

**MASTER OF EDUCATION (M.Ed.)
Interpreter Education Concentration**

Required Courses:

- EDUC-5013 Educational Research Statistics
- EDUC-5023 Educational Assessment
- EDUC 5033 Philosophy of Education
- EDUC-5043 Curriculum Development
- EDUC-5633 Adult Education Class
- EDUC-5713 Strategic Planning for Educational Leadership OR EDUC-5083 Education of the Exceptional Child
- EDUC-5903 Educational Research Design
- AMSL-5453 Advanced Interpreting
- AMSL-5863 Mentoring for Sign Language Interpreters
- AMSL-5873 Foundations of Interpreter Education
- AMSL-5883 Teaching American Sign Language
- AMSL-5893 Teaching Meaning Transfer
- AMSL-5993 Capstone Project

Total Hours.....39 Credits

Required Course Descriptions

EDUC-5013 Educational Research Statistics (3 credit hours) Provides a basic understanding and use of statistical methods with practical applications for education. Descriptive and inferential statistical measures and testing are covered. Descriptive statistical topics include frequency distributions, measures of central tendency, variability, normal curve, hypothesis testing, research methodology, the t-test for differences, correlations, analysis of variance, and Chi squared testing.

EDUC-5023 Educational Assessment (3 credit hours) (Prerequisite: EDUC-5013) A study of the principles and methods of analyzing and using quality teacher-designed tests, observational instruments and standardized tests for assessing student learning.

EDUC-5033 Philosophy of Education (3 credit hours) A survey and comparison of historical and current philosophies of education with biblical principles. The student will formulate a personal philosophy of Christian education.

EDUC-5043 Curriculum Development (3 credit hours) The basic philosophy and components of curriculum development within the school, from the foundational mission and purpose of the school to assessment and strategic planning. Students will apply the concepts of curriculum scope and sequence to individual school situations.

EDUC-5083 Education of the Exceptional Child (3 credit hours) An overview of the exceptional child in the classroom. The student will learn the characteristics of children with mild exceptionality including those who are mentally, emotionally, physically, and learning disabled. The student will learn different teaching strategies to more fully meet the needs of the exceptional child.

EDUC-5633 Adult Education (3 credit hours) An overview of the major theorists associated with adult learning based on historical and philosophical perspectives. It will consider the following questions: Who is the adult learner? What is the social context of learning? What motivates adult learners? How do life stages affect learning? Both foundational and emerging perspectives on adult learning are introduced, compared, and contrasted with the aim of transforming theory into practice.

EDUC-5713 Strategic Planning for Educational Leadership (3 credit hours) A presentation of the principles and practices involved in strategic planning as applicable to various institutional and ministry settings. Included in the course are issues related to the perspective, prospects, and preparations needed for effective strategic planning.

EDUC-5903 Educational Research Design (3 credit hours) (Prerequisite: EDUC-5013) A basic introduction to educational research with emphasis on design, the tools of research, and the development of a research proposal.

AMSL-5453 Advanced Interpreting (3 credit hours) Advanced instruction on the practice of interpreting from spoken English to American Sign Language (ASL) or other sign language systems and from American Sign Language (ASL) or other sign language to spoken English effectively, accurately, and impartially while using any necessary, specialized vocabulary. This class provides for the development of interpreting skills required in a variety of settings. Focus is given to equivalent message content, vocabulary, register choice, and cultural adaptations. It includes further and more advanced instruction on self and peer analysis, enhancing the students' interpreting skills.

AMSL-5863 Mentoring for Sign Language Interpreters (3 credit hours) An overview of the mentoring process. This course prepares interpreting professionals to serve as mentors to less experienced interpreters at all skill levels. The course will include the purpose of mentoring, the logistics of a mentoring relationship, and the role of the mentor. Students will develop the tools for skill analysis, performance patterns identification, goal setting strategies, and skill enhancement activities development.

AMSL-5873 Foundations of Interpreter Education (3 credit hours) Consideration of the history and current trends of the interpreting profession. Students prepare to teach translation, consecutive interpreting, and simultaneous interpreting. They use self-assessment, self-reflection, and research-based practices in teaching design and implementation.

AMSL-5883 Teaching American Sign Language (3 credit hours) An overview of traditional and contemporary teaching methods for second languages. Students will learn about the development of syllabi and lesson plans, selection of curriculum resources, class activities, and ASLTA certification for teaching ASL.

AMSL-5893 Teaching Meaning Transfer (3 credit hours) An introduction to the pedagogical approaches for skills-based interpreter courses. Students will consider the various aspects necessary for rendering a dynamic equivalent interpretation.

AMSL-5993 Capstone Project (3 credit hours) The Capstone Project is intended to provide students with an opportunity to demonstrate the acquisition of research and writing skills, to show their mastery of course work, or to extend the knowledge acquired in prior courses.