



WILLIAM WOODS
UNIVERSITY

William Woods University
ASLEI Program
Handbook

BS:ASLEI Bachelor of Interpreting

Last updated April 2025

The purpose of the ASLEI Student Handbook is to provide interpreting students and others who are involved in the ASLEI Program with the policies, procedures, information, and forms related to the interpreting program.

For more information about our ASLEI Program, please contact:

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Declaring Interpreting as Your Major

Students who intend to earn an ASLEI degree may declare interpreting as their major at any time, preferably upon admission to the University. You can declare a major or change an existing major by completing a Declaration of Major form in the Office of the Registrar (Room 111, Academic Building) for Fulton students or through your academic advisor for online students. When doing so, be sure to note your major as ASL-English Interpreting (ASLEI) and the degree as Bachelor of Science . Once you declare interpreting as your major, your academic advisor will help ensure that you are on track, both academically and professionally.

Admission to the ASLEI Program

As previously noted, you can declare your major at any time. However, there is a formal application process for admission to the professional interpreting program that occurs during your sophomore year for acceptance in your junior year. This process determines your eligibility to move forward in the interpreting program, which includes the Senior Capstone and Interpreting Internship. Please see the Admission section for details regarding the admission criteria, requirements for maintaining admission, and requirements for internship.

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Congratulations on choosing Interpreting as your major!

Our American Sign Language ~ English Interpreting (ASLEI) program includes both new interpreting students and seasoned professionals, all looking to take the next step in their careers. Whether you're just beginning or building on years of experience, we are committed to equipping you with the skills and knowledge to excel in this field and provide essential communication access to the Deaf community.

Interpreters are in high demand across various settings, including education, healthcare, legal, corporate, government, and community organizations. Interpreting is a lifelong learning process that requires self-reflection and adaptability. Feedback—both giving and receiving—is essential to growth. Our program emphasizes structured feedback through peer reviews, faculty assessments, and real-world evaluations to help you refine your skills and confidence.

William Woods University offers a robust, student-centered curriculum available both on-ground and online. Our faculty and mentors span the U.S., and our Internship Coordinator ensures high-quality placements and training for students nationwide.

Internships are a required component of the program, with tailored experiences for both new and experienced interpreters. New interpreters engage in supervised fieldwork, while seasoned interpreters focus on advanced professional development. All students must complete a 300-hour internship to graduate, reinforcing the skills and values essential for success. If you've already completed an interpreting internship through another university, please connect with your academic advisor about the possibility of transferring in up to 150 hours.

To support your journey beyond the classroom, we also offer the Interpreter Mentorship & Advancement Program (IMAP)—a post-graduate mentoring initiative designed to guide recent graduates as they transition into the profession and work toward certification.

Our mission is to develop ethical, reflective, and highly skilled interpreters who understand power dynamics, cross-cultural interactions, and social equity. If you have questions, please reach out to your advisor, any faculty member, or me—we're here to support you.

I am excited to see all of the great things you will do!

Hilary Maag, Ph.D. CI, CT, NIC-Master

Director of Interpreting Programs

WILLIAM WOODS UNIVERSITY ASLEI PROGRAM MISSION & GOALS

ASLEI Mission Statement:

Our mission is to empower students with the skills and knowledge necessary to excel in the field of interpreting, providing crucial access to the Deaf community. We are committed to fostering an environment that promotes proficiency in self-assessment, critical evaluation, and continuous improvement, ensuring our graduates are well-equipped to provide access with strong ASL proficiency and professional competence.

ASLEI Philosophy:

Our program is grounded in the belief that effective ASLEI requires a blend of technical skill, cultural competence, and ongoing self-reflection. We emphasize the importance of self-assessment as a cornerstone of personal and professional development, encouraging students to critically analyze their work and impact. By cultivating these practices, we aim to produce interpreters who are not only skilled but also adaptive, reflective, and dedicated to lifelong learning. We are dedicated to enhancing access and inclusion for the Deaf community by developing interpreters who are deeply aware of power dynamics, cross-cultural interactions, and social equity. Committed to the highest standards, we aim to cultivate interpreters who understand the profound impact of these dynamics and strive to provide equitable and effective interpretation.

ASLEI Program Objectives:

- **Program Objective 1:** Students exhibit competencies in interpreting theory and knowledge.
- **Program Objective 2:** Students will demonstrate linguistic competency in ASL.
- **Program Objective 3:** Students will demonstrate linguistic competency in English.
- **Program Objective 4:** Students will develop a comprehensive understanding of the interpreting profession.
- **Program Objective 5:** Students will analyze cultural and power dynamics influencing interpreted interactions.
- **Program Objective 6:** Students will apply ethical principles based on the Code of Ethics for interpreters.

WILLIAM WOODS UNIVERSITY ASLEI PROGRAM HISTORY

The ASL-English Interpreting program began in 1991 as a two-year associate degree and transitioned to a bachelor's degree in 1993 after the university received federal funding to support expanding interpreter education. The program has maintained consistent enrollment over the years and is influential in graduating interpreters qualified to provide interpreting services. The degree at William Woods is one of 54 programs in the US and Canada.

