CURRICULUM PROPOSAL

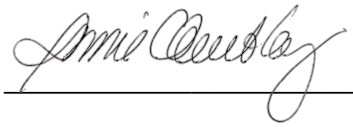
APPROVAL PAGE

Proposal Title: Addition of TRAN 3387 Intermediate Interpreting

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

DEPARTMENT CHAIR- Dr. Annie C. Tremblay

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



10/27/2026

Signature **Date**

COLLEGE CURRICULUM COMMITTEE CHAIR - Dr. 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 - Dr. 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: **10/26/2026**

From: **Valeria B. Delmar, Senior Coordinator, CSLL Dept**

Through: **Dr. Annie C. Tremblay, Chair, CSLL Dept**

Through: **Dr. Anadeli Bencomo, Dean, College of Liberal Arts**

To: **Dr. Selfa A. Chew Melendez, Chair, Liberal Arts Curriculum Committee**

Proposal Title: **Addition of TRAN 3387 Intermediate 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

Because course numbers cannot be renumbered through a course modification process, the only mechanism for changing a course number is to add the course under the new number and subsequently deactivate the original course. Accordingly, to align the intermediate interpreting course with **TRAN 3360 Intermediate Translation** in the proposed BA in Translation

and Interpreting, we request that **TRAN 4387 Intermediate Interpreting** be added to the catalog as **TRAN 3387 Intermediate Interpreting**. Following approval and implementation, **TRAN 4387** will be deactivated.

The course description is as follows: This course builds on introduction to interpreting concepts, with half of the course being focused on the consecutive mode of interpretation and the other, simultaneous. Emphasis is placed on SHORT consecutive and simultaneous interpretation typically practiced in the field of community, healthcare, and legal interpreting. Overall, the complexity of the content is intermediate. The class is taught in Spanish and English.

COURSE ADD

All fields below are required

Add additional Course Add forms as needed

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

Effective Term : Fall 2027

Rationale for adding the course: Because course numbers cannot be renumbered through a course modification process, the only mechanism for changing a course number is to add the course under the new number and subsequently deactivate the original course. Accordingly, to align the intermediate interpreting course with TRAN 3360 Intermediate Translation in the proposed BA in Translation and Interpreting, we request that TRAN 4387 Intermediate Interpreting be added to the catalog as TRAN 3387 Intermediate Interpreting. Following approval and implementation, TRAN 4387 will be deactivated.

All fields below are required

Subject Prefix and # TRAN 3387

Title (29 characters or fewer): Intermediate Interpreting

Dept. Administrative Code : **0616**

CIP Code 16.0103.00

Departmental Approval Required ☐Yes ☒No

Course Level ☒UG ☐GR ☐DR ☐SP

Course will be taught: ☐ Face-to-Face ☐ Online ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade D

- **How many times may course be repeated to satisfy minimum grade requirement? 3**

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description and 2-3 keywords (600 characters maximum):
(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

Description: This course focuses on Spanish-English intermediate interpreting competencies.

Keywords: interpreting, interpreting only, Spanish-English interpreting

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☒	A Lecture	☐	H Thesis
☐	B Laboratory	☐	I Dissertation
☐	C Practicum	☐	K Lecture/Lab Combined
☐	D Seminar	☐	O Discussion or Review (Study Skills)
☐	E Independent Study	☐	P Specialized Instruction
☐	F Private Lesson	☐	Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**
TRAN 3359	C	N
SPAN 2312 or department placement	C	N
ESOL 1312 OR RWS 1302	C	N

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

Course Syllabus

TRAN 3387
INTERMEDIATE INTERPRETING

INSTRUCTOR INFORMATION

Instructor: Diana Lara, MATI, CHI™, LCI
Office Hours: By appointment
E-mail: dlara6@utep.edu

Response Time: Please allow 24 hours for e-mail response during the week and 48 hours during weekends. If the instructor plans to be away from their computer for more than a couple of days, she will let you know in advance.

Do not use BB message!!

COURSE INFORMATION

Where: Undergraduate Learning Center 334
Day: Tuesdays & Thursdays
Time: 4:30 -5:50 PM

This syllabus is a preliminary guide. Both the schedule and specific activities may be adjusted during the semester as circumstances require.

COURSE DESCRIPTION

This course builds upon foundational interpreting skills and provides intermediate-level practice in English ↔ Spanish interpreting across a variety of professional settings. Emphasis will be placed on short consecutive interpreting, simultaneous interpreting, and sight translation in the judiciary, medical, community, and educational fields.

