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P5690

Ed. D. Interpreting Studies

New:

Submitted:

2018-10-14 18:37:04

Requestor:

Elisa Maroney

Submitting as: *(required)*

Faculty Member or APA

Request for a: *(required)*

Program

Level *(required)*

Graduate

Type of Request: *(required)*

New (course, program, or temporary course)

Will this be offered within an existing division or department? *(required)*

Yes

Type of program *(required)*

Major

Division *(required)*

Deaf Studies and Professional Studies

Is this curricular change driven by assessment data you have collected?

Yes

Summary/Rationale for proposal *(required)*

Signed language interpreting and preparing interpreter education faculty is emerging and parallels other fields in the

1. In the 1960s, research by William Stokoe documented the linguistic structure of American Sign Language contrib
2. The Registry of Interpreters for the Deaf (RID) is the national organization of professionals who provide ASL/Engl in 1979. The Commission on Collegiate Interpreter Education was established in 2006.
3. The need for interpreters was recognized by the federal government and funds were made available to establish Resource Center on Deafness.
4. Similar to teacher education, interpreter education programs began as short-term training programs, grew to AA programs, and 4 programs offering graduate degrees. Gallaudet University offers masters and doctoral degrees,

5. The dearth of graduate programs in the field of interpretation is similar to that of other professions during their
6. RID has required a bachelor's degree since 2012 in order to be eligible to take the certification examination.
7. The supply of interpreters has never been adequate for the demand and the need for interpreters has expanded
8. The supply of qualified interpreter educators has never been adequate.
9. The field is now ready for advanced degrees and requires advanced degree opportunities in order to move forward.

The population of individuals with "hearing disability" ages 18-64 in the U.S. in 2010 was estimated at 4,022,334 (<http://libguides.gallaudet.edu/content.php?pid=114804&sid=991835>) estimated to use ASL (<http://libguides.gallaudet.edu/content.php?pid=114804&sid=991835>) by 2024. The Registry of Interpreters for the Deaf (RID) is the national professional organization and certifying body for national certification. Today, there are only 271 certified members in the Northwest (OR, WA, and ID). It is not a requirement for interpreters and the deaf and hard of hearing individuals needing interpreting services. Members of RID work in a number of settings.

In a presentation at the 2006 Conference of Interpreter Trainers (CIT), Cogen discussed the crucial need to start a major effort to address "the demand for interpreters across the nation" (Cogen, 2006). Cogen adds, "even in the absence of verifying data, the survey conducted by the National Center on Deafness (NCOD), in which school districts were surveyed regarding their response to every aspect of interpreting work, including educational (K-12 and post-secondary), community, and video relay.

The NCOD project administered a survey to find out the extent of the shortage nationally. The survey included questions about the amount of lead time needed to fill a job. The results were published in the RID Views July 2007 newsletter. This survey found that "Nearly 60 percent of the schools indicated that they had at least one open position currently filled by an interpreter" (Views 2007). "Nearly 60 percent of the schools indicated that they had at least one open position currently filled by an interpreter" (Views, 2007). This certainly supports the anecdotal information out in the field about the lack of qualified interpreters.

The shortage has been so "palpable" as to garner the attention of those outside the field as well. A judge in New York found that the trial went forward with only one interpreter. In his memo, Justice Charles J. Markey of the New York State Court of Appeals at video conferencing events [video relay call centers] — a much gentler form of work than the nonstop world of the courtroom.

The majority of full-time interpreting positions are in educational settings, and the demand for educational interpreters is high (Cogen, 2006). The high number of vacancies and the ongoing critical need for increased numbers of sign language interpreters, more than 90 students from 16 states in the past five years, the need remains acute.

As indicated above, a survey was sent to 69 current and former graduate students in the MA in Interpreting Studies.

Program or Requirement Title *(required)*

Ed. D. Interpreting Studies

Description *(required)*

The Ed. D. in Interpreting Studies is an 87-credit doctoral degree program. The primary objectives of the doctoral program are:

- To develop highly qualified interpreter educators for a continuous demand.
- To develop leaders in the field of interpreting, including mentors, teachers, and specialists.
- To add to a growing body of research on interpreting and interpreter education.
- To provide professional interpreters with the opportunity for growth and development.
- To provide opportunities for professional interpreters to participate in observation, practice, and supervision (continuing education).

At least 42 credit hours, including at least 18 dissertation credits, must be completed at WOU, and at least 27 hours must be completed at other institutions to complete 13-15 additional credits and at least 18 hours of dissertation credits. Students must maintain continuous enrollment.

