

CURRICULUM PROPOSAL

APPROVAL PAGE

Proposal Title: CEL DESIGNATION PROPOSALS

College: LIBERAL ARTS

Department: COLLEGE OF LIBERAL ARTS

DEPARTMENT CHAIR- ANADELI BENCOMO

I have read the enclosed proposal and approve this proposal on behalf of the department.

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR – SELFA A. CHEW-MELENDZ

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

_____02/03/2025_____

Date

COLLEGE DEAN – ANADELI BENCOMO

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date



The University of Texas at El Paso
CoLART Community Engagement & Leadership (CEL) Designation Program Application

DTN 1032859 Submit Date 11/6/2024

Name	Aragones, Adrian	SPRIDEN	80224616
UserID	aaragones	Title	Asst Professor of Instruction
EMPL ID	6001163346	Email	aaragones@utep.edu
Dept	Chicano Studies	College	Liberal Arts
		Program	Chicano Studies
Dept. Chair	Irma Montelongo	Dean	Anadeli Bencomo
		Chair	Selfa Chew-Melendez

Form Type: Renew

Term, Year this form applies to: Spring 2025

Course Title: Latino Presence in the US Course Prefix/Abbreviation (Ex: HIST 1302): CHIC 2302

CRN (if known):

Faculty

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming term.

Department Chair

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

	Participants	Signature	Completed	Status	Result	Comments
Initiator	Aragones, Adrian		11/6/2024 8:28 AM	Completed		
Notify	11/6/2024 8:28 AM					
	Aragones, Adrian		11/6/2024 8:28 AM	Notified		
Department Chair	11/6/2024 8:28 AM					
	Montelongo, Irma V		11/6/2024 10:54 AM	Completed	Approve	



Workflow

Workflow Status *Active* Workflow Started 11/6/2024 Workflow Ended - Priority 1

Participants	Signature	Completed	Status	Result	Comments
▼ Initiator					
Aragones, Adrian		11/6/2024	Completed		
▼ Notify 11/6/2024 8:28 AM					
Aragones, Adrian		11/6/2024	Notified		
▼ Department Chair 11/6/2024 8:28 AM					
Montelongo, Irma V		11/6/2024	Completed	Approve	



DTN 1042754 Submit Date 1/13/2025

Name	Delmar, Valeria B	SPRIDEN	80206014
UserID	vbarraza2	Title	Senior Coordinator
EMPL ID	6001204441	Email	vbarraza2@utep.edu
Dept	Language and Linguistics	College	Liberal Arts
		Program	Latin-US and Linguistics
Dept. Chair	Annie Tremblay	Dean	Anadel Bencomo
		Chair	Selfa Chew-Melendez

Form Type: Application

Please plan to attach your proposed syllabus at the end of this form.
(See the "Faculty Syllabus Design Guide" for additional guidance).

https://www.utep.edu/liberalarts/_files/docs/resources/cel-syllabus-design-guide.pdf

Term, Year this form applies to:	Spring 2025	Course Title:	Senior Project in Translation and Interpreting	Course Prefix/Abbreviation (Ex: HIST 1302):	TRAN 4390
CRN (if known):	22134	Level	Undergraduate	Department or Program:	Minor in Translation and Interpreting

Do you have multiple sections of the same course? (Ex: HIST 1301-CRN 12345, HIST 1301-12346) No

Is the course cross-listed? No

Rational for assigning the CEL attribute to this course:

The course being proposed as a Liberal Arts "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Designation Program must fulfill the following requirements. Please describe how the proposed course meets each requirement.

The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.

Historically, TRAN 4390 – Senior Project in Translation has always been a service-learning endeavor involving a community agent, which has allowed students to put into practice all the theoretical knowledge they attained during the previous semesters in their Translation and Interpreting Minor. We now seek to formalize this community engagement under the CEL designation. The course will require 20 hours of engagement activities, particularly focused on entities in community advocacy, healthcare, and the judiciary. However, students will have an opportunity, should they take the requisite initiative, to propose their own engagement entity. Instructor will have ultimate discretion and approval. Students will be afforded the opportunity to choose among translation, interpretation, or translation and interpretation. In the case students choose translation, the ensuing deliverable will be made available to the community. In the case students choose interpreting, the 20+ engagement hours will suffice to fulfill this requirement.

What percentage of time will the above engagement hours and deliverables comprise for this course?

I expect students will spend about eighty-five (85) percent of the course planning, doing outreach, executing their hours, reflecting, writing their reports, and it will all culminate in a formal presentation attended by their peers and community partners.

What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)?

Eighty-five (85%) percent of the final grade.

