

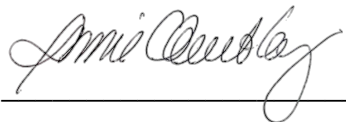
APPROVAL PAGE

Proposal Title: Creation of Bachelor of Arts in Translation and Interpreting

College: Liberal Arts Department: Chicano Studies, Languages, and Linguistics

DEPARTMENT CHAIR- Annie C. Tremblay

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

 _____	 8/20/2026 _____
Signature	Date

COLLEGE CURRICULUM COMMITTEE CHAIR – Selfa A. Chew-Melendez

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

_____	_____
Signature	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

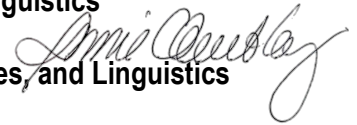
CURRICULUM CHANGE MEMO

Date: 8/20/2026



From: Valeria Delmar, Department of Chicano Studies, Languages, and Linguistics

Through: Annie C. Tremblay, Chair, Department of Chicano Studies, Languages, and Linguistics



Through: Anadeli Bencomo, Dean, College of Liberal Arts

To: Selfa A. Chez-Melendez, Chair, Liberal Arts Curriculum Committee

Proposal Title: Creation of Bachelor's Degree in Translation and Interpreting

Select the proposal content (select as many as apply) and provide the rationale.

Content

☒ New program or ☐ Program Change

☒ Bachelor's

☐ Master's

☐ Doctoral/Professional

☐ Certificate

☐ Fast Track

☐ Minor

☐ Concentration/Track

☐ New Course

☐ Closure (program, certificate, minor, concentration)

☐ Change

☐ CIP Code

☐ Program/certificate SCH

☐ Course Title

☐ Course Description

☐ Graduate Program Admission Requirements

Rationale

The proposed Bachelor of Arts in Translation and Interpreting responds to growing regional and national demand for professionals who can provide high-quality translation and interpreting services across a wide range of settings. This need is particularly significant in the El Paso-Ciudad Juárez-Las Cruces border region, where Spanish and English are used extensively across healthcare, education, legal and judicial services, government,

updated 07.07.25

nonprofit organizations, international commerce, and community-based services. Despite the region's highly bilingual population, there remains a need for professionals with formal preparation in translation and interpreting. Bilingual proficiency alone does not provide the specialized linguistic, cultural, ethical, technological, and professional competencies required to translate and interpret accurately and effectively.

The proposed degree would address this workforce need by providing students with systematic professional training in written translation and oral interpreting while developing advanced bilingual and intercultural competencies. Graduates would be prepared to pursue employment in fields such as healthcare, legal and court services, education, government, community organizations, business and international commerce, as well as freelance and language-service industries. The program would also provide a strong foundation for students who wish to pursue graduate study or professional certification in translation and interpreting.

The creation of the BA represents a natural development of UTEP's existing curriculum. The Department of Chicano Studies, Languages, and Linguistics already offers a Minor and a Certificate in Translation and Interpreting as well as a Translation and Interpreting concentration within the BA in Spanish. Several courses within the existing curriculum are aligned with workforce-oriented credential pathways, in the form of UTEP-issued microcredentials, in areas such as healthcare and judiciary interpreting, providing students with opportunities to develop competencies recognized by professional certifying bodies and employers. The proposed degree can therefore be constructed primarily from courses that are already offered regularly, supplemented by existing coursework in Spanish language and linguistics. Creating a stand-alone degree would allow UTEP to expand an established area of curricular strength without requiring the development of a new instructional infrastructure.

A stand-alone BA would also provide a clearer academic and professional pathway for students whose primary career goal is translation and interpreting. While the existing minor and Spanish concentration provide valuable opportunities, neither gives Translation and Interpreting the visibility or curricular focus of an independent professional degree. A dedicated BA would make the program more readily identifiable to prospective students, employers, and community partners and would allow students to develop a coherent professional identity as translators and interpreters.

The program is especially well aligned with UTEP's location and mission as a Hispanic-Serving Institution on the U.S.-Mexico border. El Paso's linguistic and cultural environment provides exceptional opportunities for students to connect classroom learning with authentic language needs in the surrounding community. A Translation and Interpreting degree can support greater language access in essential services while creating opportunities for internships, experiential learning, and partnerships with healthcare providers, courts and legal organizations, schools, government agencies, nonprofit organizations, and businesses throughout the region.