Ed. D. in Interpreting Studies: Curriculum -- Course Numbers, Titles, and Credits

Course Numbers	Titles	Credit Hours
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Interpreting Courses

INT 523	Technology in Interpreting/Interpreter	
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Education	2	
INT 615	Communication for Interpreters	3
INT 618	Ethics & Professional Practice	3
INT 624	Teaching and Technology	1
INT 625	Interpreting as a Practice Profession	3
INT 630	Communication in a Practice Profession	3
INT 670	Leadership Roles in the Field of Interpreting	3
INT 677	Intrapersonal Aspects of Interpreting	3
<i>Additional Requirement for emphasis in Interpreting</i>		
INT 610	Internship and Portfolio	4
<i>Research courses</i>		
INT 612	Proseminar	1
INT 633	Research and Writing	3
INT 635	Action Research in Interpreting	3
CJ 627	Quantitative Methods in Social Science	3
INT 645	Research on Translation and Interpretation	3
INT 646	Research on Translation and Interpretation II	5
<i>Additional Requirement for emphasis in Teaching Interpreting</i>		
INT 639	Student Teaching and Portfolio	4
<i>*Exit Requirements</i>		
<i>Reflective Practice courses</i>		
INT 617	Introduction to Reflective Practice	3
INT 627	Reflective Practice Techniques	3
INT 637	Rhythms of Reflective Practice	3
<i>Teaching courses</i>		
INT 609	Practicum	2
INT 640	Teaching Ethics & Professional Practice	3
INT 650	Teaching Meaning Transfer	3
INT 655	Assessment for Interpreter Educators	3
INT 665	Interpreter Education Curriculum Development	3
INT 675	Adult Education	3
INT 695	Dissertation Seminar	18
<i>Electives</i>		
INT 606	Special Projects	1-6
INT 607	Seminar	1-6
INT 608	Workshop	1-12
INT 609	Practicum	1-4
INT 647	Advanced Research Writing	3

Programs affected/consulted *(required)*

Professor Vivian Djokotoe, Criminal Justice, was consulted in spring 2018. I asked her if she would be willing to have I emailed her to confirm that including Interpreting Studies graduate students was still acceptable.

Faculty and Facilities Needed (for Dean review only) *(required)*

For the launch of this online program, no additional faculty or facilities are needed, because all of the courses are be degrees to serve on dissertation committees as chairs and members. In addition, the library will need to provide acc

How and when will the effectiveness of this program be determined? (For Dean Review only)

Program effectiveness will be assessed on an ongoing basis. We survey stakeholders, including faculty, current stude

Notes/Comments**Supporting Documents**

Thumbnail	Name	Size
	10-14-2018 Ed D Interpreting Studies New Academic Program Proposal.docx (https://www.wou.edu/include_files/iframe_apps/facultysenate/curriculum/forms/docs.php?pkey=342).	29073

The queue for this request is:

Division Chair→Division Curriculum/Graduate Chair→Graduate Committee→Faculty Senate→Dean→Provost→President→

Related Courses:

C5877 [INT 695 Dissertation Seminar](#) ([view.php?fdc_action=view_request&id=5877&table_number=2&table=NEW_CURRIC_PROPOSALS&category=course&app](#))

Division chair decision:

✓ Yes by Amanda Smith (2018-10-15 09:37:20)

Comments: This is an exciting opportunity in advancing professional education at WOU and within the interpreting field

Division grad chair decision:

✓ Yes by Erin Trine (2018-10-16 12:19:33)

Comments:

Graduate Committee Decision:

✓ Yes by Melanie Landon-Hays (2018-11-21 13:21:35)

Comments: Approved by committee unanimously.

Senate Decision:

Pending:

Sent to Greg Zobel (zobelg@wou.edu), on: 2018-11-21 13:21:35

COE Dean Decision:

Pending: Mark Girod (girodm@wou.edu),

Provost/VPAA Decision:

Pending: Rob Winningham (winninr@wou.edu),

Entered into appropriate systems by registrar's office:

Pending: Amy Clark (clarkaj@wou.edu),

Entered into catalog:

Pending: Susan Hays (hayss@wou.edu),

Re-send to: senate

[Re-send email \(view.php?req_id=5690&re-send=yes&app_committee=senate&table=NEW_CURRIC_PROPOSALS&time=20](#)

[Echo Re-send email \(view.php?req_id=5690&re-send=yes&app_committee=senate&echo=yes&table=NEW_CURRIC_PROF](#)

[View table entry \(view_row.php?pkey=5690&table=NEW_CURRIC_PROPOSALS\)](#)