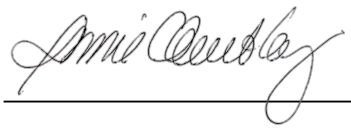
# APPROVAL PAGE

**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.**



10/26/2026

**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,

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

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 | Healthcre 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 the SPAN 2311 pre-requisite for TRAN 3359 and SPAN 2312 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 Name | Type | Course SCH |
| Communication | CORE | 3 |
| HIST 1301 - History of US to 1865 | CORE | 3 |
| SPAN 1301 - Spanish One | FLANG | 3 |
| Social and Behavioral Sciences: LING 2320 | DESCORE | 3 |
| Life & Physical Sciences Lecture with Lab | CORE | 3 |
| **Semester 2 - FRESHMAN Spring** | | |
| Course Name | Type | Course SCH |
| Communication | CORE | 3 |
| HIST 1302 - History of US Since 1865 | CORE | 3 |
| SPAN 1302 - Spanish Two | FLANG | 3 |
| Mathematics | CORE | 3 |
| Life & Physical Sciences Lecture | CORE | 3 |
| **Semester 3 - SOPHOMORE Fall** | | |
| Course Name | Type | Course SCH |
| TRAN 3359 - Intro. To Trans. & Interpret. | MAJOR | 3 |
| Writing & Linguistics Core Course | MAJOR | 3 |
| Writing & Linguistics Core Course | MAJOR | 3 |
| Free Elective: SPAN 2302 Needed to take TRAN courses | MAJOR | 3 |
| Language, Philosophy, and Culture | CORE | 3 |
| **Semester 4 - SOPHOMORE Spring** | | |
| Course Name | Type | Course SCH |
| TRAN 3360 - Intermediate Translation | MAJOR | 3 |
| Writing & Linguistics Core Course | MAJOR | 3 |
| Free Choice Elective | MAJOR | 3 |
| Creative Arts | CORE | 3 |
| Course Toward Minor | MINOR | 3 |
| **Semester 5 - JUNIOR Fall** | | |
| Course Name | Type | Course SCH |
| TRAN 3387 - Intermediate Interpreting | MAJOR | 3 |
| Translation & Interpreting Major Elective | MAJOR | 3 |
| Component Area Option | CORE | 3 |
| Course Toward Minor | MINOR | 3 |
| Humanities Block Elective | BLOCK | 3 |
| **Semester 6 - JUNIOR Spring** | | |
| Course Name | Type | Course SCH |
| Translation & Interpreting Major Elective | MAJOR | 3 |
| Course Toward Minor | MINOR | 3 |
| Fine & Performing Arts Block Elective | BLOCK | 3 |
| Course Toward Minor | MINOR | 3 |
| Component Area Option | CORE | 3 |

| **Semester 7 - SENIOR Fall** | | |
|---|---|---|

*updated 07.07.25*

| Course Name | Type | Course SCH |
|---|---|---|
| Translation & Interpreting Major Elective | MAJOR | 3 |
| Course Toward Minor | MINOR | 3 |
| Course Toward Minor | MINOR | 3 |
| Block Elective - Any Area | BLOCK | 3 |
| POLS 2310 - Intro to Politics | CORE | 3 |
| **Semester 8 - SENIOR Spring** | | |
| Course Name | Type | Course SCH |
| TRAN 4378 - T&I Industry and Technology | MAJOR | 3 |
| TRAN 4390 - Senior Project in Tran. & Int. | MAJOR | 3 |
| Social & Behavioral Sciences Block Elective | BLOCK | 3 |
| Free Choice Elective | MAJOR | 3 |
| POLS 2311 - American Govt & Politics | CORE | 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: By the time students are ready to take the first T&I Core course of TRAN 3359 Students must reach the level of SPAN 2311 w/C or better AND ESOL 1312 w/C or better OR RWS 1302 w/C or better by the time they are ready to take the first T&I Core course TRAN 3359.

Then, SPAN 2312 w/C or better AND ESOL 1312 w/C or better OR RWS 1302 w/C 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 <vbarraza2@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

# Student and Labor Market Demand for the Bachelor of Arts in Translation and Interpreting

The University of Texas at El Paso (UTEP)
Department of Chicano Studies, Languages, and Linguistics
October 28, 2026

## Purpose and recommendation

The proposed Bachelor of Arts in Translation and Interpreting would establish a dedicated professional pathway grounded in demonstrated student participation and regional workforce needs. From fall 2021 through fall 2026, undergraduate translation and interpreting courses generated 281 course registrations and 843 student credit hours. Five years of national degree-completion data document continuing participation in the field, while employment projections and professional endorsements establish the relevance of specialized preparation to Texas and the border region. Together, these indicators support developing the degree within the University's existing curriculum. [1-6]

## Student demand in the field

The proposed program falls within the Classification of Instructional Programs (CIP) code 16.0103, Language Interpretation and Translation, designated 16.0103.00 in Texas. Table 1 presents five years of completions from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS). Bachelor's awards are reported separately from awards at all levels to distinguish undergraduate demand from participation in the broader field. [1, 3, 4]

