# Comparison of MA in Interpreting and MA in Teaching Interpreting

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<th>MA in Interpreting</th>
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<tbody>
<tr>
<td><strong>Credits</strong></td>
<td>47</td>
<td>65</td>
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<td><strong>Entrance</strong></td>
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|                  | 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. | 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 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. | 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  
| Outcomes         | Successful completion of:  
| Graduates will be: | • INT 639: Student Teaching & Portfolio  
|                  | • INT 603: Thesis  
|                  | • 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  
|                  | • 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 research 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.  