Comparison of MA in Interpreting and MA in Teaching Interpreting

	MA in Interpreting	MA in Teaching Interpreting
Credits	47	65
Entrance Requirements	In addition to the Graduate Admissions office applications, students entering the interpreting program should already have: 1. Foundation theory and knowledge in translation and interpretation studies; and 2. Experience translating and/or interpreting, and/or national certification. The application process for the MA in Interpreting would: 1) Require submission of • A letter of intent • A resume • Transcripts of all coursework • Evidence of continuing professional development (e.g., Registry of Interpreters for the Deaf Continuing Education Unit transcript). A minimum of 2 CEUs (20 hours) would be required prior to application. • Evidence of certification and/or experience interpreting/translating • Three letters of recommendation 2) For those students who do not have certification, a skills-based assessment. 3) An interview.	In addition to the Graduate Admissions office has applications, students entering the Teaching Interpreting program should already have: 1. Foundation theory and knowledge in translation and interpretation studies; 2. Experience translating and/or interpreting, and/or national certification; and 3. Documented experience with mentoring, teaching, and/or training (e.g., mentoring contract, resume, and letters of recommendation). The application process for the MA in Interpreter Educator would: 1) Require submission of ▪ A letter of intent ▪ A resume ▪ Transcripts of all coursework ▪ Evidence of continuing professional development (e.g., Registry of Interpreters for the Deaf Continuing Education Unit transcript). A minimum of 2 CEUs (20 hours) would be required prior to application. ▪ Evidence of certification and/or experience interpreting and/or translating; and ▪ Three letters of recommendation (at least one to address potential to teach) 2) For those students who do not have certification, a skills-based assessment. 3) An interview.

Exit Requirements	Successful completion of
	  ▪ INT 620: Portfolio
	And one of the following:
	  ▪ INT 603: Thesis
	  ▪ INT 610: Internship
		Successful completion of:
		  ▪ INT 639: Student Teaching & Portfolio
		  ▪ INT 603: Thesis

Outcomes Graduates will be:	• Effective interpreters able to work with a wide range of deaf, hard of hearing, and hearing clients communicating an a variety of settings and circumstances • Discerning consumers of current, credible research findings on translation, interpersonal communication, meaning transfer, professional aspects of interpreting and professional development • Critical observers of the factors that impact professional interpreter decision-making from accepting a job to billing for the job • Committed leaders for the interpreting profession able to advance the profession beyond its current status and understanding within the communities they serve.	• Effective interpreters able to work with a wide range of deaf, hard of hearing, and hearing clients communicating an a variety of settings and circumstances • Discerning consumers of current, credible research findings on translation, interpersonal communication, meaning transfer, professional aspects of interpreting and professional development • Critical observers of the factors that impact professional interpreter decision-making from accepting a job to billing for the job • Committed leaders for the interpreting profession able to advance the profession beyond its current status and understanding within the communities they serve. • Effective facilitators of adult learning environments designed to guide students in their development as interpreters, professionals, and life long learners. • Discerning consumers of current, credible researching findings on adult education, curriculum design, assessment construction, and lesson planning. • 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.