How will these elements be assessed?

For these elements only, grades will be based on six (6) written reports in varying lengths and one major presentation (both oral and in PowerPoint). The four assignments below will be based on the 20+ hours of community engagement and reflection activities, which amounts to 85% of the total grade. Students will have periodic check-ins with the instructor as an opportunity to reflect on their Project progress and chart the next steps.

- 15% Project Prospecting and Proposal. Students will be responsible for thinking deeply about what Senior Project to tackle and for independently reaching out to community partners.
- 15% Project Progress Reports. Students will submit three (3) progress reports throughout the semester that will culminate in the final written report. These cannot be made up, as they are critical in keeping student on track as well as the instructor informed.
- 25% Project Written Report. Students will submit a comprehensive written report of their Senior Project that will showcase their work, methodology, challenges encountered, and the strategies used to overcome them.
- 30% Project Presentation. Students will submit and present a PowerPoint of their project that will showcase highlights from their 20+ hours of community engagement, to include samples of their translations and/or interpretations and discuss the impact of their project on the target audience and community. The presentation will be attended by their peers and community partners.

What is the “alternative engagement” activity requirement for students experiencing extenuating circumstances?

Thankfully, translation work is quite flexible in terms of when and where it can be done. As such, should there be extenuating circumstances, the students will have the opportunity to work closely with instructor to either make the process more efficient or extend deadlines, where possible. There can be an alternative writing assignment option for students who are unable to participate more directly, such as for students with special CASS requirements and/or any students who do not meet the release or contract form requirements.

How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?

By sharing their linguistic abilities of Spanish-English translation and/or interpreting in a real-life setting with a community partner and reflecting on it through various exercises, students' service hours and deliverables will contribute to the following learning objectives:

- Develop critical thinking and problem-solving abilities
- Build communication and collaboration skills
- Increase social justice and social responsibility awareness
- Practice initiative and responsibility
- Community-based research skills and knowledge

Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?

Paso del Norte Children's, El Paso County Court, Amanecer People's Project are the frontrunners for this particular semester (Spring 2025). However, I plan on sharing a list of active community partners with the students and empowering them to consider others as well—particularly through UTEP's Center for Community Engagement (CCE)—depending on the student's personal interests and goals. I do have guidelines in place for selecting a community partner and will work with both the student and community partner, so said guidelines are followed by both parties. As instructor in the course, I will have ultimate discretion and deciding authority.

Are there faculty members within your department(s) able and willing to teach this course in this format? If so, please provide their name(s) and department information.

I'm currently the only faculty member teaching this course in this format, however, I'll be happy to share my resources with colleagues, should they need them.

Please attach syllabus and CEL approval form for this course

For additional guidance please visit the Faculty Syllabus Design Guide.
<https://www.utep.edu/liberalarts/files/docs/resources/ce/ce-syllabus-design-guide.pdf>

Please attach your signed CEL approval form.

For additional guidance please visit the Faculty Syllabus Design Guide.
<https://www.utep.edu/liberalarts/resources/faculty-staff-resources/ce/ce-approval-page.pdf>

Department Chair

I have read the enclosed proposal and approve this proposal on behalf of the department.

Curriculum Committee Chair

I have reviewed the enclosed proposal and approve its submission to the college curriculum committee.

	Participants	Signature	Completed	Status	Result	Comments
Initiator						
	Delmar, Valeria B		1/13/2025 1:12 PM	Completed		
Notify	1/13/2025 1:12 PM					
	Delmar, Valeria B		1/13/2025 1:12 PM	Notified		
Department Chair	1/13/2025 1:12 PM					
	Tremblay, Annie C		1/13/2025 1:54 PM	Completed	Approve	
CommitteeChair	1/13/2025 1:54 PM					
	Chew-Melendez, Selfa A		1/30/2025 2:32 PM	Completed	Approve	

COMMUNITY ENGAGEMENT & LEADERSHIP APPROVAL PAGE (CEL SIGNATURE FORM)

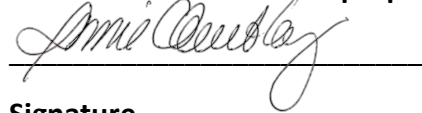
Proposal Title: Approve CEL Designation for TRAN 4390 - Senior Project in T&I

College: Liberal Arts

Department: Chicano Studies, Lang & Ling

DEPARTMENT CHAIR - ANNIE C. TREMBLAY

I have read the enclosed proposal and approve this proposal on behalf of the department.