**Table 1 Degree and certificate completions in language interpretation and translation**

| Academic year | U.S. bachelor's awards | Texas bachelor's awards | U.S. awards at all levels |
|---|---|---|---|
| 2019-20 | 53 | 21 | 868 |
| 2020-21 | 44 | 23 | 969 |
| 2021-22 | 48 | 24 | 999 |
| 2022-23 | 50 | 15 | 851 |
| 2023-24 | 68 | 22 | 960 |

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System. National totals include reporting institutions in U.S. territories. [3]

The field generated 4,647 degree and certificate awards nationally over the five years, including 263 bachelor's awards. Texas institutions awarded 105 bachelor's degrees during this period. National bachelor's completions increased from 53 in 2019-20 to 68 in 2023-24, a 28.3% increase, with annual variation between those years. In 2023-24, The University of Texas at Arlington reported 13 bachelor's awards and The University of Texas Rio Grande Valley reported nine. These results demonstrate an established undergraduate pathway within Texas and continuing student participation nationally. [3]

## Student demand at UTEP

Student registrations in Goldmine, UTEP's student information system, demonstrate participation across introductory, specialized, and capstone translation and interpreting coursework (course prefix TRAN). From fall 2021 through fall 2026, undergraduate translation and interpreting courses generated 281 registrations and 843 student credit hours. Table 2 presents annual instructional activity and the most recent fall semester. [2]

**Table 2 Undergraduate translation and interpreting registrations and student credit hours**

| Academic year | Fall registrations | Spring registrations | Total registrations | Student credit hours |
|---|---|---|---|---|
| 2021-22 | 30 | 20 | 50 | 150 |
| 2022-23 | 26 | 29 | 55 | 165 |
| 2023-24 | 34 | 28 | 62 | 186 |
| 2024-25 | Sections closed | 27 | 27 | 81 |
| 2025-26 | 21 | 23 | 44 | 132 |
| 2026-27 to date | 43 | Pending | 43 to date | 129 to date |

Source: Student registrations in Goldmine, The University of Texas at El Paso. Each course registration represents three student credit hours. Registrations may include the same student in more than one course or term. Summer terms and graduate courses are excluded. Fall 2024 sections were closed because enrollment was below the required level; the 2024-25 total reflects spring registrations only. [2]

Enrollment shows a clear rebound following a period of reduced course availability. Annual undergraduate registrations reached 62 in 2023-24, declined to 27 in 2024-25 when fall sections were closed, and recovered to 44 in 2025-26. Fall 2026 alone generated 43 registrations, the highest fall total in the period examined and a 104.8% increase over fall 2025. This rebound accompanied an expansion from two to three undergraduate sections. [2]

The 2026-27 academic year is projected to achieve the highest annual total in the period examined if spring registrations remain within the historical range. Spring registrations averaged 25.4 across the five preceding spring terms, ranging from 20 to 29. Applying that average to the 43 fall registrations yields a planning estimate of approximately 68 registrations for 2026-27, above the previous high of 62. At least 20 spring registrations would establish a new annual high. Spring 2027 registrations are not yet available; this estimate is conditional on spring participation and course availability. [2]

### Declared credentials and feeder students

Declared credentials provide additional evidence of student interest. University student records identify 23 students pursuing the Translation and Interpreting minor in a September 2024 administrative snapshot. An August 2026 snapshot identifies 23 Spanish majors, providing a related feeder population for the proposed degree. The existing minor and Spanish major provide established avenues for introducing students to the proposed degree. Because these counts represent different populations and dates, they are reported separately. [2]

A dedicated degree would give students interested in translation and interpreting a clearly identified academic and professional pathway. Existing course participation and related credentials demonstrate a foundation for recruitment, advising, and progression into advanced professional preparation. Program planning should distinguish students moving from existing credentials from students newly recruited to the University. [1, 2]

## Labor market demand

Labor-market data are organized by occupation rather than academic program. The directly relevant Standard Occupational Classification (SOC) category is 27-3091, Interpreters and Translators. Table 3 combines national projections from the U.S. Bureau of Labor Statistics with Texas Workforce Commission projections for Texas and the Borderplex workforce development area. [4-6]

**Table 3 Employment projections for interpreters and translators**

| Geography and period | Base employment | Projected employment | Growth | Average annual openings |
|---|---|---|---|---|
| United States 2025-35 | 73,900 | 75,400 | 2.0% | 6,000 |
| Texas 2024-34 | 7,554 | 8,690 | 15.0% | 843 |
| Borderplex workforce area 2024-34 | 570 | 676 | 18.6% | 67 |

Sources: U.S. Bureau of Labor Statistics, Occupational Outlook Handbook; Texas Workforce Commission, Texas Wages and Employment Projections. Projection periods are shown as published. The Borderplex workforce development area is distinct from both the El Paso metropolitan area and the wider El Paso-Ciudad Juárez-Las Cruces region. [5, 6]