Students will strengthen accuracy, fluency, listening and analysis skills, memory, note-taking, terminology management, and professional delivery in both language directions. Through guided exercises, simulations, recorded materials, and skill-based assessments, students will practice and strengthen their interpreting skills across a variety of professional contexts while maintaining meaning, tone, register, and speaker intent.

This is a hybrid course delivered through a combination of face-to-face and online instruction. Class meets Mondays and Wednesdays from 4:30 PM to 5:50 PM. Students will participate in interpreting workshops, independent and online practice, graded assignments, and performance-based assessments supported by instructor feedback.

BOOKS & COURSE MATERIALS

Required materials

- Steno Pad
- Recording device

- Headphone/headset
- Deck of cards
- Electronic device

Recommended books

- A good college-level monolingual, Spanish dictionary. Real Academia's Diccionario de la lengua española is highly recommended (available online at www.rae.es).
- A good college-level monolingual, English dictionary. Merriam-Webster's Collegiate Dictionary is highly recommended (available online at http://www.merriam-webster.com/).

COURSE OBJECTIVES

The course, as described, is aligned with the following Student Learning Outcomes:

- Describe the role and responsibilities of the interpreter across various professional settings, including judiciary, medical, community, and educational interpreting, in both in-person and remote environments.
- Develop the skills necessary to render an accurate and fluent interpretation, including glossary and vocabulary building, note-taking, message analysis, and appropriate word choice, register, and tone.
- Apply speech analysis and idea-recognition techniques to support effective short consecutive interpreting in both English and Spanish.
- Develop and refine practical note-taking techniques, symbols, and memory strategies appropriate for short consecutive interpreting.
- Gain hands-on experience with short consecutive, simultaneous, and sight translation scenarios commonly encountered in judiciary, medical, community, and educational settings.
- Strengthen the ability to interpret in both language directions, English to Spanish and Spanish to English, while preserving meaning, intent, tone, and register.
- Develop the ability to self-assess and provide constructive peer feedback to identify strengths, recurring challenges, and areas for continued improvement.
- Improve professional delivery, with particular attention to accuracy, fluency, pacing, voice control, word choice, and register.

COURSE ORGANIZATION & ONLINE TOOLS

The course is organized into several topics of instruction, as outlined in the Course Schedule and Due Dates below. Depending on the topic, students will complete some of the following tasks:

1. Readings

Before beginning any assignments (quizzes, learning assignments, activities, I assignments etc.), you must first complete all the assigned readings.

Note: Most of the course materials are protected by copyright and are provided for your academic use only.

2. **Quizzes**

There will be a total of 11 quizzes throughout the course. Quizzes will be completed at the beginning of class on the scheduled dates (don't be late!). **No makeups will be granted for these quizzes.** Please see course schedule below!!

3. **Learning Assignments (6)**

To strengthen understanding of the material covered in each unit, the instructor will assign learning assignments related to the current topic. These may include activities, short written exercises, interpreting practices or other tasks designed to help you actively engage with the lectures and topics. Assignments can usually be completed at home unless otherwise specified by the instructor and must be submitted as directed.

4. **Interpreting Assignments (3)**

Students will complete a total of three interpreting assignments, one in each mode: consecutive interpreting, simultaneous interpreting, and sight translation. Each interpreting assignment will be due at the end of each unit. A rubric will be used to evaluate accuracy, completeness, delivery, and register.

5. **Self and Peer Review Evaluations**

Self- and peer-review activities are designed to help students become more reflective, intentional, and independent in the development of their interpreting skills. Students will be expected to evaluate interpreting performance thoughtfully, identify areas of strength and areas for improvement, and use feedback to guide future practice.

Self-Review (2)

Students will complete a self-review evaluation at the beginning and at the end of the semester. The beginning-of-semester self-review will serve as a baseline and will ask students to reflect on their current level of comfort with the different interpreting modes and language directions, as well as skills such as memory, note-taking, accuracy, fluency, terminology, register, and delivery.

The end-of-semester self-review will allow students to compare their progress, identify skills that have improved, recognize areas that still require development, and reflect on the strategies and feedback that were most helpful throughout the course.

Students are expected to answer self-review questions thoughtfully and honestly. These evaluations are not based on being a "perfect" interpreter, but on demonstrating self-awareness, reflection, and the ability to identify concrete areas for continued growth.