Signature

1/13/2025

Date

LIBERAL ARTS CURRICULUM COMMITTEE CHAIR – SELFA A. CHEW-MELENDEZ

I have read the enclosed proposal and approve this proposal on behalf of the college curriculum committee.

Signature

Date

LIBERAL ARTS COLLEGE DEAN – ANADELI BENCOMO

I have read the enclosed documents and approve the proposal on behalf of the college.

Signature

Date

TRAN 4390 – Senior Project in Translation and Interpreting

CRN 22134

SYLLABUS

SPRING 2025

Instructor: Valeria B. Delmar, MATI, CHI™, CT Class Meets: T & R 1:30 – 2:50 at CRBL C202
Office Hours: **Wednesday 3:00 pm – 4:00 pm at Graham Hall 206** and via Zoom Virtual Office by appt
Email Address: vbarraza2@utep.edu

COURSE DESCRIPTION

TRAN 4390 (CEL)* is taken during the last semester of enrollment in the Translation and Interpreting Minor. Students are assigned a translation and/or interpreting project on which to work semi-independently with a community partner, in some cases with a service learning component. A final project report is submitted which reflects the practical skills acquired over previous semesters as put into practice during the 20+ hours of community engagement.

*The “CEL” designation for this course stands for “Community Engagement & Leadership” and is part of a new certificate program in the College of Liberal Arts. The purpose of this CEL course is to strengthen students’ understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Accordingly, course assignments and assessments are developed in line with the CEL program mission in Liberal Arts, as well as within the broader framework and mission of UTEP’s “Edge Advantages” goals.

LEARNING OUTCOMES

- Demonstrate mastery of subject matter knowledge, professional vocabulary, skills and techniques in translation
- Develop critical thinking and problem-solving abilities**
- Build communication and collaboration skills**
- Cultivate a growth mindset and lifelong learning and goal-setting habits
- Foster creativity and innovation in approaching challenges and opportunities
- Render accurate and fluid translation/interpretation including glossary and vocabulary building, note-taking, and the identification of appropriate semantic matches and applicable register and tone.
- Demonstrate an understanding of the canons in translation and interpreting codes of ethics
- Empower students to adequately self- and peer-review for most efficient translation and interpreting skill improvement
- Empower students to utilize AI effectively and as a tool in their translation/interpretation product, particularly as an introduction to the use of a CAT tool
- Increase social justice and social responsibility awareness**
- Practice initiative and responsibility**
- Community-based research skills and knowledge**

** “CEL”-related learning outcomes

COURSE ASSIGNMENTS AND GRADING

Grades will be based on eight (8) written reports in varying lengths and one major presentation (both oral and in PowerPoint). All assignments below with “Project” in the title will be based on your 20+ hours of community engagement and reflection activities, which amounts to 85% of your total grade. You will have periodic check-ins with the instructor as an opportunity to reflect on your Project and Professional Development progress and chart the next steps, as such, your participation and initiative is critical for passing the course.

- **15% Project Prospecting and Proposal.** You will be responsible for thinking deeply about what Senior Project to tackle and for independently reaching out to community partners.
- **15% Project Progress Reports.** You will submit three (3) progress reports throughout the semester that will culminate in the final written report. These cannot be made up, as they are critical in keeping you on track as well as the instructor informed.
- **15% Professional Development.** You will be tasked with thinking critically about actionable steps you can take toward your translation and interpreting goals post graduation through a proposal, progress, and final plan.

TRAN 4390 – Senior Project in Translation and Interpreting
CRN 22134 SYLLABUS SPRING 2025

- **25% Project Written Report.** You will submit a comprehensive written report of your Senior Project that will showcase your work, methodology, challenges encountered, and the strategies used to overcome them.
- **30% Project Presentation.** You will submit and present a PowerPoint of your project that will showcase highlights from your 20+ hours of community engagement, to include samples of your translations and/or interpretations and discuss the impact of your project on the target audience and community. The presentation will be attended by your peers and community partners.

GRADE SCALE: 90-100% A / 80-89% B / 70-79% C / 60-69% D / 59%-0% F

TEXTS AND MATERIALS REQUIRED

- No textbook required. Generally, practice lectures and other materials will be provided digitally via Blackboard.
- Steno note pads (with spiral binding on top)
- Digital Recorder (may use widget or app in smart phone or tablet)
- Headphones
- Laptop/Computer
- **Reference materials:** You may bring your preferred dictionaries and reference materials to class. The following online sources are *recommended*:
 - GENERAL ENGLISH – <https://www.merriam-webster.com>
 - GENERAL SPANISH – <http://www.rae.es>; <http://www.rae.es/recursos/diccionarios/dpd>

COURSE/INSTRUCTOR POLICIES:

ATTENDANCE AND PARTICIPATION

Attendance is mandatory and active participation is required. Please see grading breakdown for repercussions.