The U.S. Bureau of Labor Statistics projects approximately 6,000 openings annually for interpreters and translators from 2025 through 2035. These openings reflect replacement needs as well as employment growth. The agency identifies a bachelor's degree as the typical entry-level education and reports a May 2025 median annual wage of $60,170. The median describes the occupation as a whole rather than starting salaries for new graduates. [5]

Texas projections indicate 15.0% employment growth between 2024 and 2034, with 843 average annual openings. Within the Borderplex workforce development area, employment is projected to increase by 18.6%, with 67 average annual openings. These projections establish a regional workforce rationale for specialized preparation and complement the national evidence of recurring openings. Annual openings include positions arising from worker turnover as well as growth; net employment gains are 1,136 in Texas and 106 in the Borderplex area over the projection period. [6]

### Employment conditions and preparation

The U.S. Bureau of Labor Statistics identifies both employment and independent practice within the occupation. Its employment projections include self-employed workers, while its wage estimates exclude them. Preparation in client relations, project management, professional ethics, and technology would support graduates entering these varied forms of professional practice. [1, 5]

The occupational category covers multiple languages and includes sign-language interpreting. It provides a measure of the broader employment market rather than a forecast restricted to Spanish-English graduates. Professional preparation, specialized coursework, and pathways toward relevant credentials would position students to pursue opportunities within that market. [1, 5]

## How the program addresses regional needs

Regional and national professional organizations endorse the proposed degree and identify needs that correspond directly to its curriculum. Their testimony connects the employment projections to the professional competencies required in healthcare, judicial, community, and commercial settings. [1]

### Regional professional practice

The El Paso Interpreters and Translators Association identifies workforce needs across healthcare, legal services, education, government, and business, and expresses interest in collaboration through guest speakers, mentorship, and professional insights. The New Mexico Administrative Office of the Courts describes challenges recruiting and retaining qualified court interpreters and an established partnership with UTEP. These endorsements demonstrate the relevance of an accessible regional pathway into professional language services. [1]

### Healthcare and judicial preparation

The Certification Commission for Healthcare Interpreters states that TRAN 4385 fulfills its accepted medical-interpreter-training requirement of at least 40 hours. The National Council on Interpreting in Health Care emphasizes the value of comprehensive preparation beyond this baseline. The New Mexico Administrative Office of the Courts states that UTEP's integrated court-interpreting course meets an orientation requirement toward examination eligibility. These connections link specialized coursework to recognized professional pathways. Professional certification remains subject to the requirements of the relevant certifying body. [1]

### Industry connections and applied skills

The Association of Language Companies reports that respondents to its 2026 industry survey anticipate stronger interpreting demand and difficulty recruiting qualified interpreters. This industry perspective reinforces the importance of specialized professional preparation. TRAN 4378, Industry and Technology, addresses language technologies and professional practice, while TRAN 4390 provides a community-engaged senior project. Together, these courses develop applied skills relevant to professional performance, terminology research, ethical judgment, and client needs. [1]

### An established foundation for the degree

The proposal specifies 120 semester credit hours, a fall 2027 start, no new courses, and no additional faculty or instructor full-time equivalents during the first five years. Existing student participation, related credentials, and projected regional employment needs support establishing the degree on this instructional foundation. A dedicated program would make the professional pathway more visible and provide a coherent sequence of advanced preparation. Ongoing review of declared majors, persistence, completions, certification outcomes, and graduate employment would support responsible program development. [1-3, 6]

## Source notes and methods

1. The University of Texas at El Paso, Department of Chicano Studies, Languages, and Linguistics. Proposal for the Bachelor of Arts in Translation and Interpreting and accompanying professional endorsements, 2026. Evidence includes letters from the El Paso Interpreters and Translators Association, the New Mexico Administrative Office of the Courts, the Certification Commission for Healthcare Interpreters, the National Council on Interpreting in Health Care, and the Association of Language Companies. Endorsements provide qualitative evidence of professional needs and curricular relevance.

2. Student registrations in Goldmine, The University of Texas at El Paso, fall 2021 through fall 2026. Counts include undergraduate translation and interpreting courses, summed once per course section and term. Each included course carries three credit hours. Fall 2024 sections were closed because enrollment was below the required level. Annual totals include fall and spring; the 2024-25 total includes spring only. Fall 2026 is shown separately. Cumulative registrations and student credit hours measure instructional activity, not unduplicated students. Registration counts reflect the dates of administrative reporting. The 2026-27 planning estimate adds actual fall 2026 registrations to the mean of spring 2022 through spring 2026 registrations (20, 29, 28, 27, and 23). Projected registrations are not included in cumulative actual totals.

Declared minor and major counts are drawn from University student records. The minor snapshot identifies 23 students in September 2024; the Spanish-major snapshot identifies 23 students in August 2026, providing a related feeder population for the proposed degree. Counts are unduplicated within each snapshot and are not combined across snapshots.