Interpreting is at a critical point in its history as the profession is retiring twice as many interpreters than are entering the field. The initial group of professional interpreters are retiring from the profession, leaving the field for interpreters who were trained in the educational system, not through the informal channels of the Deaf community. The shift in educating future interpreters has not been easy, but WWU has been fortunate to have the support of the local Deaf community.

The university began a formalized ASL lab in the mid 1990's, using the expertise of the local Deaf community as language experts, and has continued to do so. Currently, the program employs anywhere between 8-10 local Deaf community members to work as mentors in the ASL lab providing language modeling and support for our ASL and interpreting students. By continuing to recognize the contribution of the local Deaf community and respect them as language experts, the program has been able to maintain a respectful and supportive relationship with the community. The school for the Deaf is also close by and students spend time there as well.

The university has supported the ASLEI program in many ways and one of the most significant is in the offshoot of the ASLEI program into the online degree completion program in 2012. This program was designed for interpreters with an associate degree in ASL/Interpreting to complete their degree to the bachelor's level to allow them to sit for their national interpreter certification evaluation. Beginning in 2025, the ASLEI program expanded to include a fully online 4-year degree that parallels the existing on ground curriculum.

WILLIAM WOODS UNIVERSITY ASLEI PROGRAM DEPARTMENT FACULTY

The ASLEI faculty at William Woods University are highly regarded for their effective teaching, dedication to students, and active involvement in the Deaf community. All faculty members are practicing interpreters who bring real-world experience to the classroom, ensuring that students gain practical insights and current knowledge of the field. Faculty also serve on social service boards, collaborate with community agencies, and participate in professional development through workshops and conferences to stay at the forefront of interpreting and ASL education. Their commitment to fostering academic, professional, and personal growth creates a rich and supportive learning environment for students.

Hilary Maag, Ph.D., CI, CT, NIC-Master, Director of Interpreting Programs

Dr. Hilary Maag is a highly respected academic and leader in interpreting, with a Ph.D. from The Chicago School of Professional Psychology. Her dedication to fostering inclusive environments is rooted in her personal commitment to the Deaf community, shaped by her experiences with Deaf/hard of hearing family members. Dr. Maag specializes in empowering interpreters to excel in serving the Deaf community, driven by her passion for teaching and mentoring. Throughout her career, she has been instrumental in advancing teaching practices within educational settings, focusing on curriculum development, pedagogical innovation, and creating transformative educational initiatives. Her leadership is characterized by a commitment to cultivating inclusive learning environments that support professional growth and excellence among interpreters. Dr. Maag's strategic vision and expertise in organizational development underscore her efforts to equip interpreters with the skills and knowledge needed to meet the evolving needs of the Deaf community.

Carrie McCray, Ph.D., MICS-Master, Professor, Internship Coordinator

Dr. Carrie McCray is a seasoned professional in the field of American Sign Language (ASL) and interpreting, currently serving as a Professor of ASLEI at William Woods University. She has a strong educational background with a Ph.D. in Educational Leadership and Policy Analysis from the University of Missouri, and both a M.Ed. in Curriculum and Instruction and a B.A. in Psychology and Sign Language Interpreting from William Woods University. McCray's career spans over two decades, during which she has focused on educational interpreting, the ethics of interpreting, and interpreting in various specialized settings such as mental health and theatrical environments. She has a passion for teaching and mentoring students, emphasizing active learning and practical application in her courses. McCray also supports students through comprehensive internships that connect academic learning with real-world experience in diverse settings across the United States. Serves on the State Committee of Interpreters for Missouri for 20+ years – regulating licenses in the state.

John Brand III, M.A., Assistant Professor

John Brand III comes from a family of ASL instructors. Born into a Deaf family going back more than 6 generations. His immediate family have at one point taught ASL and John has found himself carrying on the family tradition. He first started teaching for fun as a student pursuing a degree in Community Health at the University of Illinois in Urbana Champaign, 2001-2006.

Upon graduating, he was hired to teach as a part time faculty at the U of I. He also taught at the local community college and privately within the community. He pursued his Master degree at Gallaudet University in 2014 graduating with a degree in Sign Language Education, MASLED. He taught at several colleges such as University of Wisconsin-Milwaukee, DePaul University, Waubensee Community College as well as privately within the community. In 2020, John reconnected with his graduate school friend and moved to Columbia, MO to teach at William Woods university. He currently teaches ASL 1-5, Deaf Culture, NMM and Fingerspelling & Numbering. When he is not teaching, John works with students as an advisor to William Woods' own ASL club, the Hands Up ASL Club and attends Deaf events.

Jessica Brown, M.A., CDI, Adjunct Professor, ASL Lab Director

Jessica Brown has extensive experience and education in Sign Language and Deaf Studies. She holds a Bachelor of Arts in History from William Woods University, with coursework in Special Education and Deaf Studies, and a Master of Arts in Sign Language Education from Gallaudet University, where she studied Research, Linguistics, and ASL. Jessica has a significant tenure as a Substitute Teacher at the Missouri School for the Deaf, as an ASL Instructor for Columbia Public Schools' Adult Education program and for families across the Midwest. Her roles have included mentoring students in ASL and Interpreting at William Woods University. Jessica is committed to advancing the education of the Hearing, Deaf/Hard of Hearing, and CODAs through her comprehensive teaching and mentoring roles. Jessica is also a Certified Deaf Interpreter (CDI), serving the greater Midwest area. She loves to travel, learn new things every day, and considers herself a student at heart.

