MEMORANDUM

TO: Katherine Schmidt, President, Faculty Senate
FROM: Elisa Maroney and Amanda Smith, Co-Coordinators, ASL/English Interpreting Program
DATE: January 20, 2010
SUBJECT: MA in **Teaching Interpreting**

We propose a 65-credit Master's degree program in **Teaching Interpreting**. The program will be delivered in a hybrid format (online with face-to-face components). The development of a graduate program in Teaching Interpreting at Western Oregon University demonstrates the university's commitment to promoting high standards and responding to employment market trends. By offering a master's degree in teaching interpreting, WOU seeks to address the need for qualified interpreter educators nationwide and provides options for higher education for interpreter educators. Western Oregon University has a long-standing history of preparing students to work with Deaf, hard-of-hearing and Deaf-Blind individuals. The Regional Resource Center on Deafness has been housed at WOU since 1973 and WOU has been training ASL/English interpreters since 1976. This MA program is a natural extension of WOU's investment in serving this unique population.

The program consists of courses on advanced interpreting, professional ethical practice, and interpretation and interpreter education research. Additionally, this program focuses on adult education theories/strategies, and the pedagogy involved with teaching the complex task of interpreting. There is sufficient FTE for a full load for a faculty member on a 9-hour load. Additionally, part time adjunct FTE is needed for supervising students in student teaching and practica. This program would not require faculty beyond the MA in Interpreting until the second year when pedagogy courses would be offered. A full-time faculty line is unlikely to open up for this program. Due to the distance nature of the course work, the program has the opportunity to invite national content experts to teach online courses.

Rationale
Currently, the only graduate program in interpreter pedagogy in the entire nation is at Northeastern University in Boston, Massachusetts. There is sufficient need for an increase in the quality and quantity of interpreter educators, nationally, to warrant an additional MA program in this area. The program we are proposing is grounded in the theory upon which spoken language programs have been based. In addition, WOU's program will infuse the demand-control schema (DC-S), making the program similar to other practice professional training programs, such as the mental health and medical professions, where students work with supervision. The DC-S is a holistic approach to the task of interpreting, equipping student interpreters to process their work like experienced interpreters by considering the full context in which the interpreting task occurs. DC-S is an overarching framework that allows for discussion of a broad base of models and theories about interpreting work.In May 2008, a survey of WOU graduates and members of the Oregon Registry of Interpreters for the Deaf was conducted using Survey Monkey. One hundred people replied to the survey. Fifty of the 100 respondents indicated that they would be inclined to attend an MA program in interpreting or teaching interpreting. Eighteen more said that they would if the program were offered on-line. Of the 100 respondents, forty-six said that they would prefer a hybrid delivery format. A larger sample was gathered in August and September 2008. Through this second survey targeting a national audience, 263 of the 470 (66%) individuals responded that they would be interested in attending a graduate program in interpreting and/or teaching interpreting if the College of Education at WOU were to offer such a program. About 48%, or 126, of the 263 interested in a Master's degree would like a graduate program in both interpreting and teaching interpreting, while about 20%, or 52, would like a degree in teaching interpreting.

Thank you for your attention. Please let us know if you have questions, suggestions, and/or concerns.