3. National Center for Education Statistics. Integrated Postsecondary Education Data System, Completions, academic years 2019-20 through 2023-24. Counts include first-major awards in Classification of Instructional Programs code 16.0103. Bachelor's awards are distinguished from awards at all levels; counts represent awards rather than unduplicated students. Revised releases are used for 2019-20 through 2022-23 and the available release for 2023-24. Texas institutions are identified using the 2024 institutional directory. Internal student registrations provide the local enrollment evidence.

https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?gotoReportId=7

https://nces.ed.gov/ipeds/datacenter/data/C2024_A.zip

4. National Center for Education Statistics. Classification of Instructional Programs, code 16.0103, Language Interpretation and Translation. The Texas designation is 16.0103.00. Occupational demand is examined using Standard Occupational Classification code 27-3091, Interpreters and Translators.

https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?cipid=88295&y=55

5. U.S. Bureau of Labor Statistics. Occupational Outlook Handbook, Interpreters and Translators; 2025-35 employment projections and May 2025 wage data. Accessed October 28, 2026.

https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm

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https://texaswages.com/Projections

ASSOCIATION OF LANGUAGE COMPANIES

October 15, 2026

Dr. Anadeli Bencomo
Dean of the College of Liberal Arts
The University of Texas at El Paso
Graham Hall 202
500 W University
El Paso, TX 79902

**Re: Support for the Proposed Bachelor of Arts in Translation and Interpreting**

Dear Dr. Bencomo:

On behalf of the Association of Language Companies (ALC), I am pleased to express our support for the proposed Bachelor of Arts in Translation and Interpreting at The University of Texas at El Paso. Building upon the existing six-course minor, the proposed degree would expand educational and professional preparation opportunities for students pursuing careers in translation, interpreting, and related language-access professions.

As a trade association representing language service companies, ALC recognizes the value of academic programs that connect rigorous education with the skills and professional qualifications needed in the workplace. The proposed program's emphasis on career readiness and clear professional pathways aligns with this priority.

Findings from ALC's 2026 Industry Survey further underscore the importance of this investment in workforce development. Respondents expect demand to rise particularly strongly for spoken-language and sign-language interpreters, while also identifying these professionals as difficult to recruit. These findings highlight the need for educational pathways that prepare qualified interpreters to meet industry and community needs. By combining academic preparation with career readiness and opportunities to pursue professional credentials, UTEP's proposed degree would help strengthen this essential workforce pipeline.

We are particularly encouraged by the integration of judicial interpreting microcredentials into the court translation and interpreting curriculum. The partnerships described with the New Mexico Administrative Office of the Courts and the Texas Judicial Branch Certification Commission create pathways toward eligibility for court interpreter certification examinations in both states. Similarly, the medical interpreting microcredentials developed through collaborations with the National Board of Certification for Medical Interpreters and the Certification Commission for Healthcare Interpreters would help students meet prerequisites for national healthcare interpreter certification.

Valeria Delmar's participation in ALC webinars and presentations at the American Translators Association, along with your outreach to ALC for advice during the program's early development, reflects a commitment to

connecting academic preparation with professional practice. These connections can help students better understand the expectations and opportunities within the language services industry.

ALC supports the establishment of this degree and its focus on preparing students for professional practice. We believe the program would strengthen the pipeline of qualified language professionals and contribute to effective language access in courts, healthcare, and the broader community.

Sincerely,



Joshua Pennise
President

ata American Translators Association
The Voice of Interpreters and Translators

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Alexandria, VA 22314 USA
Phone: +1-703-683-6100
Fax: +1-703-778-7222
ata@atanet.org
www.atanet.org

Dear Members of the Review Committee:

On behalf of the American Translators Association (ATA), I am pleased to express our support for the University of Texas at El Paso's proposal to establish a Bachelor of Arts in Translation and Interpreting.

Founded in 1959, the American Translators Association is the largest professional association dedicated to translators and interpreters in the United States. With more than 6,000 members representing over 100 languages and specialties, ATA serves as the leading voice of the translation and interpreting profession in the United States. Our membership includes professional translators and interpreters, educators, researchers, language company executives, government linguists, and students, providing the Association with a comprehensive perspective on the profession's current needs and future direction. ATA's mission is to advance the translation and interpreting professions through education, professional standards, certification, advocacy, research, and collaboration.

For more than six decades, ATA has worked to elevate the profession by promoting excellence in language services, supporting continuing professional development, fostering research, and strengthening partnerships between academia and industry. ATA's certification program is the most widely recognized professional credential for translators in the United States and serves as an important benchmark of professional competence. In addition to its certification program, ATA provides year-round continuing education, publishes professional resources, convenes one of the world's largest annual conferences for language professionals, and advocates for policies that expand access to high-quality language services. Through these efforts, ATA has developed a unique understanding of workforce trends, educational needs, and the evolving competencies required for success in the language professions.

As the leading professional association representing translators and interpreters in the United States, ATA recognizes the vital role that high-quality education plays in preparing the next generation of language professionals. Expanding access to rigorous, bachelor's-level programs in translation and interpreting is an important step toward strengthening the educational and professional pipeline into these professions and ensuring that students have opportunities to develop the knowledge and skills required for successful professional practice.