Peer Review

Students will complete a peer review after every Learning Assignment (LA) and Interpreting Assignment (IA). Peer reviews will require students to carefully listen to a classmate's interpreting performance and provide specific, constructive feedback.

Students will also be required to provide specific evidence from the recording, such as examples and timestamps, when appropriate. General comments such as "good job" or "you did well" will not be considered sufficient feedback.

Peer feedback should always be respectful, specific, constructive, and useful. The goal is not simply to identify errors, but to help classmates understand what they are doing well and what strategies or techniques they may implement in future interpreting assignments.

6. **Final Exam** *(Tentative*)*
The final exam will be divided into two parts:

1. Multiple-Choice Exam (Take-Home, Timed): This section will cover material studied throughout the semester, including terminology, interpreting techniques, ethical standards of practice, professional roles and boundaries and mediation strategies. Although the exam will be completed remotely, it will be timed to simulate testing conditions and to ensure independent demonstration of knowledge.

2. Interpreting Exam (In-Class): This section will assess students' healthcare interpreting skills across the three primary interpreting modes used in medical settings. Each student will be assigned a time slot on the scheduled final exam date and will have approximately 15-20 minutes to complete the oral assessment, which can include:
    - Consecutive: Interpret a short bi-directional exchange (3-5 minutes).
    - Simultaneous: Interpret a short, recorded passage (2–3 minutes).
    - Sight Translation: Orally translate a short text (150–200 words) after a brief review.

7. **Glossary**
Students will compile a cumulative glossary of terminology relevant to the four professional fields covered in this course: healthcare, judiciary, community, and education. The glossary must include 15 terms per professional field for a total of 60 terms, using the provided template. Terms should reflect language commonly encountered in actual interpreting settings and should include appropriate English ↔ Spanish equivalents. Students are encouraged to select terminology that is useful, specialized, or challenging rather than overly basic vocabulary. The completed glossary is due at the end of the semester.

8. **Extra Credit**
Students will have the chance to earn additional points toward their final grade through the following opportunities. To receive extra credit, students must email the professor with a list of all activities they participated in and any required documentation:

1. **Self/Peer Review Reflection Presentation (up to 4 points):** Students may give a 5–7-minute presentation reflecting on their progress throughout the semester (what they learned, what improved, etc.) showcasing specific examples from their self/peer review reports. Please see professor for more details.
2. **Interprofessional Education (IPE) Activities (up to 3 points)**: Students may participate in IPE opportunities designed to provide exposure to real-world interpreting practice. These opportunities will be announced throughout the semester.
3. **Interpreting Observation & Reflection (up to 3 points):** Attend an event where interpreting services will be provided (must be preapproved by the professor). Your submission must include the name of the event and date, detailed notes, and a written reflection analyzing the strategies, challenges, and techniques you observed.
4. **End-of-Course Evaluations (2 points):** Provided that at least 85% of the class completes the official end-of-course evaluations, each student will receive 2 additional points added to their final grade.

9. **Course Navigation**
This course is organized in Blackboard using tabs, each of which corresponds to a different part of the course (readings, assignments, discussion boards, grades, etc.). The goal is to make it easy for you to find materials, complete tasks, and stay on track throughout the semester. Please review the table below to become familiar with the names for each tab and their function within the course:

Announcements	Here you will find relevant course or institutional announcements.
Syllabus	Here you will find the course syllabus. Please review it thoroughly!
Glossary	Here you will find the glossary template. The final glossary will be turned in here.
Theory	Here you will find the theoretical contents of the course.
Quizzes	Here you will find quizzes to be taken during the semester.
Learning Assignments	Here you will find assignments to be completed during the semester.
I Assignments	Here you will find details on your interpreting assignments. Completed assignments are to be submitted through this section.
Self/Peer Review	Here you will find templates for your self/peer reviews. Completed reviews are to be submitted through this section.
Messages	Here you will find your graded interpreting assignments once your instructor reviews them.
Gradebook	Here you will be able to monitor your progress in the course. All grades posted by your instructor are visible here.

COURSE SCHEDULE AND DUE DATES

The following is the class schedule, including assignment deadlines. Please note it may be adjusted as the semester moves forward.