LATE AND INCOMPLETE WORK

No late assignments will be accepted and grade of zero will be warranted in such cases. This is strictly enforced to both be fair to students who do turn in their assignments on time and to further teach the importance of meeting professional deadlines in an interpreting environment.

ACADEMIC HONESTY & COPYRIGHT AND FAIR USE

- Students are expected to adhere to and comply with standards of academic honesty. **Academic dishonesty will not be tolerated.** All cases are reported to the Dean of Students for administrative and/or academic sanctions, which may include expulsion. All work submitted must be original (created by each student for the class) and any information from external sources must be properly cited. Work from other courses may not be submitted for grade. Forms of academic dishonesty include (but are not limited to): **collusion**—lending your work to another person to submit as his or her own; **fabrication**—deliberately creating false information on a works cited page, and **plagiarism**—the presentation of another person’s work as your own (e.g., copying parts of or whole papers off the Internet, to include Google translate and similar machine translation).
- Any type of cheating or plagiarism constitutes a violation of university policies and of the code of conduct to which all students must adhere. Violations are reported to the Dean of Students. See <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html> for more information.
- The University of Texas at El Paso requires all members of its community to follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend students nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject students to federal and state civil penalties and criminal liability, as well as disciplinary action under university policies.

ADA - STUDENTS WITH DISABILITIES

The *Americans with Disabilities Act* requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. When students suspect they have a

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CRN 22134 SYLLABUS SPRING 2025

disability and need an accommodation, they should contact the Center for Accommodations and Support Services (CASS) at (915) 747-5148, Union Building East Room 106, cass@utep.edu. Students are responsible for presenting the instructor with any CASS accommodation letters and instructions.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COURSE CALENDAR

The Course Calendar is provided separately. Please do consult it regularly to keep abreast of weekly topics to be covered, objectives, and, most importantly, your deadlines and deliverables.

[Active]

Workflow

Workflow Status *Active* Workflow Started 1/13/2025 Workflow Ended - Priority 1

Participants	Signature	Completed	Status	Result	Comments
▼ Initiator					
Delmar, Valeria B		1/13/2025	Completed		
▼ Notify 1/13/2025 1:12 PM					
Delmar, Valeria B		1/13/2025	Notified		
▼ Department Chair 1/13/2025 1:12 PM					
Tremblay, Annie C		1/13/2025	Completed	Approve	
▼ CommitteeChair 1/13/2025 1:54 PM					
Chew-Melendez, Selfa A		1/30/2025	Completed	Approve	



The University of Texas at El Paso
CoLART Community Engagement & Leadership (CEL) Designation Program Application

DTN 1042242 Submit Date 1/9/2025

Name	Nehls, Jonathan S	SPRIDEN	80464095
UserID	jsnehls	Title	Lecturer
EMPL ID	6001010656	Email	jsnehls@utep.edu
Dept	English	College	Liberal Arts
		Program	Rhetoric and Writing Studies
Dept. Chair	Lauren Rosenberg	Dean	Anadeli Bencomo
		Chair	Selva Chew-Melendez

Form Type: Renew

Term, Year this form applies to:	Spring 2025		
Course Title:	Rhetoric & Composition 2	Course Prefix/Abbreviation (Ex: HIST 1302):	RWS 1302
CRN (if known):	21936		

Term, Year this form applies to:	Spring 2025		
Course Title:	Rhetoric & Composition 2	Course Prefix/Abbreviation (Ex: HIST 1302):	RWS 1302
CRN (if known):	21937		

Faculty

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming term.

Department Chair

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

Participants	Signature	Completed	Status	Result	Comments
Initiator					
Nehls, Jonathan S		1/9/2025 12:42 PM	Completed		
Notify 1/9/2025 12:42 PM					
Nehls, Jonathan S		1/9/2025 12:42 PM	Notified		
Department Chair 1/9/2025 12:42 PM					
Rosenberg, Lauren M		1/9/2025 2:16 PM	Completed	Approve	



Workflow

Workflow Status *Active* Workflow Started 1/9/2025 Workflow Ended - Priority 1

Participants	Signature	Completed	Status	Result	Comments
▼ Initiator					
Nehls, Jonathan S		1/9/2025	Completed		
▼ Notify 1/9/2025 12:42 PM					
Nehls, Jonathan S		1/9/2025	Notified		
▼ Department Chair 1/9/2025 12:42 PM					
Rosenberg, Lauren M		1/9/2025	Completed	Approve	