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The need for qualified translators and interpreters continues to grow throughout the United States. This need is particularly evident in multilingual communities and regions where effective language access is essential in healthcare, legal and judicial settings, education, government, business, technology, and other areas of public and professional life. Meeting these needs requires language professionals who are not only highly proficient in their working languages, but who also possess strong cultural, ethical, technological, and professional competencies.

Although the U.S. Bureau of Labor Statistics projects modest employment growth of 2 percent for interpreters and translators between 2024 and 2034, the profession is expected to generate approximately 6,900 job openings each year due to replacement needs and ongoing demand across multiple sectors. Importantly, federal labor statistics do not fully capture the profession. The Bureau of Labor Statistics reports only traditional wage-and-salary employment, while approximately half of ATA's members are self-employed independent professionals whose work is largely absent from these estimates. Consequently, official employment figures significantly understate the true size of the profession and the demand for highly qualified practitioners. The language services industry continues to expand. Independent market research by Nimdzi estimates that the global language services industry reached approximately $71.7 billion in 2024 and is projected to grow to $75.7 billion in 2025, reflecting sustained demand for specialized language expertise in an increasingly interconnected world.

Formal academic preparation is an essential component of developing these competencies. A bachelor's degree in Translation and Interpreting can provide students with a structured foundation in translation and interpreting theory and practice while introducing them to professional ethics, specialized fields, technological developments, intercultural communication, research, and the standards and expectations of the profession. Such preparation can also encourage a commitment to lifelong learning, an increasingly important aspect of professional practice in a rapidly changing language-services industry.

The proposed program at UTEP is especially significant because of the university's location in the U.S.-Mexico border region. El Paso and the surrounding region constitute one of the most linguistically and culturally dynamic areas of the country. The longstanding economic, educational, governmental, and social connections across the U.S.-Mexico border create

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substantial and ongoing needs for skilled professionals who can facilitate communication across languages and cultures. A bachelor's degree in Translation and Interpreting at UTEP would provide students in the region with a dedicated pathway into the profession while contributing to the availability of highly qualified language professionals locally, nationally, and internationally.

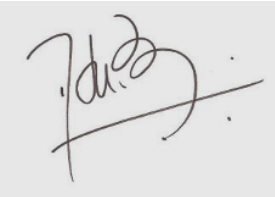
University-based programs also have an important role in connecting students with the broader professional community. By exposing students to professional standards, ethical practices, continuing education, emerging technologies, and professional organizations such as ATA, academic programs can help students understand the importance of continued professional development and active engagement throughout their careers. These connections can provide a foundation for graduates to become not only competent practitioners, but also active participants in the continued development of the translation and interpreting professions.

ATA supports initiatives that advance translator and interpreter education and expand opportunities for students to enter and develop within these professions. We believe that university programs that combine rigorous academic preparation with professional orientation are essential to building a strong and sustainable future for the language-services field.

For these reasons, the American Translators Association is pleased to support the University of Texas at El Paso's proposal to establish a Bachelor of Arts in Translation and Interpreting. We commend UTEP for its commitment to expanding educational opportunities in this field and for recognizing the distinctive linguistic and cultural needs and opportunities of the U.S.-Mexico border region.

We look forward to seeing the continued development of translation and interpreting education at UTEP and to the contributions that its graduates will make to the profession and to the communities they serve.

Sincerely,



Andy Benzo
ATA President

October 14, 2026

**RE: Proposed Bachelor of Arts in Translation and Interpreting at the University of Texas at El Paso (UTEP)**

To the University Curriculum Committee / Texas Higher Education Coordinating Board:

On behalf of the Certification Commission for Healthcare Interpreters (CCHI), I am writing to express our enthusiastic support for the University of Texas at El Paso's proposal to establish a Bachelor of Arts in Translation and Interpreting. As a national leader in credentialing healthcare interpreters, CCHI recognizes formal academic degree programs as vital drivers in professionalizing the language access workforce and elevating patient care standards across the nation.

We commend UTEP's rigorous approach to interpreter education. In developing TRAN 4385: Healthcare Translation and Interpreting, UTEP worked deliberately to integrate the core competencies, ethical standards, and performance domains required for CCHI's national certification program. This coursework fulfills CCHI's requirement for an accepted medical interpreter training program of at least 40 hours. By embedding national certification prerequisites directly into its academic curriculum, UTEP has demonstrated a clear commitment to student professional readiness and seamless career pathways.

Founded to elevate healthcare interpreting through rigorous standards, CCHI is the nation's premier certifying body for medical interpreters. CCHI is the only healthcare interpreter certification organization to earn national accreditation from the National Commission for Certifying Agencies (NCCA). We administer valid, credible, and vendor-neutral national certification programs, including the bilingual Certified Healthcare Interpreter™ (CHI™) credentials for Spanish, Arabic, and Mandarin and the CoreCHI-Performance™ for interpreters of all other languages. Our mission depends on strong educational partners who prepare candidates to meet these national standards.

