spanish Linguistics	no	3
SPA 543	Structure of Spanish	no	3
SPA 565	20th-Century Spanish Drama	no	3
SPA 567	Contemporary Spanish Novel	no	3
TCL 446/ 598	Comparative Bilingual Latina/o Poetics	no	3
TCL 488/598	Border Global Narratives	no	3
TCL445/598	Transborder Latin American Short Story (Spanish Language only)	no	3
GER 521	History of German Language	no	3
GER 494/598	Special Topic: Weimar German Cinema	no	3
GER 494/598	Special Topic: German Modernism	no	3
SPA575	Contemporary Spanish American Novel	no	3
ENG 656	Studies in Cross-Cultural Discourse	no	3
ENG 603	Advanced Studies in Comparative Literature	no	3

<u>Culminating Experience (if applicable)</u>	<u>Credit Hours</u> (Insert Section Sub-total) <b>3</b>
ENG 593 Applied Project <b>OR</b> SLC 593 Applied Project	3
<b>Total required credit hours</b>	<b>15</b>

**5. PRIMARY FACULTY PARTICIPANTS** - Please list all primary faculty participants for the proposed certificate, including home unit and title. You may attach additional pages if necessary.

<b>Name</b>	<b>Home Unit</b>	<b>Title</b>
Mark Cruse	SILC	Associate Professor
Cynthia Hogue	English	Professor
Hilde Hoogenboom	SILC	Assistant Professor
Elizabeth Horan	English	Professor
Joe Lockard	English	Associate Professor
Richard Newhauser	English	Professor
Ileana Orlich	SILC	Professor
Helene Ossipov	SILC	Associate Professor
David W. Foster	SILC	Regents Professor
Cynthia Tompkins	SILC	Professor
Barbara Lafford	SILC	Professor
Gitta Honegger	Theatre and Film Studies	Professor
Elly Van Gelderen	English and Linguistics	Regents Professor
Marta Sanchez	TCL	Professor
Paul Morris	Liberal Studies	Director of MLS
<b>Affiliated Faculty:</b>		
Paul Kei Matsuda	English (Applied Linguistics/TESOL)	Professor
Claudia Sadowski Smith	English and Comp. Lit.	Associate Professor
Robert Bjork	English	Professor
Daniel Gilfillan	SILC	Associate Professor

**6. REQUIRED SUPPORTING DOCUMENTS**  
(Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

Please include the following with your proposal:

- A. Sample plans of study for students in the proposed program

**B. Statements of support from all deans and heads of impacted academic units**

**7. APPROVALS -** If the proposal submission involves multiple units, please include letters of support from those units.

DEPARTMENT CHAIR or SCHOOL DIRECTOR (PRINT/TYPE) See attached	
SIGNATURE	DATE

DEAN (PRINT/TYPE) See attached	
SIGNATURE	DATE

The following section will be completed by GC following the recommendations of faculty governance bodies.

VICE PROVOST FOR GRADUATE EDUCATION	
SIGNATURE	DATE

**Please note:** Proposals for new certificates also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate, and the Office of the Provost before they can be put into operation.

**The final approval notification will come from the Office of the Provost.**



## **(NEW GRADUATE INITIATIVES)**

### **PROPOSAL PROCEDURES CHECKLIST**

Academic units should adhere to the following procedures when requesting new curricular initiatives (degrees, concentrations or certificates).

**Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals.**

- Establishment of new curricular initiative requests; degrees, concentrations, or certificates
- Rename requests; existing degrees, concentrations or certificates
- Disestablishment requests; existing degrees, concentrations or certificates

**Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval.**

- Additional information can be found at the Provost's Office Curriculum Development website: [Courses link](#)
- For questions regarding proposing new courses, send an email to: [courses@asu.edu](mailto:courses@asu.edu)

**Prepare the applicable proposal template and operational appendix for the proposed initiative.**

- New degree, concentration and certificate templates (contain proposal template and operational appendix) can be found at the Provost's Office Curriculum Development website: [Academic Programs link](#)

**Obtain letters or memos of support or collaboration. (if applicable)**

- When resources (faculty or courses) from another academic unit will be utilized
- When other academic units may be impacted by the proposed program request

**Obtain the internal reviews/approvals of the academic unit.**

- Internal faculty governance review committee(s)
- Academic unit head (e.g. Department Chair or School Director)
- Academic unit Dean (will submit approved proposal to the [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu) email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

**Additional Recommendations** - All new graduate programs require specific processes and procedures to maintain a successful degree program. Below are items that the Graduate Education office strongly recommends that academic units establish after the program is approved for implementation.