Andrew Byrne, Ph.D., Adjunct Instructor

Dr. Andrew P. J. Byrne is an accomplished academic with a robust background in American Sign Language (ASL) and Deaf Studies. He currently serves as a Teaching Associate Professor and the Director of the ASL Program at the University at Buffalo. Dr. Byrne holds a Ph.D. in ASL literature from York University in Toronto and has a strong focus on ASL literary theory, criticism, and the formation of literary canon. His professional journey includes significant contributions to ASL education, notably through his publications on ASL literature and literacy, as well as his research on the impact of special education on Deaf children. Dr. Byrne's commitment to ASL is evident in his leadership roles and his dedication to advancing the field through both teaching and scholarly work.

Catherine Copeland, M.Ed., CI and CT, Adjunct Instructor

Catherine Copeland has served as the Lead Sign Language Interpreter at Montana State University Billings for over 30 years. She also teaches as an adjunct instructor at William Woods University and Yellowstone Christian College, specializing in ASL and Deaf Culture. She holds a Master's in Education with a focus on Adult and Continuing Education from Capella University and earned a Master Mentor certificate from Northeastern University. Her extensive experience in both interpreting and teaching makes her a valued member of the interpreting community.

Margie Hoskins, M.A., BEI-Master

Margie Hoskins is a seasoned sign language interpreter and educator with over 20 years of experience in the field. She holds a Master of Education in Teaching and Technology, along with a Bachelor of Science in ASL/English Interpreting from William Woods University. Margie has deeply rooted ties to our ASLEI interpreting program as she first joined WWU as a student twenty-six years ago, and went on to serve as the University's staff interpreter, previously taught as a full-time associate professor for our on-ground program, and now serves as an instructor in our online program. She holds both BEI-Master and MICS-Master certifications, and her interpreting work spans a range of settings including higher education, mental health, legal, and medical. Over the past five years, she has embraced the complexities and challenges unique to providing interpreting services in the mainstream K–12 educational setting, supporting deaf students impacted by language deprivation. Margie is passionate about interpreter education and advocates strongly for equitable access to education for deaf and hard-of-hearing students.

Valarie Howard, M.A. (Teaching ASL), M.A. (In Communication), NIC, MICS IV

Valarie Howard is a full-time faculty member at John A. Logan College in southern Illinois. With years of experience in interpreting and education, she is committed to inspiring and equipping students to become confident, capable professionals. She holds a Master of Arts in Teaching ASL from the University of Northern Colorado and a Master of Arts in Communication with an emphasis in Health Communication from Southern Illinois University Edwardsville.

During her graduate studies, Valarie developed a training program for medical professionals to improve communication access for Deaf patients in healthcare settings. She is passionate about bridging gaps in access and preparing interpreters to serve effectively in a range of settings. Her commitment to professional development ensures her courses reflect current standards and best practices. Valarie's work is grounded in a belief that inclusive, equitable communication practices benefit everyone—and she strives to model that in both the classroom and the community.

Amy Miller, M.A., CI and CT, Adjunct Instructor

Amy Miller is a highly experienced Sign Language Interpreter and adjunct professor in the ASL-English Interpreting Program at William Woods University. With a career spanning over 30 years, Amy has worked as a freelance interpreter, a video relay and remote interpreter, and in various educational roles, including interpreter coordinator and supervisor for Deaf services. She holds a Master of Science in Mental Health Counseling and certifications in interpreting and transliterating (CI/CT) from the Registry of Interpreters for the Deaf (RID), as well as a Master Certification from the Board for Evaluation of Interpreters (BEI). Amy is licensed in multiple states and continues to bring a wealth of practical knowledge and expertise to her students.

Rebecca Thomas, M.A., SLPI-Superior, Adjunct Instructor

Rebecca Thomas is a seasoned ASL educator with over 24 years of high school teaching experience and 25 years at the college level. In addition to her teaching, she has actively collaborated with the Minnesota Commission of the Deaf, DeafBlind & Hard of Hearing,

advocating for improved accessibility and greater awareness of Deaf culture. Her work with the Commission and dedication to education make her a valued leader in the ASL and Deaf communities. In addition to her Master's degree in Deaf Education, Rebecca has an additional 60 credit hours of specialized graduate training in education and training. Rebecca is a current nominee for Minnesota Teacher of the Year and has already earned over eleven other awards for her exceptional work in the field of education.

Norlian Vickers, Adjunct Instructor, MICS-Master

Norlian Vickers is a Master Sign Language Interpreter with over 18 years of experience spanning Special Education, Mental Health, Medical, and Government settings. As a certified MICS Master Interpreter, she brings expertise in ASL, Cultural Mediation, Trauma-Informed Practices, and the IEP process. A CODA (Child of Deaf Adults), Norlian's deep connection to Deaf Culture informs her commitment to fostering inclusive communication. She holds a BA in Liberal Studies from Lincoln University of Missouri and is pursuing her M.Ed. in Curriculum and Instruction at William Woods University. Known for her leadership and dedication, Norlian is a trusted advocate, educator, and resource in the interpreting profession.