Finally, the proposed BA would recognize bilingualism as a professional and intellectual asset. Many UTEP students enter the University with substantial experience using both Spanish and English but may not recognize the economic and professional value of those abilities. Formal training in translation and interpreting allows students to transform existing bilingual competencies into specialized professional expertise while further developing advanced literacy, analytical, intercultural, and communication skills. In this way, the program would simultaneously respond to regional workforce needs, leverage the distinctive strengths of UTEP's student population and geographic location, and prepare graduates for meaningful careers serving multilingual communities.

NEW BACHELOR'S OR MASTER'S LESS THAN 50% NEW CONTENT

Effective June 1, 2023, an online planning notification form must be submitted for academic associate, bachelor's, master's, doctoral and professional degrees prior to submission of the full degree program proposal ([TAC 2.41](#)).

- Planning notification for all **doctoral and professional** programs must be submitted **one year** prior to submission of the full proposal ([TAC 2.143](#)).
- Multidisciplinary, applied, and embedded associate degrees are exempt from the planning notification requirement.

Provost Office Use Only

Budget Committee Approved

Y

N

N/A

Budget and Enrollment spreadsheet must be approved by the Provost and University Budget Committee

Institution: The University of Texas at El Paso

Proposed Degree Program Effective Date: Fall 2027

Degree Level: Undergraduate

Proposed Degree Designation Abbreviation (e.g. MA): BA

Proposed Degree Designation Description (e.g. Master of Arts): Bachelor of Arts

Proposed Degree Program Title: Translation and Interpreting

Proposed CIP Code: [Texas CIP codes](#) (*THECB no longer accepts CIP codes that end in '99'*)

CIP Code Name: 16.0103.00

--If the CIP code selected is outside the norm for the discipline, please provide a brief justification:

Administrative Unit (e.g. Department of Biology): Department of Chicano Studies, Languages, and Linguistics

Proposed SCH Required: 120

--If the proposed program exceeds the maximum SCH allowed for the specified degree level (e.g. 120 SCH for a bachelor's degree), please indicate the rationale:

--If the institution has an existing degree program with the same CIP code and degree designation, provide a brief description of how this degree program is distinct (use the institution's program inventory for reference, if needed).

How many *new* courses will be developed for the program? 0

updated 07.07.25

Estimated *new* faculty or instructor FTE required to support the program in the first 5 years? 0

Note: The two questions above are meant to be initial indicators of how much new content is being developed for the new program. THECB staff understand that new courses may not necessarily indicate *new content* and will follow up with institutions if there are additional questions.

Does the program include any *new* degrees or certificates not yet submitted **that are fully embedded** within the degree program not yet approved for delivery? ☐ Yes ☒ No

If yes,

Degree or certificate: ☐ Degree ☐ Certificate

Degree/Certificate Title:

Degree/Certificate Designation:

SCH Required:

CIP Code:

Proposed effective date:

Modality

Please identify the modalities in which a student will be able to **fully complete** the program (select all that apply):

Note: Refer to the approved [distance education definitions](#)

☒ In-person

☒ Hybrid

☐ 100% Online

If modality = in-person or hybrid delivery

Will more than 50% of the program's instruction take place at an off-campus location? ☐ Yes ☒ No

If yes,

Name of off-campus location:

Address of off-campus location:

Planned funding model for the first 5 years of the program:

☒ Formula-funded

☐ Self-supported

☐ Other (please describe)

Texas Direct Fields of Study (Bachelor's degrees only)

If the proposed CIP code for the bachelor's degree program aligns with one of the approved Texas Direct Fields of Study, please provide the Directed Electives courses accepted for the Texas Direct degree.

Required Attachments:

- Full Curriculum
- Recommended Course Sequence (UG only)
- Catalog Copy (Provide detailed description of degree requirements such as total number of SCH, minimum GPA, major projects, practicums, etc. as applicable)
- Admission Requirements (Graduate only)
- Marketable Skills (UG only)
- Field of Study Directed Electives (If applicable)

Proposal Contact:

Name: Valeria Delmar

Email: vbarraza2@utep.edu

Phone: 915-747-7021

ATTACHMENTS

Curriculum for New Programs

Degree Plan for Bachelor of Arts in Translation and Interpreting

Required Credits 120

Use template below to create program degree plan

Minor Required – 18 Hours		
University Core Curriculum – 42 Hours		
Translation and Interpreting Core – 15 Hours		
15 hours required		
Course prefix and number	Course name	Course SCH
TRAN 3359	Intro. to Trans. & Interpret.	3
TRAN 3360	Intermediate Translation	3
TRAN 3387	Intermediate Interpreting	3
TRAN 4378	T&I Industry and Technology	3
TRAN 4390	Senior Project in Tran. & Int.	3
Writing and Linguistics Core – 9 Hours		
Select 9 hours from the list below		
Course prefix and number	Course name	Course SCH
SPAN 3357	Professional Writing in Spanish	3
LING/SPAN 3309	Structure of Spanish	3
LING/SPAN 3316	Spanish in the U.S.	3
LING 3314	Struct Engl for Lang Professnl	3
RWS 3365	Advanced Composition	3
RWS 3355 (bilingual section recommended)	Workplace Writing	3
RWS 3359 (bilingual section recommended)	Technical Writing	3
T&I Electives – 9 hours		
Select 9 hours from the list below		
Course prefix and number	Course name	Course SCH
TRAN 4388	Advanced Interpreting	3
TRAN 4385	Healthcare Transl & Interpretin	3
TRAN 4380	Judiciary Transl & Interpretin	3
TRAN 4381	Translation in Business	3
TRAN 4382	Media Translation	3
TRAN 4383	Literary Translation	3
TRAN 4389	Topics in Trans. & Interpret	3
Open Electives		
Select additional hours to complete a total of one hundred twenty hours		
Foreign Language – 6 hours		
Select six credits of Foreign Language. All six credits must be in the same language sequence. Spanish required where necessary to meet SPAN 2302 pre-requisite for TRAN courses beyond TRAN 3359.		
Block Electives – 12 hours		
Complete twelve upper-division hours from the blocks below, with three to six hours in each		

Course Sequencing Template Undergraduate Only

Semester 1	FRESHMAN Fall	
Course Prefix & Number	Course Name	Course SCH
RWS 1301	Rhetoric & Composition I	3
HIST 1301	History of U.S. to 1865	3
SPAN 1301	Spanish One	3
PHIL 1301	Introduction to Philosophy	3
	Life/Phys. Science	3
Semester 2	FRESHMAN Spring	
Course Prefix & Number	Course Name	Course SCH
RWS 1302	Rhetoric & Composition 2	3
HIST 1302	History of U.S. Since 1865	3
SPAN 1302	Spanish Two	3
MATH 1309	College Algebra	3
	Life/Phys. Science	3
Semester 3	SOPHOMORE Fall	
Course Prefix & Number	Course Name	Course SCH
TRAN 3359	Intro. to Trans. & Interpret.	3
SPAN 3357	Professional Writing in Spanish	3
LING 3314	Struct Engl for Lang Professnl	3
POLS 2310	Introduction to Politics	3
LING 2320	Introduction to Human Language	3
Semester 4	SOPHOMORE Spring	
Course Prefix & Number	Course Name	Course SCH
TRAN 3360	Intermediate Translation	3
LING/SPAN 3316	Spanish in the U.S.	3
POLS 2311	American Gover & Politics	3
CHIC 1311	Chicana/o Fine Arts Appreciat	3
	MINOR	3
Semester 5	JUNIOR Fall	
Course Prefix & Number	Course Name	Course SCH
TRAN 3387	Intermediate Interpreting	3
TRAN 4385	Healthcre Transl & Interpretin	3
	MINOR	3
	BLOCK ELECTIVE	3
	COMPONENT AREA OPTION	3
Semester 6	JUNIOR Spring	
Course Prefix & Number	Course Name	Course SCH
TRAN 4380	Judiciary Transl & Interpretin	3
	MINOR	3
	MINOR	3
	BLOCK ELECTIVE	3

	FOREIGN LANGUAGE	3
Semester 7	SENIOR Fall	
Course Prefix & Number	Course Name	Course SCH
TRAN 4388	Advanced Interpreting	3
	MINOR	3
	MINOR	3
	BLOCK ELECTIVE	3
	BLOCK ELECTIVE	3
Semester 8	SENIOR Spring	
Course Prefix & Number	Course Name	Course SCH
TRAN 4378	T&I Industry and Technology	3
TRAN 4390	Senior Project in Tran. & Int.	3
	COMPONENT AREA OPTION	3
	OPEN ELECTIVE	3
	OPEN ELECTIVE	3
TOTAL HOURS		120

Catalog Copy

Program Name-

BA in Translation and Interpreting

Program Description- Describe the program and the educational objectives

The Bachelor of Arts in Translation and Interpreting prepares students to meet the growing demand for language professionals through specialized training in written translation, oral interpreting, language technologies, ethics, and intercultural communication while developing advanced bilingual proficiency in Spanish and English. Grounded in the unique linguistic and cultural environment of the U.S.-Mexico border, the program transforms bilingual ability into professional expertise and prepares graduates for careers in healthcare, law, education, government, business, community organizations, and language-service industries, as well as professional certification and graduate study.