Expanding UTEP's existing minor into a full Bachelor of Arts degree addresses a critical structural gap in higher education. The U.S.–Mexico border region represents a vibrant, multilingual community where qualified healthcare interpreters are indispensable to ensuring equal access to quality medical care. Short-term training programs, while valuable, often lack the breadth needed to build deep linguistic, cultural, and cognitive interpreting competencies. A four-year degree program provides students with the academic depth, practical skill building, and domain knowledge necessary to excel in complex healthcare environments and successfully achieve national certification upon graduation.

UTEP's proposed degree serves as a progressive model for bridging higher education with national professional credentials. CCHI whole-heartedly supports this initiative and urges your full approval of the Bachelor of Arts in Translation and Interpreting.

Sincerely,

Natalya Mytareva

Natalya Mytareva
Executive Director
managing.director@cchicertification.org
571-406-3694

**El Paso Interpreters and Translators Association (EPITA)**
www.epitanet.org • info@epitanet.org • 915-494-1249

October 15, 2026

Dr. Anadeli Bencomo
Dean, College of Liberal Arts
The University of Texas at El Paso
El Paso, Texas

**Re: Support for the Proposed Bachelor of Arts in Translation and Interpreting**

Dear Dr. Bencomo:

On behalf of the El Paso Interpreters and Translators Association (EPITA), I am pleased to express our strong support for the proposed Bachelor of Arts in Translation and Interpreting at The University of Texas at El Paso. This degree would expand access to professional education and help prepare a qualified local workforce to meet the language needs of the Paso del Norte region.

As an organization that connects and supports translators and interpreters, EPITA recognizes the importance of rigorous preparation for our profession. Bilingualism is an essential foundation, but professional translation and interpreting require additional knowledge and skills: sound ethical judgment, specialized terminology, cultural awareness, research proficiency, and the ability to convey meaning accurately across languages. These competencies are especially important in settings where communication affects a person's health, rights, education, or access to public services.

Our border community needs qualified language professionals across healthcare, legal services, education, government, and business. Expanding educational opportunities locally would help meet that demand while allowing students to pursue a professional career rooted in the linguistic and cultural strengths of this region. It would also provide a clearer pathway for students who possess strong language abilities but have limited access to comprehensive professional training.

There is also a pressing need to develop pathways for speakers of Indigenous languages to become professionally trained interpreters. The linguistic needs of our border region extend beyond English and Spanish, and Indigenous language speakers may face significant barriers when qualified interpreters are unavailable. The proposed program could help address this gap through outreach to Indigenous communities, support for prospective interpreters, and partnerships that respect the distinct languages, regional variations, and cultural knowledge these communities bring. Such efforts would strengthen access to services for people whose language needs are too often overlooked.

Building on UTEP's existing six-course minor, the proposed bachelor's degree would create opportunities for greater depth of study, sustained skills development, and broader preparation for professional practice. A dedicated degree program could also help students understand the expectations of different practice settings and prepare them to pursue specialized training and relevant professional credentials. EPITA stands ready to collaborate with UTEP as the program develops, including offering guest speakers, mentorship opportunities, or professional insights.

The value of this investment extends beyond individual graduates. A stronger local workforce would benefit the institutions, employers, and community members who depend on accurate and effective communication. It would also reinforce the recognition of translation and interpreting as professions requiring specialized education, ethical responsibility, and continuing development.

EPITA strongly supports UTEP's proposal and encourages approval of the Bachelor of Arts in Translation and Interpreting. We welcome this effort to expand educational opportunities, strengthen our profession, and serve the distinctive needs of our border community.

Sincerely,



Rafael Carrillo
President
El Paso Interpreters and Translators Association (EPITA)
915-494-1249
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NCIHC

National Council on Interpreting in Health Care

October 27, 2026

Dr. Anadeli Bencomo
Dean, College of Liberal Arts
The University of Texas at El Paso
500 W. University Ave.
El Paso, TX 79968

**Re: Proposed Bachelor of Arts in Translation and Interpreting**

Dear Dean Bencomo:

On behalf of the National Council on Interpreting in Health Care (NCIHC), I am pleased to express our support for the University of Texas at El Paso's proposed Bachelor of Arts in Translation and Interpreting. The development of expanded academic pathways in translation and interpreting represents an important investment in the future of the profession and in the quality, safety, and accessibility of healthcare for people with limited English proficiency.

Qualified healthcare interpreters play an essential role in facilitating effective communication among patients, their family members and caregivers, and healthcare providers and staff. Their work supports patient understanding, informed decision-making, patient safety, and equitable access to healthcare services. Preparing interpreters for these responsibilities requires more than bilingual proficiency. It requires structured education covering specialized medical terminology, professional ethics, interpreting skills and protocols, and a thorough understanding of the healthcare environment.

NCIHC recognizes the importance of accessible, high-quality educational opportunities that prepare aspiring healthcare interpreters for the demands of professional practice. Where a minimum of 40 hours of healthcare interpreter training is required for certification eligibility, that threshold should be understood as a baseline rather than a measure of the full preparation needed for professional practice. Formal degree programs can provide students with a strong foundation in interpreting theory and practice, language proficiency, professional ethics, and specialized terminology while establishing clearer pathways into the profession. When aligned with recognized professional competencies and national certification requirements, such programs can also help students prepare for certification and continued professional development.