Jessica Weggenmann, M.A.

Jessica Weggenmann is an American Sign Language (ASL) teacher who blends enthusiasm, humor, and a deep passion for language into every lesson. She believes laughter is essential to learning and that shared experiences—whether in language or over a good meal—bring people together. Known for her engaging style, Jessica brings the beauty and richness of ASL to life, often infusing her teaching with cultural insights, interactive activities, and a few lighthearted moments. Her favorite part of teaching is watching students experience the “aha” moment when a new concept clicks. In her classes, students not only build language skills but also explore the vibrant culture of the Deaf community, gaining a deeper understanding of communication beyond spoken words. Outside the classroom, Jessica is a mother of energetic three-year-old twin daughters and a creative cook who specializes in quick, family-friendly meals (often with a few hidden vegetables). She enjoys unwinding with a good cookbook, planning her next culinary adventure, and appreciating the rare quiet moments at the end of the day.

WILLIAM WOODS UNIVERSITY ASLEI PROGRAM COURSES

<p style="text-align: center;">B.A. American Sign Language – English Interpreting (ASL-EI)</p> <p style="text-align: center;">57.00 credit hours</p>	<p>2025-2026 Checklist</p>
student name	student ID
advisor	

- * Students are required to have 120 distinct credits for graduation
- * 30 credits of said 120, must be from upper level courses (*i.e.* 300/400-level)
- * All students must complete General Education program for graduation

* Students must complete the appropriate ASL I-V pre-requisite courses with a grade of “C” or higher, or demonstrate equivalent experience for instructor waiver of pre-requisite before they can register for designated courses.

** Students must earn a final grade of “C” or higher to continue on in their sequence of major courses.

Required Courses: 54.00 credits

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
ASL 120 **	Deaf Culture – D	3.00			
ASL 336	Topics in Deafness	3.00			
ASL 345 *	American Sign Language VI	3.00			
ASL 425 * **	Linguistics of American Sign Language	3.00			
ASL 430	ASL Literature	3.00			
ENG 301	Grammar & Syntax	3.00			
ITP 211 *	Theory of Interpretation	3.00			
ITP 217 *	Discourse Analysis	3.00			
ITP 241	Fundamentals of Interpreting	3.00			
ITP 301 **	Interpreting I	3.00			

ITP 310 **	Interpreting in Advanced Settings I	3.00			
ITP 351 **	Interpreting II	3.00			
ITP 375 **	Interpreting III	3.00			
ITP 380 **	Interpreting IV	3.00			
ITP 410 **	Interpreting in Advanced Settings II	3.00			
ITP 450 **	Senior Capstone	3.00			
ITP 451 **	Field Practicum	3.00			
ITP 452 **	Field Practicum	3.00			

Social Service Elective – 3.00 credits		Choose ONE	Semester Completed	Grade Earned	Substitutions
PSY 221	Educational Psychology – Q	3.00			
PSY 226	Child & Adolescent Development	3.00			
SCA 253	Introduction to Diversity and Intersectionality - i	3.00			
SWK 273	Crime & Victimization in America	3.00			
SWK 374	Mental Health Services & Policies	3.00			
SWK 316	Human Behavior in the Environment I	3.00			
SWK 317	Human Behavior in the Environment II	3.00			
SWK 338	Social Welfare Policy	3.00			

WILLIAM WOODS UNIVERSITY ASLEI PROGRAM

Program Admission Requirements:

Admission to the ASLEI program is separate from admission to the university. See below for more information:

Declaring Interpreting as Your Major

Students who intend to earn an ASLEI degree may declare interpreting as their major at any time, preferably upon admission to the University. You can declare your major or change your existing major by completing a Declaration of Major form in the Office of the Registrar (Room 111, Academic Building) for Fulton students or through your academic advisory for online students. When doing so, be sure to note your major as interpreting and the degree as Bachelor of ASL-English Interpreting (ASLEI). Once you declare interpreting as your major, your academic advisor will help ensure that you are on track.

Admission to the ASLEI Program

As previously noted, you can declare your major at any time. However, there is a formal application process for admission to the professional interpreting program that occurs during your junior year. This process determines your eligibility to move forward in the interpreting program, which includes the Senior Capstone and Interpreting Internship. Please see the Admission section for details regarding the admission criteria, requirements for maintaining admission, and requirements for internship.

ASLEI Program Admission Requirements:

To be eligible for admission to the ASLEI Program, you must meet the following criteria:

- You must have formally declared American Sign Language - English Interpreting as your major
- Minimum of a 2.75 GPA in ASL/ITP coursework
- Overall GPA at William Woods University of 2.50 or higher
- You must have completed the following courses with a C or higher:
 - ASL 245
 - ITP 211
 - ITP 217
 - ITP 241
- Meet specific ASL language proficiency levels:
 - SLPI of Survival or higher OR a 1+ or higher on the ASLPI

- **If your score is at least Survival on the SLPI or 2 on the ASLPI:** You may register for courses within the major, but you will need a higher proficiency for Internship.
- **If your score is below Survival on the SLPI or 2 on the ASLPI:** You can only register for elective courses. You will need to retake the assessment until you reach at least these minimum levels to enroll in courses within the major.
- **To register for Internship,** you must achieve **Intermediate+** on the SLPI or a **3** on the ASLPI.