**Set-up a Graduate Faculty Roster for new PhD Programs** – This roster will include the faculty eligible to mentor, co-chair or chair dissertations. For more information, please go to [http://graduate.asu.edu/graduate\\_faculty\\_initiative](http://graduate.asu.edu/graduate_faculty_initiative).

**Establish Satisfactory Academic Progress Policies, Processes and Guidelines** – Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to [http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies) and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures.

**Establish a Graduate Student Handbook for the New Degree Program** – Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook provided to students when they are admitted to the degree program and published on the website for the new degree gives students this information. Include in the handbook the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and provide a link to the Graduate Policies and Procedures website. Please go to [http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies) to access Graduate Education Policies and Procedures.

## Appendix A: Sample Plans of Study for the Literary Translation Studies Certificate

- |    |             |  |       |
|----|-------------|--|-------|
| 1) | SLC 551     | Global Approaches to Translation         | 3 hrs |
|    | ENG 550     | Translation                              | 3 hrs |
|    | GER 494/598 | ST: Weimar German Cinema                 | 3 hrs |
|    | THE 504     | Studies in Dramatic Theory and Criticism | 3 hrs |
|    | SLC 593     | Applied Project                          | 3 hrs |
|    |             | <b>Total = 15 hours</b>                  |       |
| 2) | SLC 551     | Global Approaches to Translation         | 3 hrs |
|    | ENG 550     | Translation                              | 3 hrs |
|    | SPA 543     | Structure of Spanish                     | 3 hrs |
|    | SPA 575     | Contemporary Spanish American Novel      | 3 hrs |
|    | SLC 593     | Applied Project                          | 3 hrs |
|    |             | <b>Total = 15 hours</b>                  |       |
| 3) | SLC 551     | Global Approaches to Translation         | 3 hrs |
|    | ENG 550     | Translation                              | 3 hrs |
|    | TCL 446/598 | Comparative Bilingual Latina/o Poetics   | 3 hrs |
|    | SPA 539     | General Spanish Linguistics              | 3 hrs |
|    | SLC 593     | Applied Project                          | 3 hrs |
|    |             | <b>Total = 15 hours</b>                  |       |
| 4) | SLC 551     | Global Approaches to Translation         | 3 hrs |
|    | ENG 550     | Translation                              | 3 hrs |
|    | LIN 510     | Linguistics                              | 3 hrs |
|    | CHI 543     | Chinese Language and Linguistics         | 3 hrs |
|    | SLC 593     | Applied Project                          | 3 hrs |
|    |             | <b>Total = 15 Hours</b>                  |       |
| 5) | SLC 551     | Global Approaches to Translation         | 3 hrs |
|    | ENG 550     | Translation                              | 3 hrs |
|    | FRE 421/598 | Structure of French                      | 3 hrs |
|    | ENG 603     | Advanced Studies in Comp. Lit.           | 3 hrs |
|    | ENG 593     | Applied Project                          | 3 hrs |
|    |             | <b>Total = 15 Hours</b>                  |       |

## COLLEGE OF LIBERAL ARTS AND SCIENCES APPROVAL

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**From:** Paul LePore  
**Sent:** Tuesday, May 21, 2013 8:16 AM  
**To:** [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu)  
**Cc:** Jenny Smith; Paul LePore  
**Subject:** Graduate Certificate in Literary Translation Studies - (on Academic Plan listed as Certificate in Translation )

Please accept the enclosed proposal requesting the creation of a graduate certificate in Literary Translation Studies.

Thank you.