Admission Requirements (Graduate programs only)- Give a detailed description of admission requirements such as minimum GPA, letters of recommendation, writing samples, test scores, etc.

N/A

Marketable Skills (UG only)- List the skills, with some detail, students will gain from completing the program. When appropriate include EDGE strengths.

Advanced Bilingual Communication

Communicate effectively and appropriately in Spanish and English across professional, academic, and community settings through advanced oral and written language skills.

EDGE Strengths: Communication, Confidence

Professional Translation and Interpreting

Produce accurate, culturally appropriate translations and facilitate oral communication through interpreting while applying industry standards, strategies, and best practices.

EDGE Strengths: Communication, Critical Thinking, Confidence

Intercultural Competence and Cultural Mediation

Navigate linguistic and cultural differences to support effective communication and collaboration among diverse populations and organizations.

EDGE Strengths: Social Responsibility, Communication

Ethical and Professional Practice

Apply professional ethics, confidentiality requirements, and standards of conduct to make informed decisions in complex communication settings.

EDGE Strengths: Social Responsibility, Leadership

Critical Analysis, Research, and Information Management

Analyze texts and communication challenges, conduct terminology and subject-matter research, evaluate sources, and develop effective language solutions.

EDGE Strengths: Critical Thinking, Confidence

Language Technology and Digital Literacy

Utilize translation and interpreting technologies, terminology management systems, remote communication platforms, and emerging language technologies to enhance efficiency and quality.

EDGE Strengths: Critical Thinking, Confidence

Collaboration, Client Relations, and Project Management

Work effectively with clients, colleagues, and community partners while managing projects, meeting deadlines, and maintaining professional relationships.

EDGE Strengths: Leadership, Communication, Confidence

Community Engagement and Language Access

Promote equitable access to information and services by supporting multilingual communication in healthcare, legal, educational, governmental, nonprofit, and business settings.

EDGE Strengths: Social Responsibility, Leadership

Degree Requirements- Give a detailed description of degree requirements such as total number of SCH, minimum GPA, major projects, practicums, etc.

Total number of SCH is 120.

Spanish/English language requirements: Students must reach the level of SPAN 1302 w/D or better AND ESOL 1312 w/D or better OR RWS 1302 w/D or better by the time they are ready to take the first T&I Core course TRAN 3359. Then, SPAN 2302 w/D or better will be required to take TRAN courses following TRAN 3359.

TRAN 4390 Senior Project in Translation & Interpreting is a CEL-designated capstone course and students should complete it during their senior year.

Sample four-year plan (UG only) – provide a semester-by-semester degree plan

Included in the course-sequencing template above.

From: Baca, Isabel - Ph.D. <ibaca@utep.edu>
Date: Thursday, September 17, 2026 at 5:35 PM
To: Delmar, Valeria B <ybarraza2@utep.edu>
Cc: Baca, Isabel - Ph.D. <ibaca@utep.edu>
Subject: Re: BATI Proposal and Amendments

Dear Valeria:

I apologize for my delayed response. I met with the RWS faculty, and we support the inclusion of the following courses in your new, proposed B.A. in Translation and Interpretation:

RWS 3355 Workplace Writing
RWS 3359 Technical Writing
RWS 3365 Advanced Composition I

Ideally, the students would enroll in the bilingual sections of RWS 3355 or RWS 3359, but we agree that taking the regular RWS 3355 and RWS 3359 will work fine too.

Thank you for including us. Please keep me posted.

Blessings,
Isabel Baca

Sent from my iPhone

Occupation Overview

UNITED STATES

23,702	+8.0%	\$22.64/hr \$47.1K/yr	4,096	
Jobs (2025)* 	% Change (2025-2035)*	Median Earnings	Annual Openings*	
Occupation	2025 Jobs*	Annual Openings*	Median Earnings	Growth (2025 - 2035)*
 Interpreters and Translators	13,149	1,353	\$28.45/hr	+4.83%
 Tour and Travel Guides	10,553	2,743	\$17.74/hr	+11.84%

TEXAS

1,927	+12.2%	\$20.22/hr \$42.1K/yr	310
Jobs (2025)* 	% Change (2025-2035)*	Median Earnings	Annual Openings*
9% below National average*	Nation: +8.0%*	Nation: \$22.64/hr; \$47.1K/yr	

Occupation	2025 Jobs*	Annual Openings*	Median Earnings	Growth (2025 - 2035)*	Employment Concentration (2025)*
 Interpreters and Translators	1,320	141	\$22.64/hr	+8.79%	1.12
 Tour and Travel Guides	607	168	\$15.01/hr	+19.60%	0.64