If you earn **Intermediate+** or a **3** on your first attempt, you will meet the requirements for all major courses and internship without needing to retake the assessment. However, if your initial scores are lower, continue to retake the assessments until you achieve the required levels for Internship registration.

Applications who hold the following approved certifications may waive the Language Proficiency. Applicants must submit documentation of such certifications for formal review:

- Educational Interpreter Performance Assessment (EIPA) score of 3 or higher
- National Interpreter Certification (NIC)
- Board for Evaluation of Interpreters (BEI)
- State Level Certification

Registering for the SLPI or ASLPI:

On-ground: During ASL IV students will take the SLPI. The date and times will be coordinated through the ASLEI department faculty.

Online: Students can take the SLPI or ASPLI at any time of your choosing, but must meet the requirements above to proceed in the program.

SLPI:

Students self-registering with the SLPI will complete the SLPI Individual application at the following link: <https://forms.gle/uigRz7Sr7fY5pkQk9>. Fill out the inquiry form and provide the requested information. After applying for the interview and submitting your payment, you then schedule the interview. If possible, request that a copy of results be shared with WWU faculty at ASL-EI@williamwoods.edu.

ASLPI:

Students self-registering with the ASLPI from Gallaudet’s website will click on the following link: [ASLPI Registration](#). Students read the registration documentation, and mark that they are taking the evaluation as a self-pay, and with a “direct connect with zoom”. WWU staff will not be able to “proctor” the assessment. At the bottom of the registration, it asks about sharing your results. Please include the “ASL-EI@williamwoods.edu” to receive a copy of the results. This will speed up the application process.

You must submit your results letter from the SLPI or ASLPI to the ASLEI department for review at ASL-EI@williamwoods.edu

Industry Standards:

See the link below for the Job/Task Analysis for National Interpreter Certification. This information is referenced in the student contract where students will verify that they have read and will abide by the standards of the field.

<https://www.casli.org/wp-content/uploads/2017/07/NIC-JTA-Report.pdf>

WILLIAM WOODS UNIVERSITY ASLEI PROGRAM PROGRAM APPLICATION

The ASLEI Program Application includes the following components:

1. Application for Admission (Google Form)
2. Resume
3. Personal statement essay (English and ASL)
4. Two references
5. ASLEI Student Contract

1. Application for Admission Link: [ASLEI Application for Admission](#)

2. Resume (maximum 2 pages)

Your résumé should include the following information.

- Professional Goal(s)
- Personal Data (name, address, email, telephone number)
- Education – Start with the most recent and work backward. For each degree, provide:
 - Name and address of school
 - Dates attended-may need to give anticipated graduation date
 - Degree received or to be received
 - Major areas of concentration
 - Honors received
- Employment Experience – Start with the most recent and work backward. For each employer, provide:
 - Name and address of employer
 - Dates of employment
 - Job title/Job responsibilities
 - Reason for leaving (optional)
 - Name of supervisor (optional on older jobs)
 - Volunteer Experience – Provide the same type of information as in the employment category. Be sure to emphasize volunteer experience related to the Deaf community.
 - Professional Activities: Be sure to include the following activities: Professional membership (RID, NAIE, etc.); licenses; certifications
 - Workshops/Trainings Attended: Names/Titles

Personal Statement (English and ASL):

As part of your application to the ASLEI Program, you must submit both a written personal statement in English and a video statement in ASL, addressing the topics listed below. The video should be clear, well-organized, and no longer than 10 minutes; videos exceeding this length will

not be accepted. Include the link to your ASL video at the top of your written English statement. Ensure the link is accessible to ASL-EI@williamwoods.edu and verify that the permissions allow it to be viewed. Use the provided headings to structure your statement.

Areas to include in personal statement:

- **Interest in becoming a sign language interpreter:**
 - Discuss how and why you developed your interest in sign language interpreting as a career.
- **Personal Strengths:**
 - List and describe your personal strengths and work experiences you believe will enable you to be successful as a professional interpreter.
- **Personal Challenges:**
 - List and describe your personal challenges that will need to be addressed in order for you to be successful in your work with D/deaf individuals.
- **Related Employment or Volunteer Experience:**
 - Describe any experiences you have had working with D/deaf people (voluntary or paid employment). Please indicate the type of setting and length of your experiences.
- **Personal and Professional Values:**
 - Describe the relationship between your values and those of the interpreting profession.
- **Cultural Competence and Cultural Humility:**
 - The concepts of cultural competence and cultural humility emphasize respect for diversity, including, but not limited to cultures, ethnicities, values, customs, and lifestyles.
 - a. What experiences have you had which make you believe you can work effectively with people from diverse populations, especially those who differ from you in terms of age, religion, ethnicity, ability, socio-economic status, gender, and sexual orientation?
 - b. What difficulties do you think you might have as a professional interpreter serving diverse groups? How do you plan to address these difficulties? (Please be specific).
- **Career Goals:**
 - Describe your career goals after completing the ASLEI program?