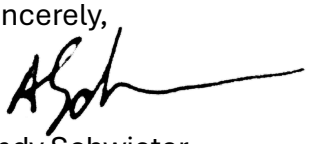
The ongoing need for qualified healthcare interpreters underscores the importance of expanding opportunities for comprehensive professional education and workforce development. By preparing more students with the specialized knowledge and skills required for healthcare interpreting, academic programs such as UTEP's proposed bachelor's degree can help strengthen the pipeline of qualified professionals and support healthcare organizations in meeting the language access needs of increasingly diverse patient populations.

We particularly appreciate UTEP's attention to healthcare interpreting within its curriculum, including the development of TRAN 4385 Healthcare Translation and Interpreting with consideration of national certification requirements and professional competencies. Collaboration with certification organizations and alignment with established professional expectations are valuable components of preparing students for practice. Continued investment in these educational pathways can strengthen the connection between academic preparation, certification readiness, and the needs of healthcare organizations and the communities they serve.

NCIHC supports efforts to strengthen the healthcare interpreting profession through education, professional standards, workforce development, and collaboration among academic institutions, healthcare organizations, certification bodies, and professional associations. Expanding access to rigorous, specialized interpreter education is an important step toward building a sustainable, well-prepared workforce and advancing meaningful language access in healthcare.

We commend the University of Texas at El Paso for pursuing this initiative and support the proposed Bachelor of Arts in Translation and Interpreting as a valuable contribution to the continued development of the profession.

Sincerely,



Andy Schwieter
President
National Council on Interpreting in Health Care

THE UNIVERSITY OF TEXAS AT EL PASO

*Office of*
*the Provost*

September 25, 2026

Dr. Anadeli Bencomo
Dean, College of Liberal Arts
The University of Texas at El Paso

Dear Dean Bencomo:

I am pleased to write in support of Dr. Valeria Delmar's proposed Bachelor of Arts in Translation and Interpreting. As Director of the Law School Preparation Institute (LSPI), I see significant potential for this program to contribute to UTEP's mission of expanding educational opportunity while addressing important needs within the Paso del Norte region.

The proposed degree is particularly compelling because of the ways in which translation and interpreting intersect with law, public service, healthcare, government, education, and other fields in which effective communication and meaningful language access are essential. As a Hispanic-Serving Institution located in a highly bilingual and bicultural border community, UTEP is uniquely positioned to prepare students for this work and to connect their linguistic and cultural expertise with professional pathways that serve our region.

From an LSPI perspective, I am especially enthusiastic about the potential intersection between the proposed degree and students interested in pursuing legal careers. Students who combine training in translation and interpreting with complementary coursework in areas such as legal reasoning would be well positioned to understand and navigate the relationship between language and the legal system. Such preparation could be valuable for students pursuing careers in law as well as for those who ultimately work alongside attorneys, courts, government agencies, legal service organizations, and other institutions where language access and clear communication are critical.

This potential alignment also creates exciting opportunities for collaboration between the proposed program and LSPI. We could envision opportunities for students to engage with legal professionals, explore careers at the intersection of language and law, participate in

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*Office of*
*the Provost*

experiential learning, and develop a deeper understanding of the role that language professionals play in promoting access to justice. These connections would complement LSPI's broader commitment to expanding pathways into the legal profession and strengthening the legal ecosystem in the Paso del Norte region.

More broadly, I believe the proposed B.A. in Translation and Interpreting would provide students with valuable professional preparation while contributing to UTEP's longstanding commitment to serving the needs of our community. The program has the potential to develop a strong pipeline of bilingual and bicultural professionals who can contribute meaningfully to organizations and institutions throughout El Paso and the broader border region.

I am therefore pleased to offer my support for the proposed B.A. in Translation and Interpreting and look forward to exploring opportunities for collaboration between the program, LSPI, and other university partners as the degree develops.

Sincerely,

Louie Rodriguez
Vice Provost for Professional Development and Strategic Initiatives
Director, Law School Preparation Institute
The University of Texas at El Paso

*El Paso, Texas*
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*(915) 747-5725*

# Administrative Office of the Courts

Supreme Court of New Mexico

Karl W. Reifsteck, Director
Sarah E. Jacobs, Deputy Director

202 E. Marcy Street
Santa Fe, NM 87501
855-268-7804


September 22, 2026

Re: Letter of Support for the Proposed Bachelor of Arts in Translation and Interpreting

Dear Members of the Review Committee:

On behalf of the New Mexico Administrative Office of the Courts (NMAOC), Language Access Services, I am pleased to express our support for the University of Texas at El Paso's proposed Bachelor of Arts in Translation and Interpreting.

As the Statewide Program Manager for Language Access Services, I see firsthand the challenges we face in recruiting and retaining qualified court interpreters. New Mexico's courts serve individuals who speak many different languages, and ensuring that they have meaningful access to court proceedings is an ongoing responsibility. Developing a strong pipeline of trained interpreters is essential to meeting these needs, both now and in the future.