PL

**PAUL C. LEPORE, Ph.D.**  
Associate Dean  
**College of Liberal Arts and Sciences**  
Foundation Building, Suite 110

Arizona State University | P.O. Box 876605 | Tempe, Arizona 85287-6605  
480.965.6506 | Fax: 480.965.2110 | e-mail: [paul.lepore@asu.edu](mailto:paul.lepore@asu.edu)

**ASU College of Liberal Arts and Sciences** — *Transforming learning, discovery and lives*

**From:** Jenny Smith  
**Sent:** Monday, May 20, 2013 3:06 PM  
**To:** Paul LePore  
**Subject:** Graduate Certificate in Literary Translation Studies - (on Academic Plan listed as Certificate in Translation )

Paul,

The attached proposal to establish a graduate certificate in Literary Translation Studies was approved by the CLAS Curriculum Committee and Senate. Please forward the proposal with your approval to [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu)

Thanks,  
Jenny



December 12, 2012

The Department of English and I give our full support to the development of a transdisciplinary graduate Certificate in Translation.

Sincerely,

A handwritten signature in cursive script, appearing to read "Maureen Daly Goggin".

Maureen Daly Goggin, Chair  
Professor, Rhetoric

Department of English  
Arizona State University  
PO Box 870302 Tempe, AZ 85287-0302  
(480) 965-3535 Fax: (480) 965-3451  
<http://www.asu.edu/cas/english>

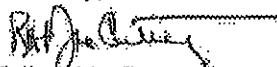
March 27, 2013

Professor Cynthia Hogue  
English  
Arizona State University  
Tempe, AZ 85287

Dear Professor Hogue:

I am writing to offer enthusiastic support for the Certificate in Translation that you have worked so hard to create. This new certificate will allow interested students to study and train in translation and makes maximum and creative use of ASU strengths in English, SILC, and elsewhere. I look forward to working closely with our colleagues in English and SILC on this program and to increased cooperation among our faculty members.

Sincerely,

  
Robert Joe Cutter  
Director

**Carlos Velez-Ibanez**

**Sent:** Thursday, December 06, 2012 7:15 PM  
**To:** Cynthia Hogue  
**Cc:** marta sanchez [marta.sanchez@asu.edu]  
**Importance:** High

Dear Professor Hogue:

The School of Transborder Studies fully supports the implementation of the Certificate in Translation Studies at both levels of literary translation and as an instrument of international and national communication. I am happy to support Prof. Marta E. Sánchez' participation through the inclusion of some of her courses in this Certificate in the CLAS Graduate College.

Carlos G. Vélez-Ibáñez, Ph.D.

Regents' Professor and Director of the School of Transborder Studies

Motorola Presidential Professor of Neighborhood Revitalization

Professor School of Human Evolution and Social Change

**School of Transborder Studies**

480 965-4908

Arizona State University

<SPAN style="mso-fareast-font-family: 'Times New Roman'; mso-bidi-font-family: Calibri; mso-bidi-theme-font: minor-latin;

## **translation certificate**

**Paul Morris**

**Sent:** Thursday, December 13, 2012 2:18 PM

**To:** Cynthia Hogue

I write in support of the translation certificate. I've team taught literary translation with Prof. Hogue several times now and we've seen a number of students go on to publish translations that began as class assignments and projects. We've also met and spoken with translators from other schools and have found that translation certificates are becoming increasingly common and popular across the country. The addition of this certificate and program of study will help students focus on translation theory, issues and applications while enriching the university's scholarly offerings. Within the Master of Liberal Studies program we've had students with language proficiencies (Serbian, Russian, Spanish and other language) who would be interested in adding these classes to their programs of study.

Sincerely,

Paul Morris,  
director, Master of Liberal Studies



SCHOOL OF THEATRE AND FILM

December 14, 2012

TO: Professor Cynthia Hogue, Department of English  
FROM: Jacob Pinholster, Director  
RE: Translation Certificate in Literary and Professional Translation

Dear Professor Hogue:

The Department of Theatre and Film fully supports the implementation of the Certificate in Translation Studies at both levels of literary and professional translation. I am happy to support Prof. Gitta Honegger's participation through the inclusion of one of her courses in this Certificate in the CLAS Graduate College.

Sincerely,

A handwritten signature in black ink, appearing to read "Jacob Pinholster". The signature is fluid and cursive, with a long horizontal line extending to the right.

Jacob Pinholster  
Director, School of Theatre and Film