WILLIAM WOODS UNIVERSITY ASLEI PROGRAM INTERNSHIP INFORMATION

Internship Overview

The internship is a key component of the ASLEI program and a requirement for earning a Bachelor's degree. This is not a requirement unique to William Woods University but a standard in higher education to ensure students graduate with advanced, real-world experience.

All students, regardless of prior certifications or associate's degrees, must complete the internship to fulfill the academic and professional standards of a Bachelor's program. Your prior experiences, skills, and certifications are a tremendous asset, and we look forward to seeing how they will enrich this next phase of your professional journey. The internship builds on that foundation by providing opportunities for advanced practice, mentorship, and continued growth as an interpreter.

Course Options and Structure

Students can complete the internship requirement in one semester or spread it over two semesters. Here's how the options work:

Option 1: One Semester

- Enroll in **ITP 400 (6 credits)** to complete 300 hours of combined observation and hands-on interpreting experience in a single semester.
- This requires an average of 20 hours per week dedicated to the course.

Option 2: Two Semesters

- Enroll in **ITP 451 (3 credits)** during one semester and **ITP 452 (3 credits)** in a later semester.
- Each course requires 150 hours of observation and hands-on interpreting experience, for a total of 300 hours across the two courses.
- Students taking this option will dedicate an average of 10 hours per week to the course during each semester.

This flexibility allows students to distribute the workload over two semesters or complete it in one, depending on their schedule and educational timeline. Internship courses are offered every semester as needed to fit students schedules and availability. Students must complete all required prerequisites prior to completing the Internship.

Course History Note

If you completed an internship as part of a previous program, you might only need to take **ITP 452 (3 credits)**, requiring a total of 150 hours rather than 300 hours. This will be noted in your transcript evaluation. Please discuss your specific situation with your academic advisor.

Supervising Mentors

Supervisors play a critical role in the internship experience. They must:

- Be **present during the interpreting process** to provide direct supervision. For on-site internships, this means being physically present; for remote internships (e.g., video remote interpreting), this means being virtually present during interpreting sessions.
- Provide immediate feedback and corrections during assignments to enhance the learning process and ensure accuracy.
- Additionally, mentorship can happen outside of “live” interpreting assignments and includes video practice and analysis and mock interpreting scenarios.
- Have **at least 5 years of professional interpreting experience** and hold one of the following certifications:
 - NIC
 - RID
 - CDI
 - BEI Advanced/Master
 - State QAST (upper level)
 - EIPA 4.0 or higher

Supervisors with alternative certifications must be approved by the Internship Coordinator. Exceptions are considered on a case-by-case basis to ensure appropriate supervision in all locations.

Placement Flexibility

For on-ground students based in Fulton, placements are not restricted to the immediate area, and students are encouraged to pursue internships in locations that align with their post-graduation career goals. Internship placement must be approved by the Internship coordinator prior to completing the OwlNet Internship Application and signing up for the course.

Online students, already located across the U.S. and Canada, have the same flexibility in selecting a placement that meets their needs and aspirations. Internship placement must be approved by the Internship coordinator prior to completing the OwlNet Internship Application and signing up for the course.

Legal and Regulatory Requirements

Students are responsible for understanding the interpreting laws and regulations in their state, which may vary widely. Some states have no regulations, while others have requirements for certification, licensing, or specific roles like public school interpreting. Students must research these requirements and secure any necessary paperwork before starting their internship.

Enrollment Process

Enrollment in the internship course follows university protocols and differs from traditional course registration. Students must complete and submit the "Internship Form" through the Student Forms Portal on OwlNet. This form requires multiple levels of approval, so students should plan ahead to avoid delays.

In addition to university requirements, students must also complete the **ASLEI Internship Application** and submit it to **ASL-EI@williamwoods.edu** if they have not already done so.

Key Takeaway

The internship is a crucial and required part of the ASLEI program. It ensures that all students graduate with the advanced skills, mentorship, and experience expected of a Bachelor's degree holder. Your prior experiences are highly valued and will serve as a strong foundation as you take on new challenges and continue to grow within the program. We are excited to support you in reaching new levels of proficiency and confidence as an interpreter.

WILLIAM WOODS UNIVERSITY ASLEI PROGRAM INTERNSHIP FAQs

Who can be a mentor:

Your mentor(s) can be hearing or Deaf. Many students have two mentors, dividing the hours between the two so that it is not overwhelming for any one mentor. An interpreting mentor must have a minimum of 5 years' experience and hold advanced certification. A Deaf mentor must be a CDI or have evidence of mentoring experience. This will be determined through submission of the resume to verify experience. Mentors are responsible for identifying and structuring learning opportunities for the student interpreter and guiding them through the learning process on site or remote. The student is responsible for following the guidelines and expectations of the mentor and taking advantage of all learning opportunities as they arise.

