

Doctorate in Interpreting Studies Summary Sheet

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Background

- The Regional Resource Center on Deafness was established at WOU in 1972.
- Interpreter education began at WOU in 1976.
- Graduate education in interpreting studies began in 2011.
- MAIS graduates surveyed want a doctoral degree from WOU.
- Four new courses are being proposed.
- The MAIS Advanced and Teaching tracks will fold into the new doctoral degree.
- The doctorate is the next step to inspiring, thought-provoking experiences for interpreting students, practitioners, and educators.

The Need

- There is only one doctoral program in Interpreting (Gallaudet University).
- Of the MAIS graduates who were surveyed and responded, 66% are interested in getting a doctorate from WOU. One participant who took the survey wrote that she is interested in a doctorate from WOU:
...as a way to help me continue my research relating to interpreting and the Black community as well as cross-cultural mentoring. I also teach at the college level and want to be an example for those who will follow in my footsteps. Finally, I will become the first in my family to earn a Ph.D. and be able to change the trajectory of my family.
- The National Interpreter Education Center report (Cokely & Winston, 2010) on trends in interpreter education programs indicates that there is an insufficient number of faculty, and those working now are aging out and retiring within 5 years.
- Of the three interpreter educator positions posted on the Conference of Interpreter Trainers website, one requires a Ph. D. and two an earned doctorate.

Program Description

Students are expected to complete a minimum of 87 credits, including at least 18 dissertation credits. At least 42 credit hours, including at least 18 dissertation credits, must be completed at WOU, and at least 27 hours must be completed after admission to the doctoral program. Students who have completed the MA in Interpreting Studies with an emphasis in Teaching or Advanced Interpreting will need to complete 13-15 additional credits and at least 18 hours of Dissertation credits. Students must maintain continuous enrollment with 3 credits of dissertation credits until the dissertation defense is complete.

	Transfer Credits	Credits Applied to PhD	WOU Credits beyond MA	Dissertation Credits	Total Credits
MAIS: Advanced/ Teaching Emphasis		(2015-present) 54 (2011-2015) 56	15 13	18	87
MAIS: Entry-level		27	42	18	87
MA: Other Institution	Up to 15		54	18	87

Enrollment

We anticipate a small program with 4 to 6 full-time students and 1-3 part-time students each year.

Alignment with WOU's identity, strategic plan, and long-term mission

- Establishes means for students to succeed beyond the current graduate level available to them,
- Provides:
 - opportunities for academic excellence through advanced scholarly work,
 - continued community engagement through action and social research within a community of practice,
 - accountability through open source publication of dissertation research,
 - sustainable stewardship by providing opportunities for leadership in teaching, research, and supervision.

Ed. D. Interpreting Studies Learning Outcomes	WOU Priorities	WOU Values from: WOU, <i>Forward together</i> , 2017, pp 4-5
Effective interpreters able to work with a wide range of deaf, hard of hearing, and hearing clients communicating in a variety of settings and circumstances.	Student Success Academic Excellence	Collaboration Effective communication; cooperative exploration, problem solving, and teamwork; shared governance; dialogue.
Discerning consumers of current, credible research findings on translation, interpersonal communication, meaning transfer, professional aspects of interpreting and professional development.	Student Success	Empowerment Knowledge, skills, pathways, technologies and resources for all community members to effectively identify and utilize opportunities; student success in degree attainment; critical thinking.
Critical observers of the factors that impact professional interpreter decision-making from accepting a job to billing for the job	Accountability	Accountability Evidence-based decision-making, integrity and ethical transparency. Diversity and respect Equity and inclusion; a fundamental basis in human diversity; appreciation for the complexity of the world; strength drawn from our variety of backgrounds, abilities, cultural experiences, identities, knowledge domains and means of expression.
Committed leaders and capable researchers in the interpreting profession able to advance the profession beyond its current status and understanding within the communities they serve.	Community Engagement	Community Engagement Trustworthy, caring, safe environment for the cultivation of peace, civility and social justice; connections extending beyond the classroom, across campus and into our local and global communities.
Effective facilitators of adult learning environments designed to guide students in their development as interpreters, professionals, and life long learners.	Student Success	Accessibility Programs, resources, media and structures that support the needs of our community members; affordable cost of attendance; personalized support; welcoming, efficient and user-friendly systems.
Discerning consumers of current, credible researching findings on adult education, curriculum design, assessment construction, lesson planning, and effective practices in the field of interpreter education.	Student Success Academic Excellence	Academic Excellence High standards for teaching, learning, scholarship and service; co-curricular activities; advancement of knowledge, analytical skills, creativity and innovation.
Leaders in interpreter education pre-service and in-service, providing innovative training that raises the bar of expectations and quality within the field of interpreting.	Sustainability and stewardship	Sustainability and stewardship Leadership in service of the public good; action to improve the health of our planet; responsibility for preserving and enhancing the natural, structural, financial, intellectual and human resources entrusted to us.