Week	Date	Topics	Assignments
1	Aug 25	Course Intro & Syllabus Review	
		Unit 1	
1	Aug 27	Review of the Interpreting Profession	
2	Sep 1	Memory Retention	Quiz 1: in class
2	Sep 3	Intro to Note-Taking	
3	Sep 8	Note-Taking Practice	Quiz 2: in class
3	Sep 10	Mediation Strategies	
		Unit 2	
4	Sep 15	Intro to Short Consecutive	
4	Sep 17	Healthcare Interpreting: Context & Terminology	Self-Review: 9/18
5	Sep 22	Healthcare Short Consecutive Practice	Quiz 3: in class
5	Sep 24	Judiciary Interpreting: Context & Terminology	LA 1: 9/27
6	Sep 29	Judiciary Short Consecutive Practice	Quiz 4: in class
6	Oct 1	Community & Educational Interpreting: Context & Terminology	Peer Review: 10/02 LA 2: 10/04

7	Oct 6	C & E Short Consecutive Practice	Quiz 5: in class
		Unit 3	
7	Oct 8	Intro to Simultaneous Interpreting	Peer Review: 10/09 IA 1: 10/11
8	Oct 13	Healthcare Interpreting: Context & Terminology	
8	Oct 15	Healthcare Simultaneous Practice	Quiz 6: in class Peer Review: 10/16 LA 3: 10/18
9	Oct 20	Judiciary Interpreting: Context & Terminology	
9	Oct 22	Judiciary Simultaneous Practice	Quiz 7: in class Peer Review: 10/23 LA 4: 10/25
10	Oct 27	Community & Educational Interpreting: Context & Terminology	
10	Oct 29	C & E Simultaneous Practice	Quiz 8: in class Peer Review: 10/30 IA 2: 11/01
		Unit 4	
11	Nov 3	Introduction to Sight Translation	
11	Nov 5	Healthcare Interpreting: Context & Terminology	Peer Review: 11/06
12	Nov 10	Healthcare Sight Translation Practice	Quiz 9: in class
12	Nov 12	Judiciary Interpreting: Context & Terminology	LA 5: 11/15
13	Nov 17	Judiciary Sight Translation Practice	Quiz 10: in class
13	Nov 19	Community & Educational Interpreting: Context & Terminology	Peer Review: 11/20 LA 6: 11/22
14	Nov 24	C & E Sight Translation Practice	Quiz 11: in class
14	Nov 26	No class – Thanksgiving Holiday	Peer Review: 11/30 IA 3: 11/30
15	Dec 1	Interpreting Workshop	Self-Review in class Glossary: 12/06
15	Dec 3	TBD	

**LA-Learning Assignment – Due Sundays @ 11:59 PM*
**IA-Interpreting Assignment – Due Sundays @ 11:59 PM*
**Self/Peer Review – Due Fridays @ 11:59 PM*

The UTEP academic calendar can be found at https://my.utep.edu/My at the bottom of the screen, under Important dates. Some important dates for Spring 2026 include:

Aug 24	Fall classes begin
Sep 7	Labor Day
Sep 9	Fall Census Day
Oct 2	Graduation application deadline
Oct 30	Fall Drop/Withdrawal Deadline
Nov 26-27	Thanksgiving Holiday
Dec 3	Last Day of Class
Dec 4	Dead day
Dec 7-11	Fall final exams
Dec 15	Grades are due
Dec 16	Grades are posted

GRADING POLICY

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Component	Weight
Attendance	10 %

Quizzes	15 %
Learning Assignments	15 %
Glossary	5 %
Interpreting Assignments	25 %
Self/Peer Reviews	15 %
Final Exam	15 %
TOTAL	100%

A = 90-100%
B = 80-89%
C = 70-79%
F = Below 70%

Policy on late submissions
Assignments must be submitted by the given deadline.
If you foresee a difficulty, special permission must be requested from the instructor before the due date. **Extensions will not be liberally granted**. Remember, you are training to be an Interpreter, and interpreters can't afford to be late. So, meet your deadlines!!!

UTEP POLICY STATEMENTS

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 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.

STUDENT RESOURCES

UTEP provides a variety of student services and support. Familiarize yourself with the the resources below:

Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA- related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Strategies for success:

- Know where you are going. Read the syllabus and be familiar with class requirements and instructor expectations.
- Seek help. Research shows that students who ask for help do better. Do not be shy about contacting the instructor, other classmates, or work in groups.
- Hang on. Translation is an art, which takes time and consistent, focused effort. Take your time and you will learn what you need.

Degree Plan

Copy and paste text (if applicable) and degree plan from catalog here

See proposed Bachelor of Arts in Translation and Interpreting.