How do I find a mentor:

Students can find a mentor in a variety of ways, but generally mentors are found through personal networks. Some students are more limited than others due to location, so working through a mentoring agency to fulfill the mentor role is also an option. The majority of students reach out to interpreters or Deaf individuals that they know for recommendations on where and who to approach for an internship. Most locations do not have an "internship program" so asking about opportunities to complete an internship with a working interpreter is a better way to ask about internship availability. Common places where students have completed internships: School districts, colleges and universities, interpreting agencies, schools for the Deaf. If assistance is needed in how to search for internship locations or how to start the process, please reach out to the internship Coordinator.

How is my grade determined:

Your grade is determined by the total number of points earned in the course. The course syllabus outlines the total number of points for the class with the point distribution laid out by assignment. It is possible for students to fall short of the 150 hours and still pass the course if they are diligent and do well on the other assignments in the class.

Is the course pass/fail:

The course is not pass/fail. The course is evaluated like all others in the program on the A-F scale.

How many hours must be hands up or observation:

There is not a set number of hours that must be hands up or observation. Due to the diversity in placements, skillset, Deaf and hearing consumer preferences, and students signing preparedness; the availability of hands out hours will vary greatly. The opportunity for hands up time is granted at the grace of the consumer and interpreter. The certified interpreter is ultimately responsible for a successful interpretation and must be able to take over at any point if needed.

Can I use online workshops/training for hours:

Yes – online training and workshops are allowed for internship hours. The internship coordinator will also send out online workshops and training information as it becomes available. It is important to get

into the habit of participating in continuing education as a student, since it is a requirement of all professional interpreters in the field.

When can I start to accrue hours:

This is the hardest part – but you cannot start to count hours until you are actually in the course. Many students want to collect hours a year in advance, but while students can observe and do additional hands-on learning – those hours will NOT count for the hours of the internship course. If students do additional hands-on learning they are responsible to ensure that they are following all state laws pertaining to certification/licensure. *students are not exempt and often have special permit needs.

I'm already an interpreter so do I need to do this:

Yes! American Sign Language is a dynamic language that is constantly growing and changing; therefore, our learning of the language is also continual. Most of us are second language learners and continue to have avenues of the language that we could improve. We also have areas of interpreting where we are not as competent; DB/ Working with a CDI/ Working with little kids... putting ourselves in the learning role again allows us to play with the language and grow in exponential ways.

I completed an internship in my AA/AAS degree, do I have to do this again:

You will need to review your transcript to see if credit was awarded for ITP 451 (150 hours). Based on the course descriptions and requirements of some AA/AAS internship/internship courses, students can transfer in one of the internship courses. This information is available to you in OwlNet, under the Students Tab and click on the Registration/Advising block of links and click on “unofficial transcript”. This will show you what courses transferred in as elective and as degree credit.

Can I count my employment:

If you are working as an interpreter, you can count some of your employment for hours. As a working interpreter, you are continuing to work on your skills, so 30% of the 150 hours can be from your employment. The important thing about the course is that it is to stretch your skills so your internship cannot be the same 100% as your employment. For example, if you are an educational interpreter, you cannot do an internship in the same setting. It is important to stretch your skills and find a space where you are uncomfortable– this will make you a stronger interpreter when across the board.

Can I get paid for internship:

There is NO requirement that internships must be voluntary. If you are able to secure a location with an agency or entity that has a stipend or will pay you for the work, that is fine as long as it's legal interpreting within the state where you are working.

When do I fill out the Internship form in OwlNet:

When you are ready to register for the Internship course, you will have to log into OwlNet and complete the Internship form. To find this form, students need to log into OwlNet and on the “Students” tab, click on “Student Forms Portal” on the left side of the screen. Scroll down until you see the “Internship form” and fill out the required information. This form is used for every program across campus when applying for internship placement.

To complete the form you will need the Contact information for your mentor and the name of the agency or business if applicable. You cannot fill out this form until you have a location that has been

approved by the Internship coordinator and you have met the prerequisites for the course. You will also need to know how many credit hours you have completed (this is on your advising needs worksheet and is in reference to your total number of credit hours completed as a student). You will submit the form and then it will go through a series of verifications before you are manually entered into the course from the Registrar's office.

Do I need to purchase Malpractice/Liability Insurance:

It is not a requirement of the university but could be requested by your supervising agency or school. Students can find policies for a nominal fee through the RID or other insurance agencies.

WILLIAM WOODS UNIVERSITY ASLEI PROGRAM INTERNSHIP APPLICATION

There are two forms to complete to register for ASLEI Internship:

1. In OwlNet you need to complete an Internship Form
2. There is an ASLEI specific internship application (found below)

OwlNet Registration

- Student
- Left side, click Student Forms Portal
- Forms are listed alphabetically, choose Internship Form
- You do NOT need to upload a document when submitting this form
- This will initiate the approval process for the Registrar to complete the process

ASLEI Internship Application Requirements

- Complete Form: [ASLEI Internship Application](#)

The ASLEI Internship Application will be due during ITP 351 (Interpreting II) or the semester prior to registering for the Internship course.