Our partnership with UTEP's Translation and Interpreting program has been a valuable step toward that goal. Through our collaboration, UTEP has incorporated the New Mexico Center for Language Access (NMCLA) approved Introduction to Court Interpreting course into its TRAN 4380 Judiciary Translation and Interpreting course. Students who successfully complete this course meet the orientation requirement and are eligible to apply for the New Mexico court interpreter certification examination. This provides students with an opportunity to begin pursuing certification while completing their academic studies

We look forward to continuing our collaboration with UTEP by engaging with students, sharing information about court interpreter certification, and introducing them to career opportunities within the New Mexico Judiciary. These efforts are an important part of our commitment to developing the next generation of qualified court interpreters.

The proposed bachelor's degree would provide students with additional opportunities to develop the language proficiency, interpreting skills, and professional knowledge necessary to pursue careers in translation and interpreting. Given the unique needs of our border region, where interpreters may serve communities in both New Mexico and Texas, expanding these educational opportunities is particularly important.

We appreciate UTEP's commitment to preparing the next generation of language professionals and recognize the important role that academic programs play in strengthening the interpreter workforce. We support the proposed Bachelor of Arts in Translation and Interpreting and look forward to continuing our partnership with UTEP as we work toward our shared goal of improving language access for the communities we serve.

Sincerely,

Freda Valdez

Statewide Program Manager

Language Access Services

New Mexico Administrative Office of the Courts




September 30, 2026

Dr. Anadeli Bencomo
Dean, College of Liberal Arts
University of Texas at El Paso

**Subject: Letter of Support for the proposed BA in Translation and Interpretation at UTEP**

Dear Dr. Bencomo,

The New Mexico Translators and Interpreters Association (NMTIA) is a professional association dedicated to serving the needs of all language professionals in the state of New Mexico, and neighboring regions. We are a non-profit, volunteer-based organization, founded in 1984. NMTIA has a long-track record of working with other organizations to promote language access within the State. We are an active collaborator with the New Mexico, Texas and Colorado Administrative Offices of the Courts, and we are dedicated to serving the needs of professional translators and interpreters each day.

I am writing to formally advocate for the inclusion of the proposed Bachelor of Arts in Translation and Interpretation in the future academic catalog for the University of Texas at El Paso's College of Liberal Arts. Many people believe that translation and interpretation is an innate skill, however, as a UTEP alumnus I have observed the need to equip students with practical, modern competencies that address the demands of today's professional translation and interpretation landscape. UTEP finds itself at a unique geographical point where Spanish is spoken as often as English; this level of bilingualism is extremely rare in the United States. I believe that this attribute, coupled with an institution of higher learning that gives students professional training in the fields of translation and interpretation, would yield some of the best translators and interpreters in the United States.

New Mexico currently has no stand-alone Bachelor of Arts in Translation and Interpretion. The University of New Mexico (UNM) offers related degrees in Languages and Linguistics, New Mexico State University (NMSU) offers a B.A. in Linguistics, and UNM offers a Bachelor of Science in Signed Language Interpreting. Therefore, UTEP's proposed degree would give New Mexico students a valuable regional pathway into the profession. Under UTEP's current tuition waiver policy, New Mexico residents may qualify for a reduced rate, making the program more accessible to students across the state.

Thanks to the partnerships established between UTEP's College of Liberal Arts, the New Mexico Administrative Offices of the Courts, and the Texas Judicial Branch Certification Commission, there are microcredentials in UTEP's translation and interpretation courses that create a pathway for students to become eligible to take New Mexico and Texas court interpreter examinations. The College of Liberal Arts has also collaborated with the National Board of Certification for Medical Interpreters, and the National Certification Commission for Healthcare Interpreters to embed medical interpreting microcredentials into UTEP's translation and interpretation courses. This has resulted in a path where UTEP students can become eligible to sit for either one of the two national healthcare certification exams. According to the Bureau of Labor Statistics, there will be approximately 6,000 openings annually in the translation and interpretation profession through 2035. The proposed curriculum would help develop a larger pool of well-trained translators and interpreters for the United States, particularly for courts, healthcare, schools, and other settings where effective language access matters. There is no doubt in my mind that coursework for a BA in Translation and Interpretation at UTEP would result in graduates ready to fill this demand. I am also confident that if this coursework had been available to me as a UTEP student, I would have been far better prepared for my professional career upon graduation.

The proposed degree also offers an opportunity for sustained collaboration between UTEP and NMTIA. Translator and interpreter professors would share practical expertise in ethics, terminology research, technology, and the business of language services. NMTIA, in turn, would connect students with mentors, professional development, and a community of colleagues as they enter the field.

I would be pleased to discuss this proposal or NMTIA's further potential involvement. Thank you for your time, leadership, and continued dedication to academic excellence at the University of Texas at El Paso.

Sincerely,



Alfonso J. Gustave
MA in Spanish from UTEP, 2016
BA in Spanish with Minor in Translation from UTEP, 2013, Summa Cum Laude
New Mexico Court Certified Interpreter
NMTIA President