All students, regardless of prior certifications or associate's degrees, must complete the internship to fulfill the academic and professional standards of a Bachelor's program. Your prior experiences, skills, and certifications are a tremendous asset, and we look forward to seeing how they will enrich this next phase of your professional journey. The internship builds on that foundation by providing opportunities for advanced practice, mentorship, and continued growth as an interpreter.

If you completed an internship as part of a previous program, you might only need to take **ITP 452 (3 credits)**, requiring a total of 150 hours rather than 300 hours. This will be noted in your transcript evaluation. Please discuss your specific situation with your academic advisor.

WILLIAM WOODS UNIVERSITY ASLEI PROGRAM TRANSFER CREDITS & PRIOR LEARNING CREDITS

TRANSFER CREDIT INFORMATION

We work with other colleges and universities to transfer credits. Many 2-year interpreter training programs work with us to make transferring your credits easy. The credits from an Associate's degree are taken at a lower level than credits in a Bachelor's degree. For example, if you took a 200-level course at another institution, it will not transfer in as a 400-level course here.

Internship Hours:

If you completed an internship or internship at a previous institution, you may be eligible to transfer in up to 150 of the required 300 hours. You will need to review your transcript to see if credit was awarded for ITP 451. Based on the course descriptions and requirements of some AA/AAS internship/internship courses, students can transfer in one of the internship courses. This information is available to you in OwlNet, under the Students Tab and click on the Registration/Advising block of links and click on "unofficial transcript". This will show you what courses transferred in as elective and as degree credit

PRIOR LEARNING CREDIT INFORMATION

Prior Learning Credits are determined by a University policy. The policy can be found here: https://www.williamwoods.edu/admissions/learning_based_experience.html

Transferring credits from another higher education institution:

Students may transfer in ASL and Interpreting courses taken at other higher education institutions upon review of official transcripts.

WILLIAM WOODS UNIVERSITY ASLEI PROGRAM ASL LAB

The ASL Lab is in Burton Hall and is available to both our on ground and online students. The on ground students meet with Mentors face to face while our online students meet with Deaf ASL Mentors remotely.

The ASL Lab Mentors meet with students as part of required ASL lab hours for ASL and Interpreting courses as well as by appointment.

asl-lab@williamwoods.edu

WILLIAM WOODS UNIVERSITY ASLEI PROGRAM HANDS UP ASL CLUB

There is an ASL Club in Fulton for our on ground students called HANDS UP. This club has a variety of activities and events in ASL. They are working on adding some online activities, to try and include online students.

There are currently no fully online clubs, since clubs are funded through the Student Activities fee, which is only charged to on ground students.

Hands Up Faculty Advisor: John Brand III

john.brand@williamwoods.edu

INTERPRETER MENTORSHIP & ADVANCEMENT PROGRAM (IMAP)

We are in the final stages of developing our Interpreter Mentorship and Advancement Program (IMAP), which will begin July, 2025. This program will be free to our recent graduates and will help you transition from the classroom to the real world as you prepare for interpreter certification. For more information, please email imap@williamwoods.edu

WILLIAM WOODS UNIVERSITY ASLEI PROGRAM ASLEI STUDENT ADMISSIONS CONTRACT

ASLEI Program Student Admissions Contract

The William Woods University Bachelor of Interpreting Program is dedicated to preparing interpreters to serve the Deaf community with professionalism, respect, and cultural humility. As interpreters, we play a critical role in bridging communication and fostering inclusion for individuals of all backgrounds, regardless of race, religion, gender, or ability.

Commitment to Service

As a student in a service-based career, you are expected to:

1. **Uphold Ethical Standards:** Follow the ethical guidelines of the National Association of Interpreters and the State of Missouri Ethical Standards for Interpreters.
2. **Respect Diversity:** Treat peers, faculty, staff, and clients with fairness, dignity, and respect, honoring all individuals' unique identities and lived experiences.
3. **Promote Inclusion:** Avoid discrimination and uphold the values of equity and access for the Deaf community and beyond.

Professional and Personal Expectations

Students are expected to:

- Address personal challenges that may affect their ability to meet program expectations.
- Collaborate with faculty to develop a Professional Behavior Improvement Plan if areas of growth are identified.
- Commit to lifelong learning and professional growth to better serve the Deaf community.

Program Policies

Students must adhere to the policies outlined in the ASLEI Student Handbook and Field Education Manual. These policies ensure a foundation of ethical and professional behavior, which is essential in this service-oriented profession. Students must also adhere to language proficiency standards as prerequisites outlined in the handbook.

Ongoing Requirements to Maintain Admission

To remain in the program, students must:

- Maintain a minimum GPA of 2.75 in ASLEI coursework and a 2.50 overall GPA at William Woods University.

Acknowledgment of Responsibility

By signing this contract, you acknowledge that the interpreting profession is one of service and advocacy. In addition, you acknowledge you have thoroughly read through the industry standards from CASLI. You commit to upholding the principles of respect, equity, and integrity while working to meet the communication needs of the Deaf community. You understand the program's expectations and agree to adhere to its policies, knowing that failure to do so may result in corrective action.

You may either print and sign this form and send as an attachment to ASL-EI@williamwoods.edu or submit electronically via the ASLEI Program Application.

Student Signature

Printed Name Date

Date